

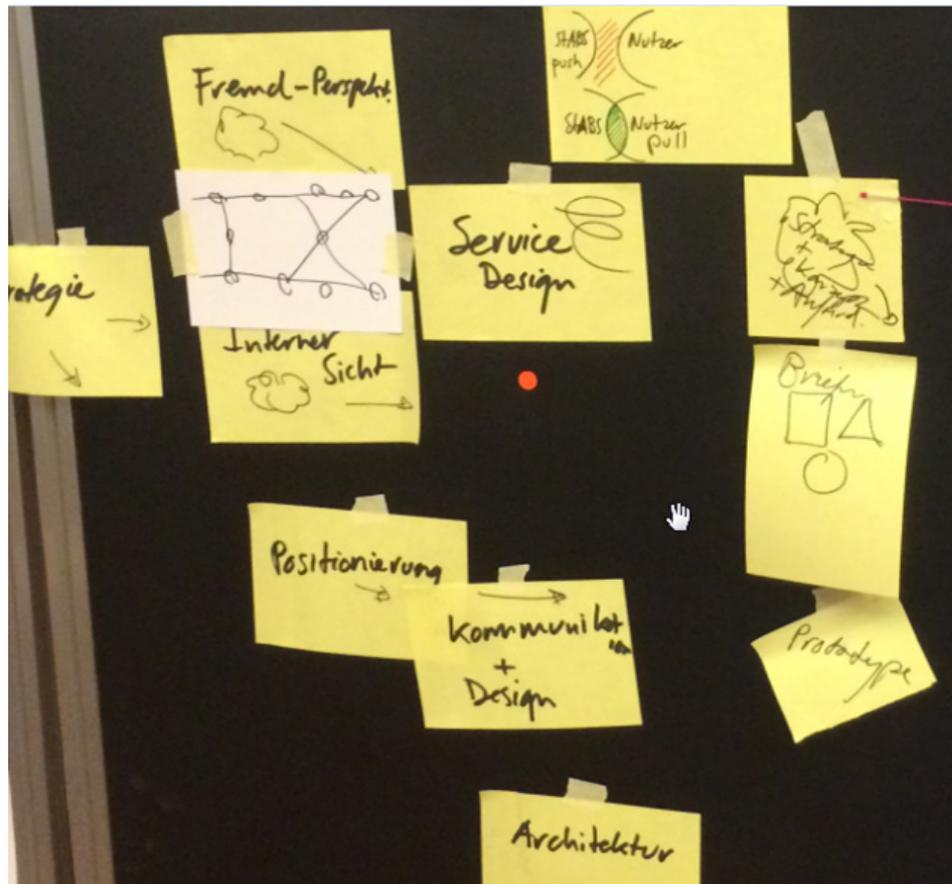


# Service Design für den Digitalen Lesesaal

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

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

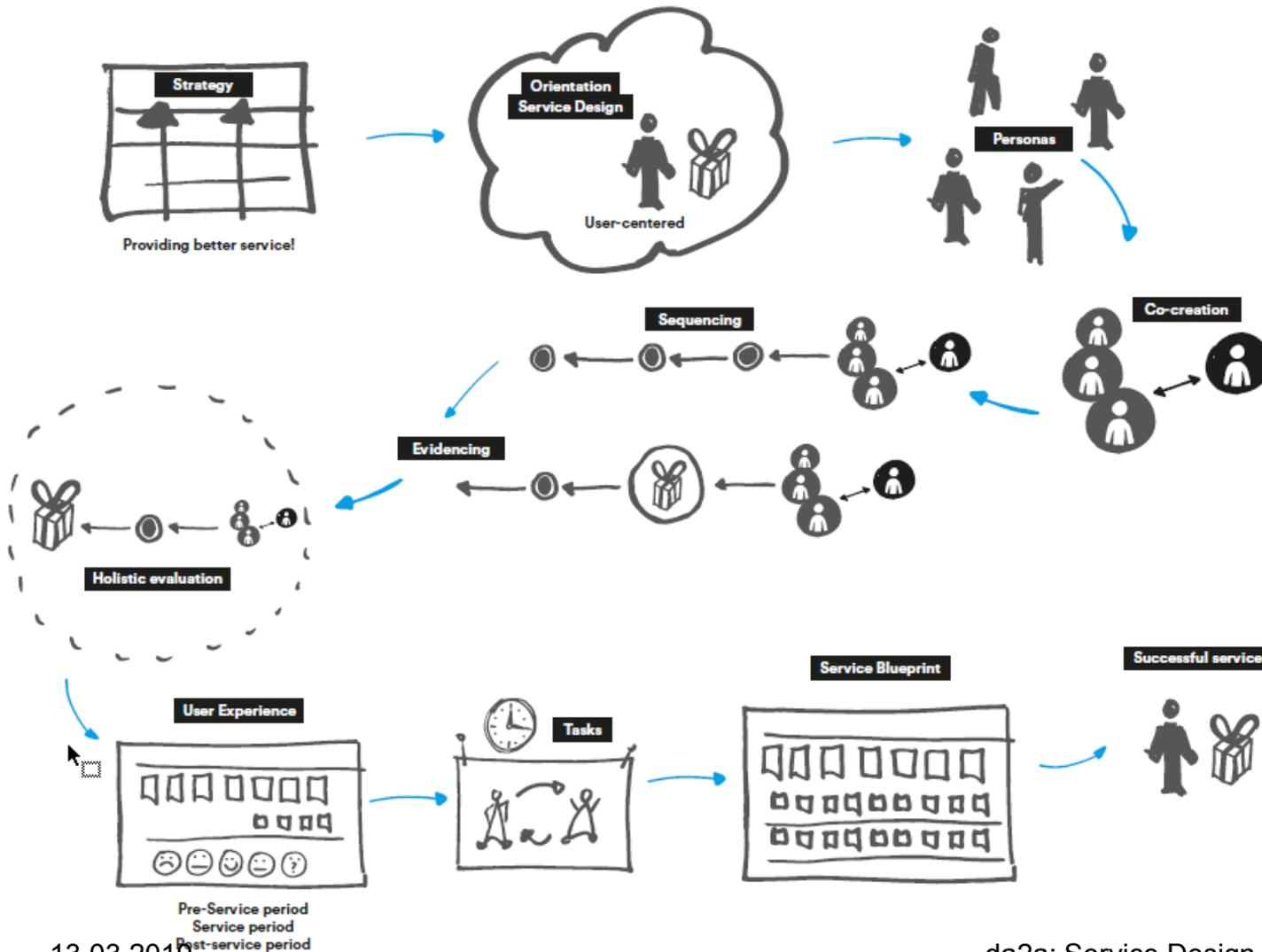
# Service Design – warum?



Quelle: Fotodokumentation Service Design-Projekt, 2016

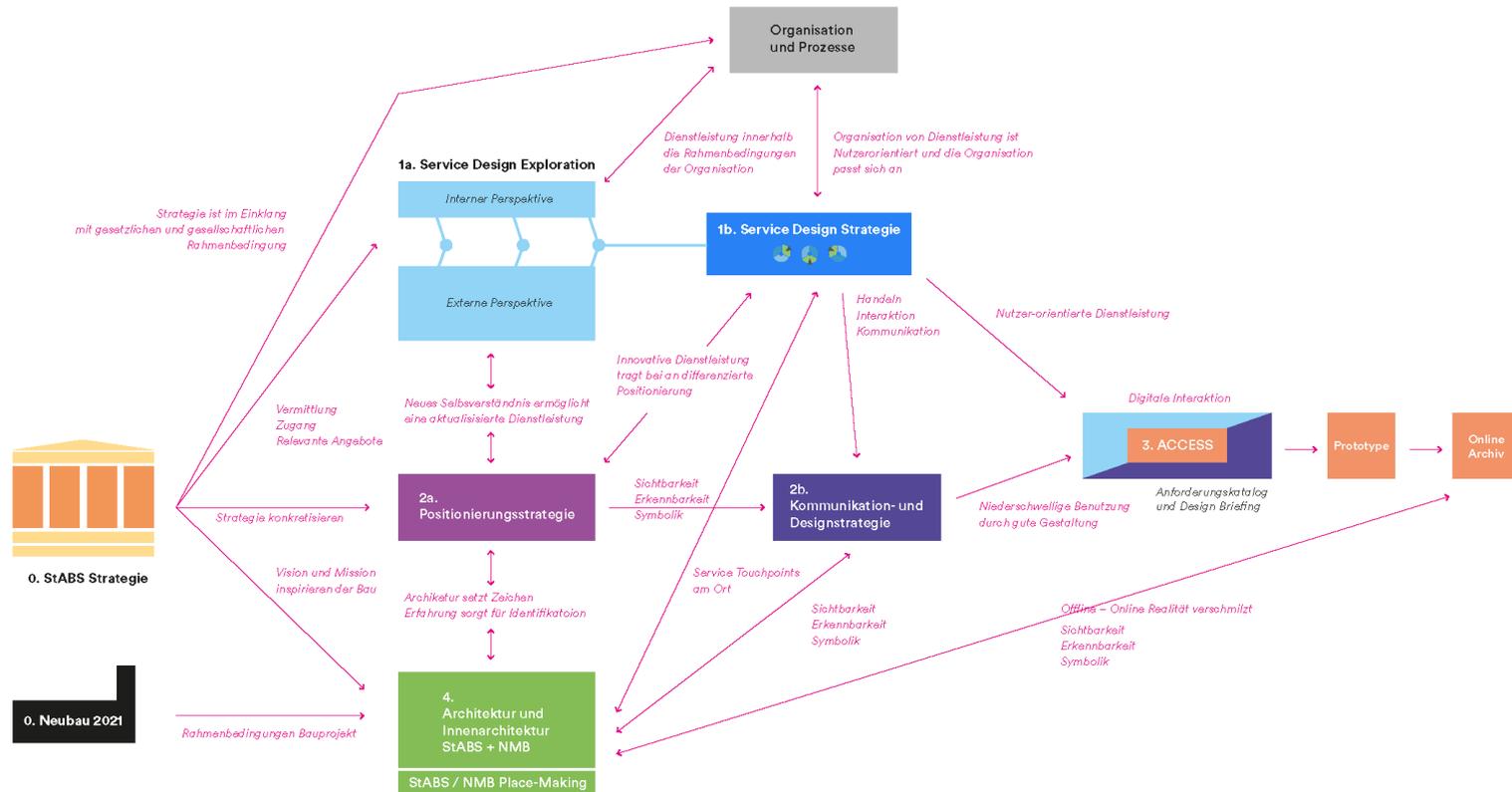
# Service Design – Methode

## Service Design



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

# Service Design im Kontext

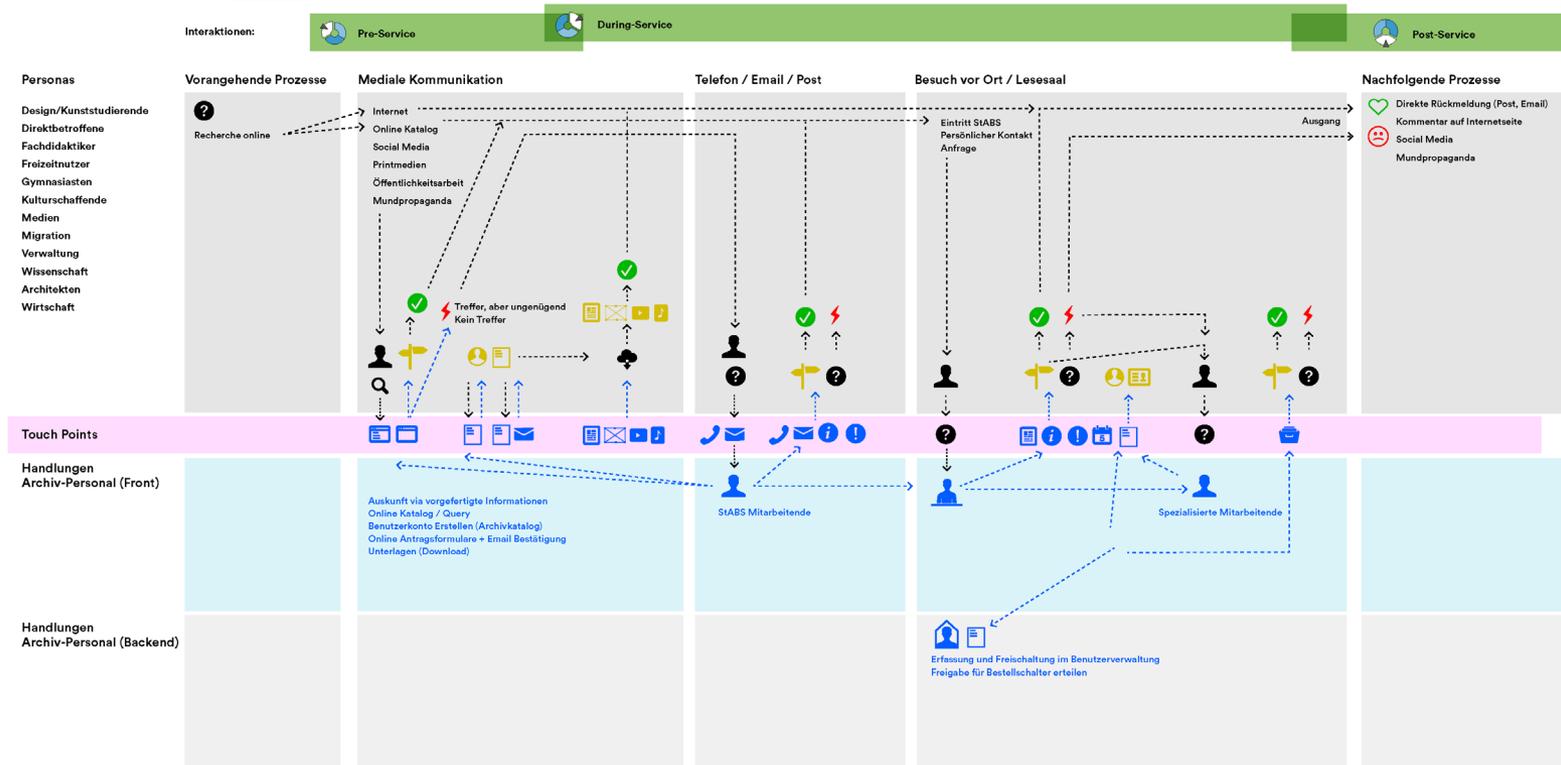


Quelle: Service Design-Strategie StABS 2018

# 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

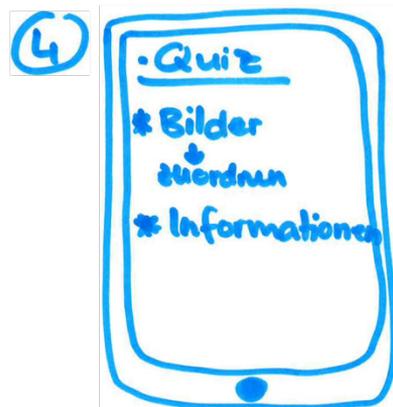
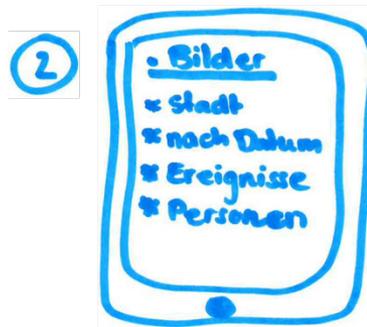
# Workshops mit Nutzergruppen



Quelle: Fotodokumentation Service Design, Persona- Workshops 2018

# Co-Creation light

## Archivapp

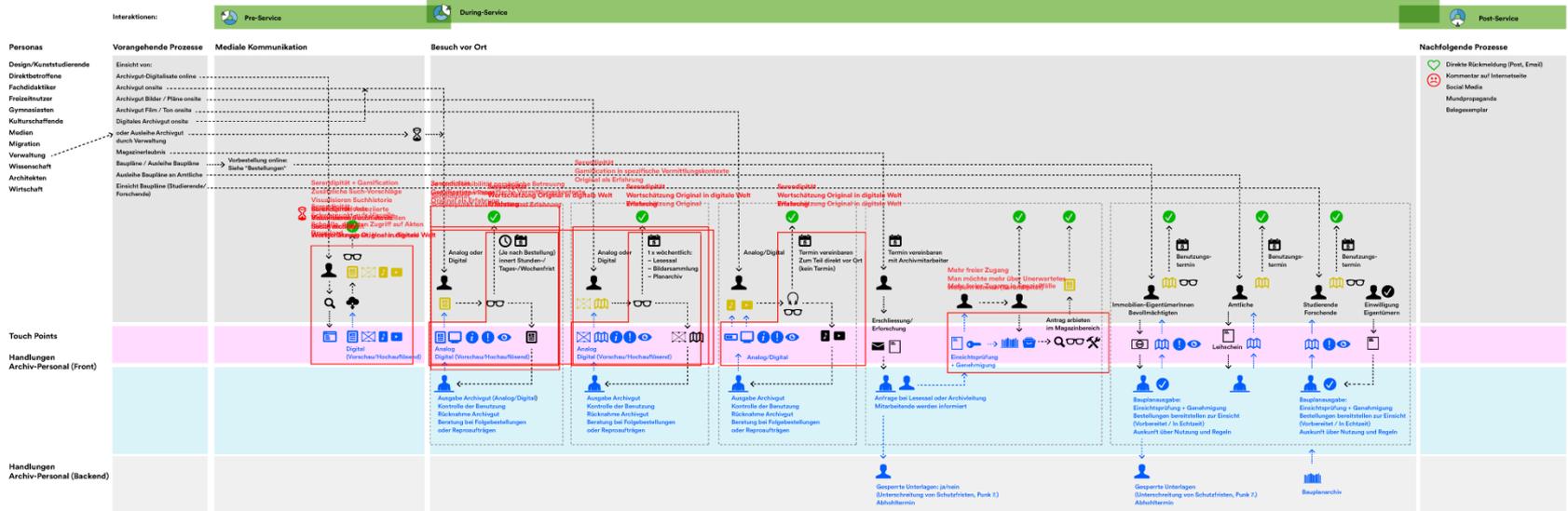


Quelle: Fotodokumentation Service Design, Persona- Workshops 2018

# 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

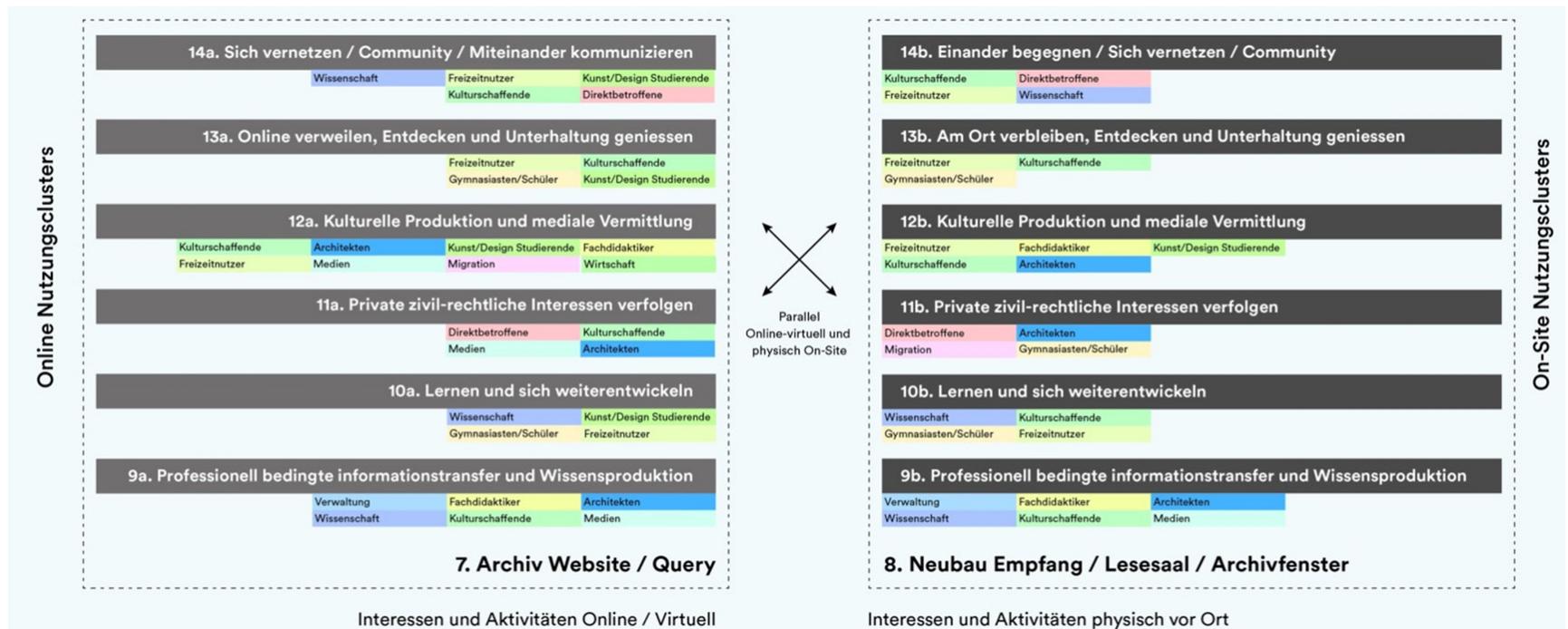
## Ziele Service Design-Strategie

- 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

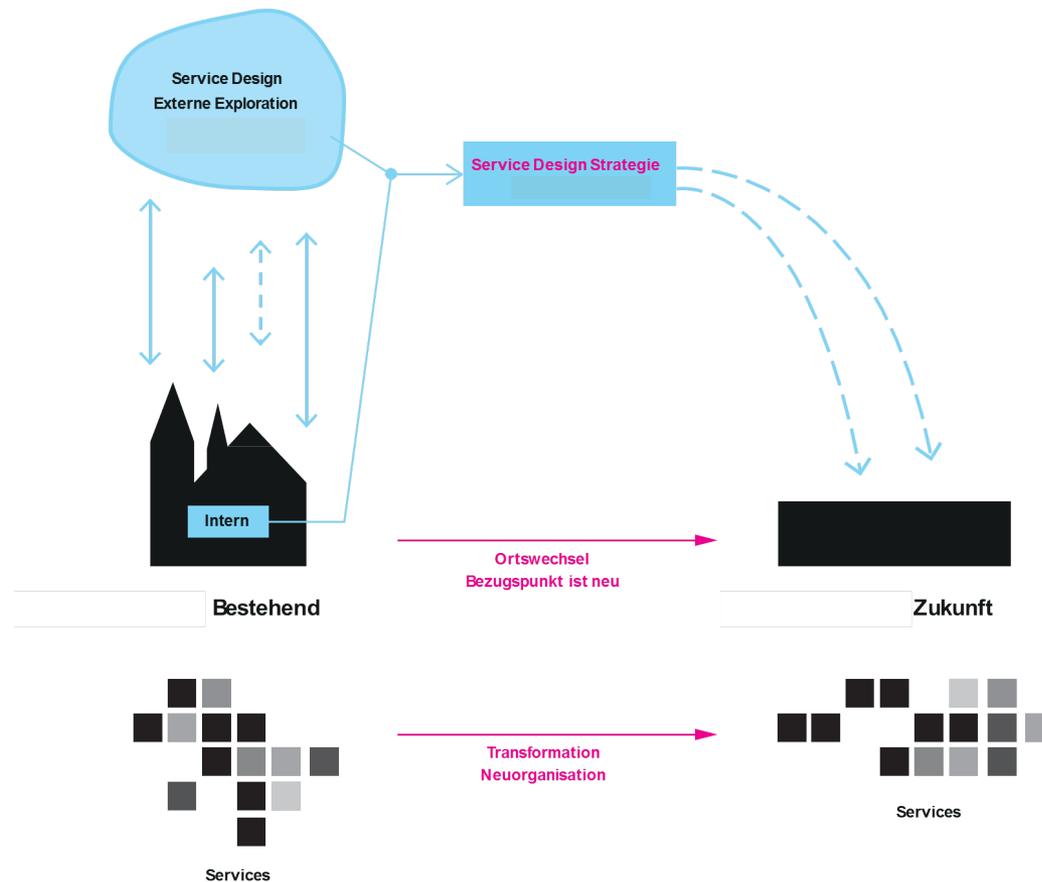
1. Professionell Wissen generieren und Information bearbeiten
2. Private Interessen verfolgen, rechtliche Ansprüche geltend machen
3. Lernen und sich weiterentwickeln
4. Kulturelle Inhalte schaffen und medial vermitteln
5. Sich unterhalten lassen
6. Vor Ort verweilen
7. Sich vernetzen

# Online und On-Site



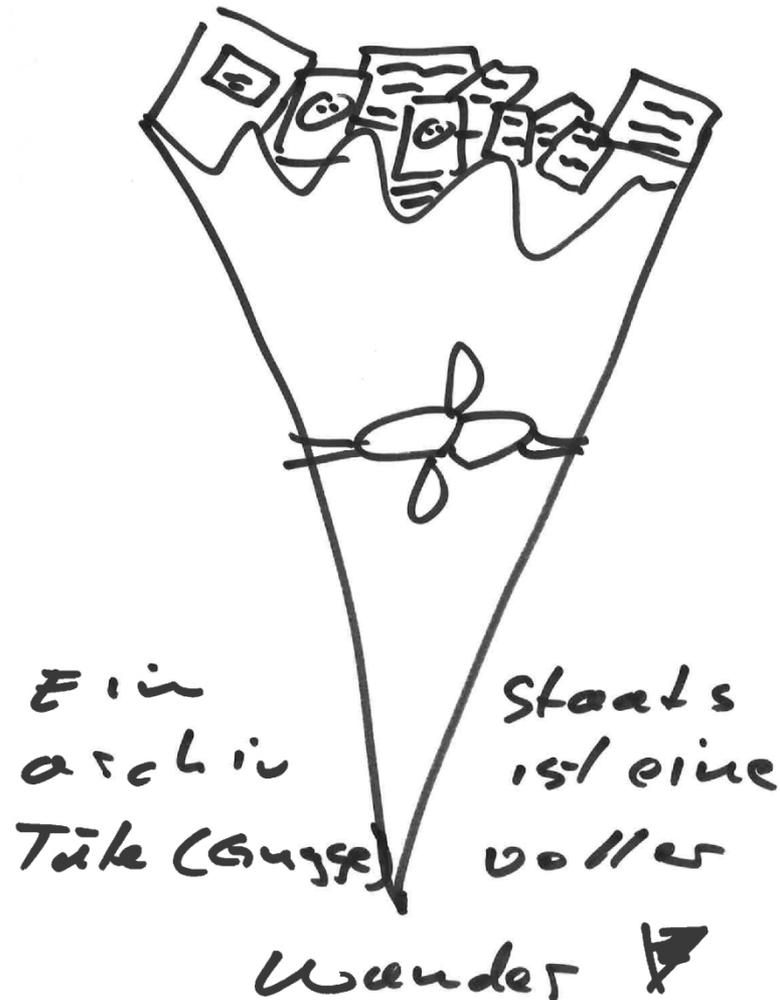
Quelle: Service Design-Strategie StABS 2018

# Fazit



Quelle: Service Design-Strategie StASG 2018

# Schluss



# Kontakt

## **Martin Lüthi**

Leiter Aktenführung und digitale  
Archivierung

Staatsarchiv St.Gallen

Regierungsgebäude

CH-9001 St.Gallen

[Martin.Luethi@sg.ch](mailto:Martin.Luethi@sg.ch)

+41 58 229 32 09

## **Esther Baur**

Staatsarchivarin

Staatsarchiv Basel-Stadt

Martinsgasse 2

CH-4001 Basel

[Esther.Baur@bs.ch](mailto:Esther.Baur@bs.ch)

+41 61 267 86 02

## **Lambert Kansy**

Leiter Informatik / Archivinformatik

Staatsarchiv Basel-Stadt

Martinsgasse 2

CH-4001 Basel

[Lambert.Kansy@bs.ch](mailto:Lambert.Kansy@bs.ch)

+41 61 267 86 98