



# Service Design für den Digitalen Lesesaal

**Zur Konzeption des digitalen Lesesaals – das Projekt digitalAccess2archives der Staatsarchive Basel-Stadt und St.Gallen**

Esther Baur, Lambert Kansy (StABS) und Martin Lüthi (StASG)

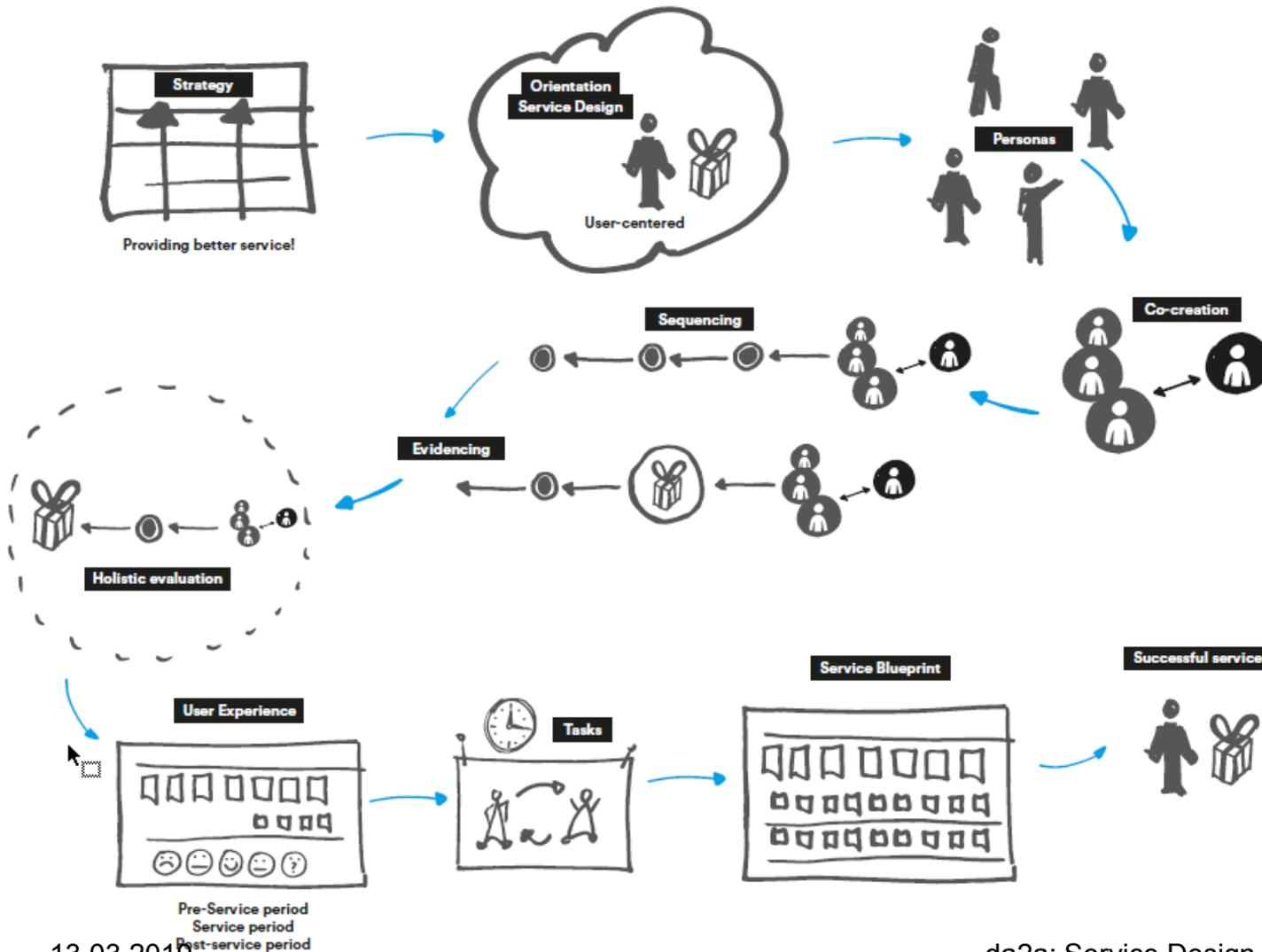
# Service Design – warum?



Quelle: Fotodokumentation Service Design-Projekt, 2016

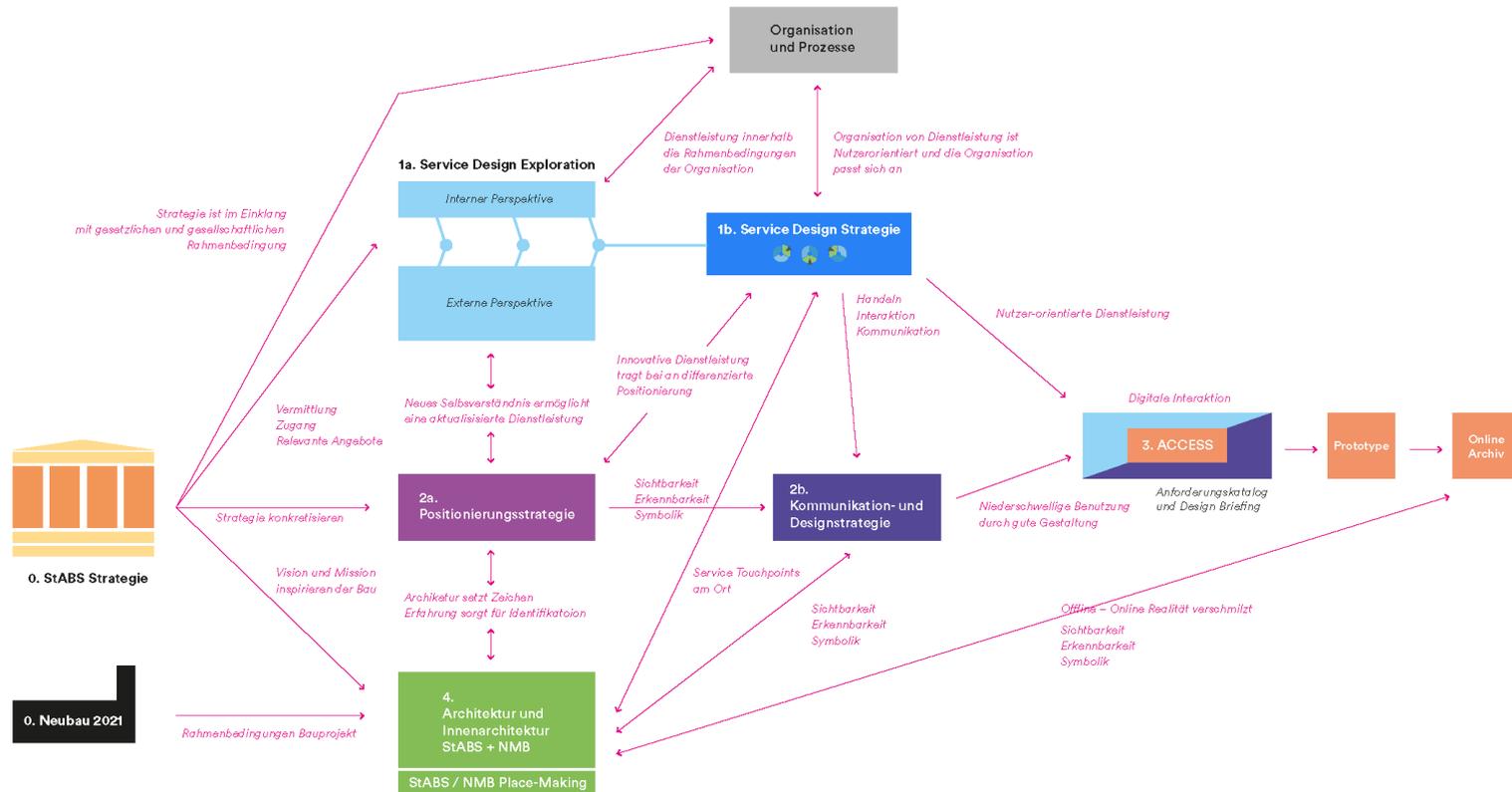
# Service Design – Methode

## Service Design



Quelle: <http://www.graphische.net/grafik-news/skywalk-service-designbekommt-full-service/> (12.03.2019)

# Service Design im Kontext

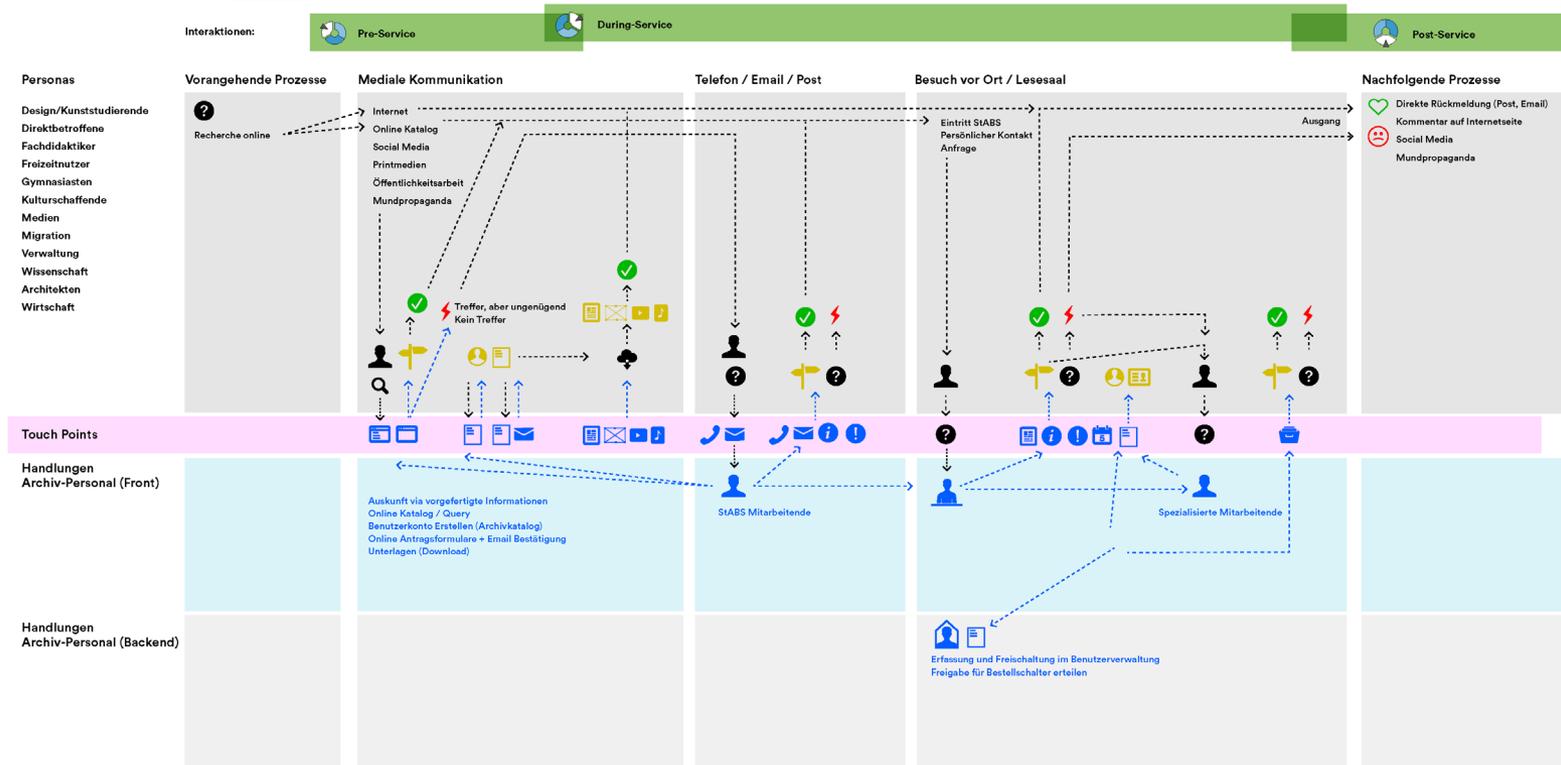


Quelle: Service Design-Strategie StABS 2018

# Touchpoint Matrix

## 4. Recherche (Online, Onsite) 5. Registrierung und Verwaltung Benutzende

StABS Service Design UX Analyse: Interne Sicht



Quelle: Interne Analyse Services StABS 2017

# Personas

1. Fachdidaktiker
2. Direktbetroffene
3. Kulturschaffende, Kreativwirtschaft
4. Freizeitnutzer
5. Verwaltung als Nutzer
6. Wissenschaft
7. Medien
8. Migranten
9. Schüler
10. Kunst/Design-Studierende
11. Architektur/Bauwesen
12. Wirtschaft

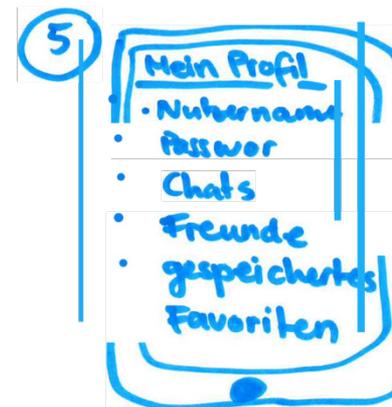
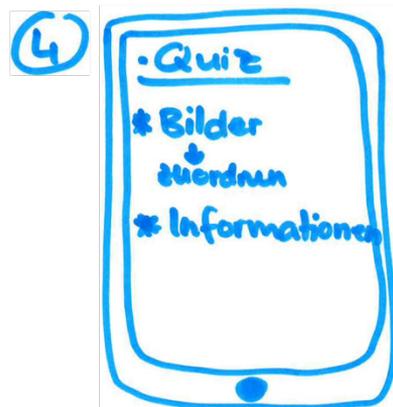
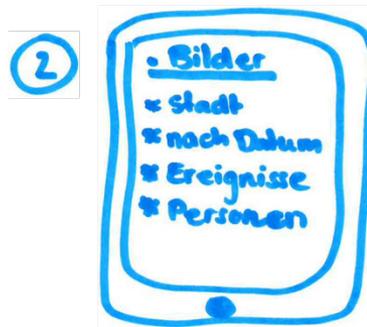
# Workshops mit Nutzergruppen



Quelle: Fotodokumentation Service Design, Persona- Workshops 2018

# Co-Creation light

## Archivapp

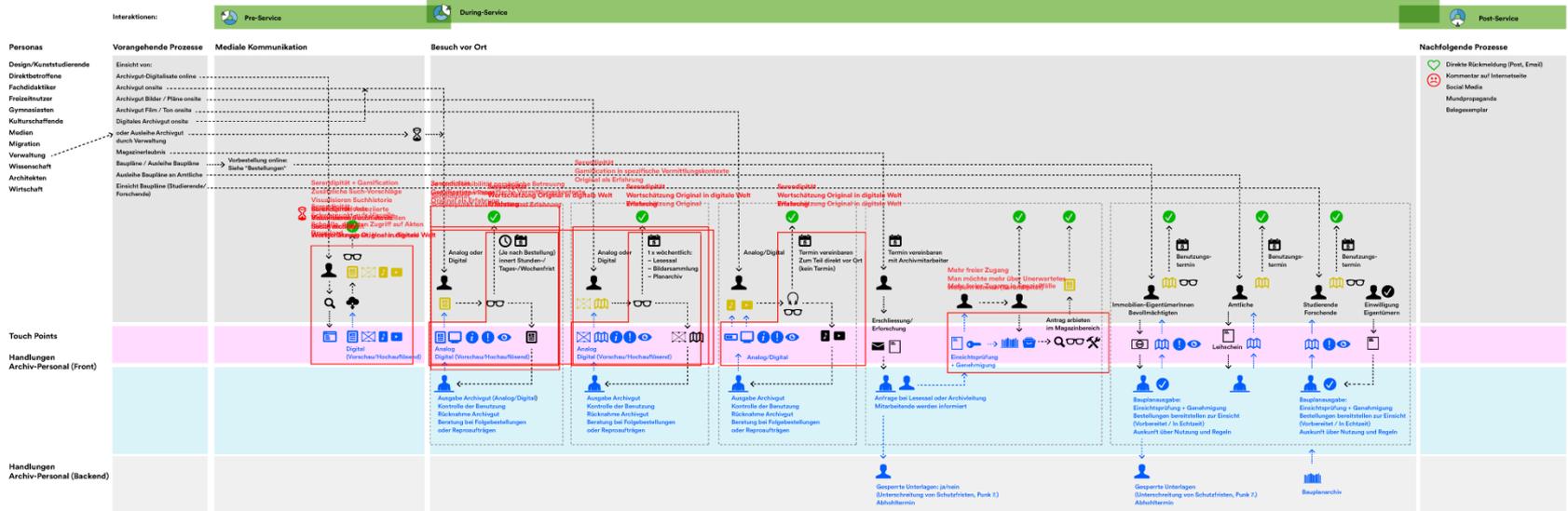


Quelle: Fotodokumentation Service Design, Persona- Workshops 2018

# Externe Analyse der bestehenden Services

## 8. Einsicht in Archivgut

STABS Service Design UX Analyse: Interne Sicht **Externe Sicht** **Interaktion** **Design & Designstudierende**



Quelle: Auswertung Persona-Workshops, 2018

# Auswertung Bedürfnisse, Präferenzen, Erwartungen

| A | B  | C                        | D                           | E | F | G | H | I | J | K | L | O | P | Q | R | S | T | U | V   | Y | Z | AA | AB | AC | AD | AE | AI | AJ | AK | AL | AM | AN | AO | AI | AS                          | AT | J |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|--------------------------|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|-----------------------------|----|---|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|   | <b>Vergleich der Personas nach zentrale Themen</b> |                          |                             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | Rote Farbe steht für 'Entwicklungsbedarf' |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |                             |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | EY 15.10.17  |                          |                             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |                             |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | <b>Zeitfaktor / Zeitdruck / Urgenz</b>             | Fachdidaktiker           | 1. Empfang (Vor Ort)        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2. Anfragen                               |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | 3. Beratung                 |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | 4. Recherche (Online, Onsite)<br>5. Registrierung und Verwaltung Benutzende |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 6. Bestellungen<br>7. Unterschreibung |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Direktbetroffene         | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Kulturschaffende         | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Freizeitnutzer           | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Verwaltung               | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Wissenschaft             | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Medien                   | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Migration                | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Gymnasiasten/Schüler     | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Kunst/Design Studierende | [Blue]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Blue]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Blue]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Blue]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  |                          | Niedrig                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | Hoch                                      |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | Niedrig                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | Hoch  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Niedrig                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Hoch                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Niedrig                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | <b>Niederschwelligkeitsniveau für Nutzer</b>       | Fachdidaktiker           | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Direktbetroffene         | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Kulturschaffende         | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Freizeitnutzer           | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Verwaltung               | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Wissenschaft             | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Medien                   | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Migration                | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Gymnasiasten/Schüler     | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Kunst/Design Studierende | [Green]                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Green]                                   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Green]                     |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Green]                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  |                          | Niederschwellig/ Zugänglich |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | Grosse Hemmschwelle                       |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | Niederschwellig/ Zugänglich |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | Grosse Hemmschwelle   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Niederschwellig/ Zugänglich           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Grosse Hemmschwelle |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Niederschwellig/ Zugänglich |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | <b>Umgang mit Informations-Komplexität</b>         | Fachdidaktiker           | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Direktbetroffene         | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Kulturschaffende         | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Freizeitnutzer           | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Verwaltung               | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Wissenschaft             | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Medien                   | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Migration                | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Gymnasiasten/Schüler     | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | Kunst/Design Studierende | [Cyan]                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | [Cyan]                                    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | [Cyan]                      |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Cyan]                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  |                          | Niedrige Fähigkeiten        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | Grosse Fähigkeiten                        |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | Niedrige Fähigkeiten        |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | Grosse Fähigkeiten  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Niedrige Fähigkeiten                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Grosse Fähigkeiten  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Niedrige Fähigkeiten        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  |                          | 1. Empfang (Vor Ort)        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2. Anfragen                               |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    | 3. Beratung                 |    |   |  |  |  |  |  |  |  |  |  |  |  |  |  | 4. Recherche (Online, Onsite)   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 6. Bestellungen                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Quelle: Auswertung Persona-Workshops, 2018

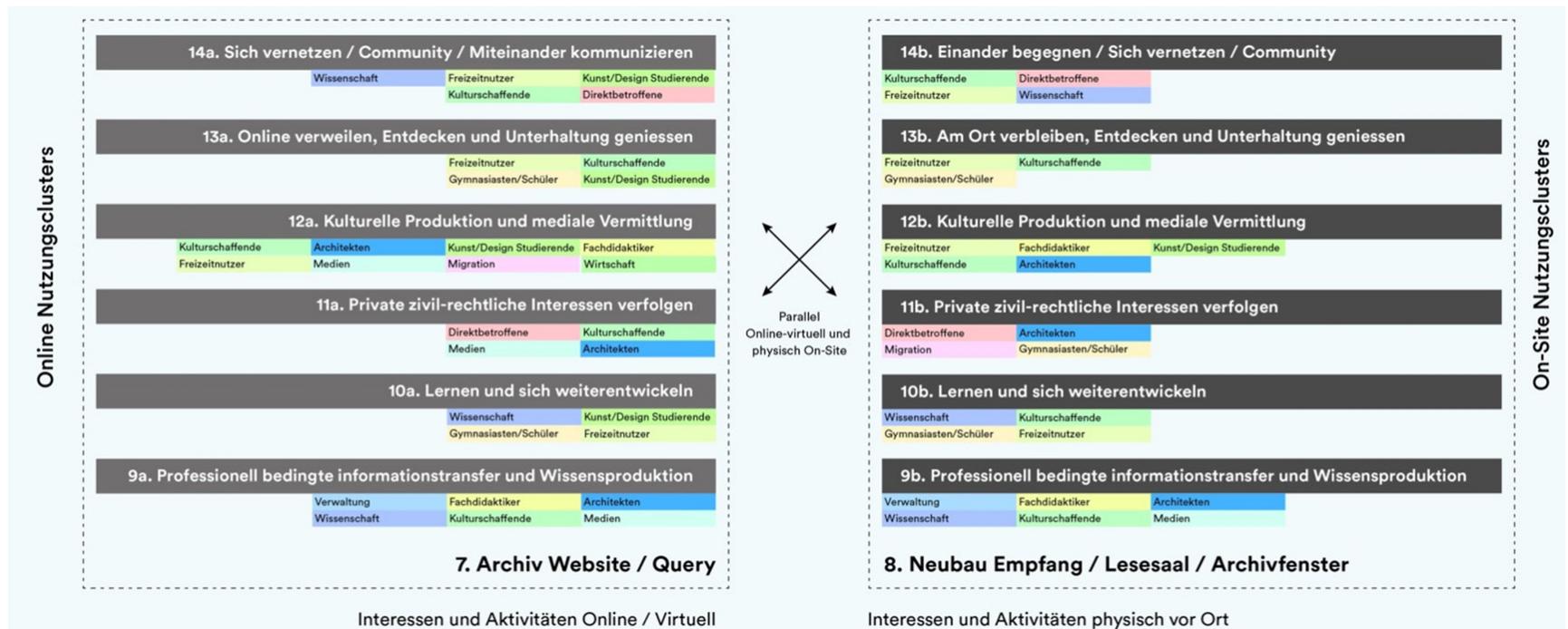
## Ziele Service Design-Strategie

- Das Archiv bietet einer Vielzahl von Menschen vor Ort mit unterschiedlichen Bedürfnissen attraktive Dienstleistungen an.
- Das Archiv versteht sich als sozialer Raum; es ermöglicht gesellschaftliche Teilhabe und Interaktion.
- Das Archiv ist eine offene / transparente Plattform und Drehscheibe.
- Nutzer und Archivpersonal stehen auf Augenhöhe.
- Informative und unterhaltsame Angebote werden erarbeitet.
- Umfassender Online Access ist verzahnt mit On-Site Angeboten.
- Klare Positionierung in der Öffentlichkeit zur Stärkung der Legitimation.
- Technologie soll selbstständige Nutzung ermöglichen.
- Change hin zu einer agilen, lernenden Organisation wird angestrebt.

## Nutzungs-Cluster

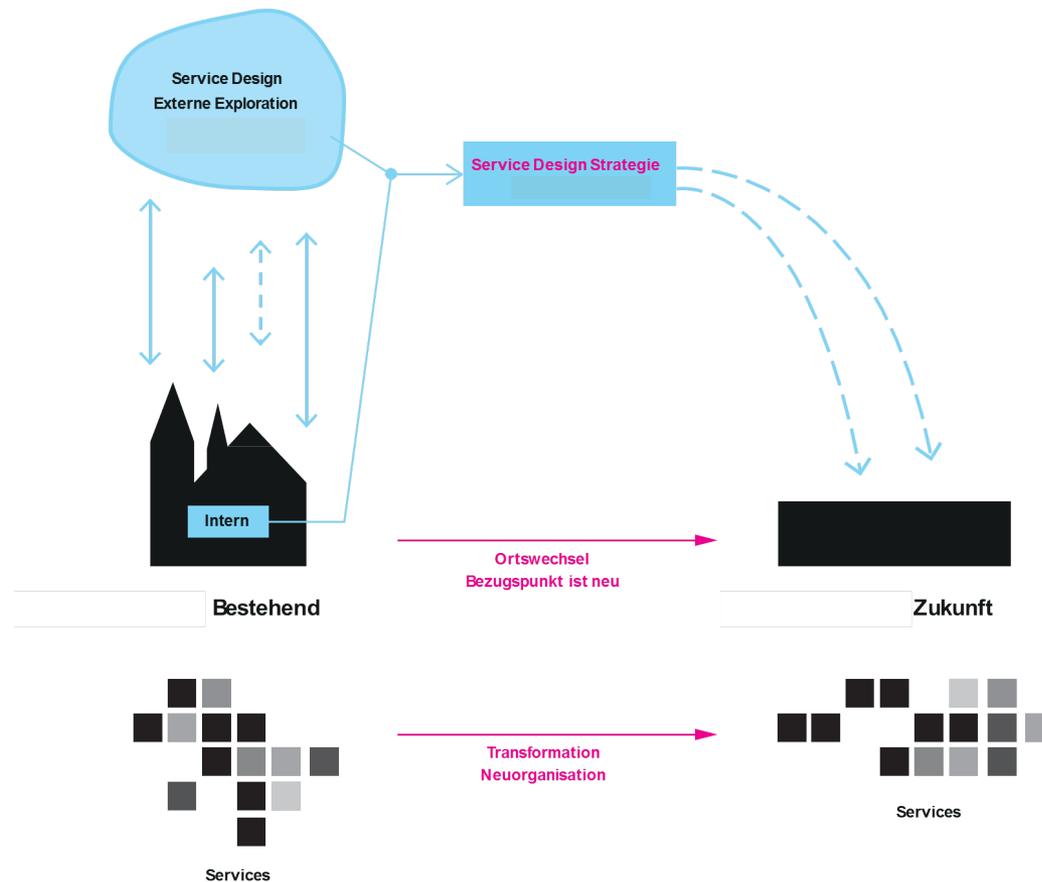
1. Professionell Wissen generieren und Information bearbeiten
2. Private Interessen verfolgen, rechtliche Ansprüche geltend machen
3. Lernen und sich weiterentwickeln
4. Kulturelle Inhalte schaffen und medial vermitteln
5. Sich unterhalten lassen
6. Vor Ort verweilen
7. Sich vernetzen

# Online und On-Site



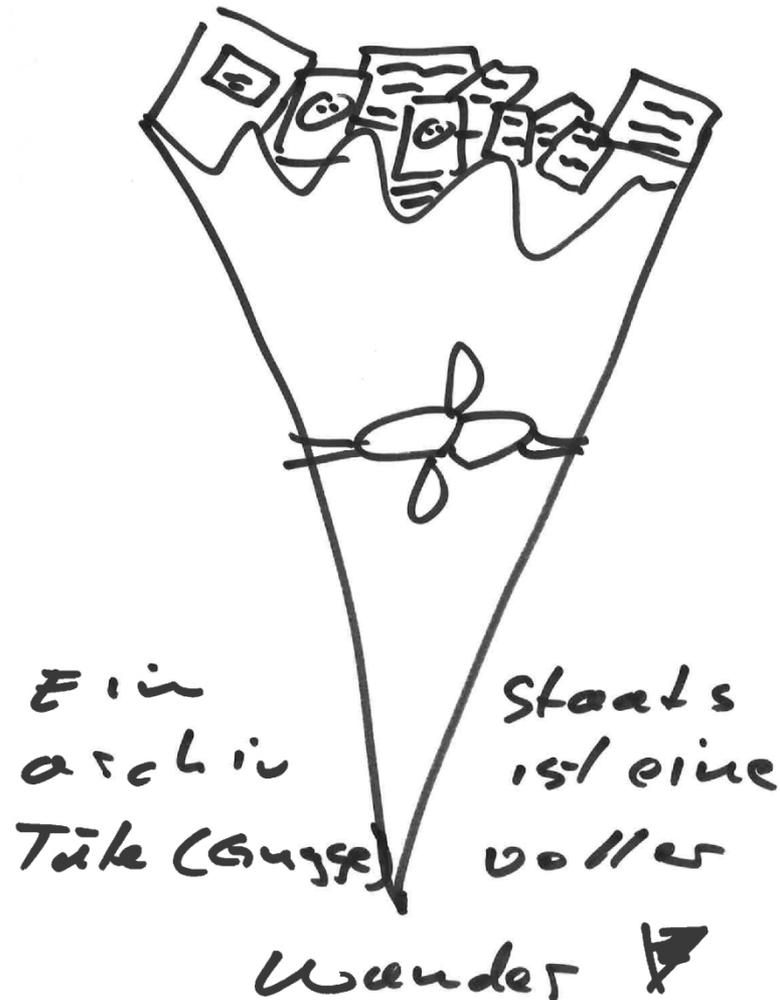
Quelle: Service Design-Strategie StABS 2018

# Fazit



Quelle: Service Design-Strategie StASG 2018

# Schluss



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