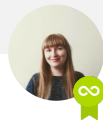


Self-assessment by Patrycja Rudnicka

SUBMITTED ON 30 JAN 2026



A summary about me:

I have been working at the intersection of design, psychology, and technology for over 18 years. I combine academic rigor with hands-on practice, leading interdisciplinary research and innovation projects for business, public institutions, and the creative sector. My career spans UX research, change management, and service design, enabling me to translate behavioral and organizational insights into meaningful services and systems. I support organizations in delivering responsible, human-centred, and evidence-based innovation. As a lecturer and mentor, I help designers and teams apply design methods grounded in psychology, ethics, and research to create impactful, scalable, and socially valuable services across diverse contexts.

I currently work as a/at:

Assistant Professor, Academy of Fine Arts and Design in Katowice, Poland
<https://asp.katowice.pl/en/academy/academic-faculty/patrycja-rudnicka.html>
Independent consultant
<https://cyberpsychology.pl/>

My LinkedIn profile:

<https://www.linkedin.com/in/patrycjarudnicka/>

My social media channels:

<https://www.instagram.com/cyberpsychology.pl/>

My educational background:

2025, SDN Academy, Service Design Masterclasses Series
2025, IEEE CertifAIED™ Assessor Training and Certification
2021, Certified Tutor, School of Tutors, Wrocław, Poland
2012, Advanced Statistics and Data Mining Summerschool, Universidad Politécnica de Madrid, Spain
2007, Psychology, PhD, University of Silesia, Katowice, Poland, specializing in cyberpsychology
2002, Psychology, MA, University of Silesia, Katowice, Poland, specializing in Clinical Psychology and Work and Organizational Psychology

The following theories are the key components of my approach to service design:

My approach to service design is informed by many fields, as I truly believe that an interdisciplinary approach is necessary for complex problems.

My work as a researcher, service designer, trainer, and mentor is grounded in social and organizational psychology, systems theory, and change



management. I draw on behavior change theories (e.g., TPB, SDT, and BJ Fogg framework) to design services that effectively influence user behavior and support sustainable adoption. Technology acceptance models (e.g., TAM, UTAUT, and Technology Readiness, of which I wrote a monograph) inform how I design digital services that users trust and are willing to adopt. Finally, positive psychology adds to the picture with an orientation on growth and well-being.

I apply systems thinking and organizational change theory to address complex service ecosystems, aligning multiple stakeholders, touchpoints, and organizational processes. My approach to implementation is also informed by the latest work of the Design Council – The Systemic Design Framework, allowing me to understand service rollout, internal alignment, and long-term impact in various contexts.

I am also a practitioner of Value Sensitive Design (VSD), embedding ethics, responsibility, and human well-being into service strategy, concept development, and evaluation. These theories enable me to design services that are not only effective and scalable, but also socially responsible and psychologically informed.

These are the most relevant resources I base my work on and I recommend them as a body of knowledge in service design:

Core service design texts such as “This Is Service Design Thinking” (Stickdorn, Schneider, 2012) and “This Is Service Design Doing” (Stickdorn et al., 2018) were the true manuals for me, as they provide a structured framework for human-centred, co-creative, and iterative service development. “Service Design: From Insight to Implementation” (Polaine et al., 2013) supports my work in translating research insights into actionable service concepts and organizational change. Also, “Convival Toolbox” (Sanders, Stappers, 2012/2018) has always been a great source of inspiration. I also value M. Chłodnicki’s “Service Design in Polis” (2017), which contributes to the building of local knowledge and to contextualized service design practice.

“Thinking in Systems” (Meadows, 2008) and “Service Design for Business” (Reason, 2015) were helpful in shaping a systemic approach in designing complex service ecosystems and understanding interdependencies across stakeholders and touchpoints. I find the literature in work and organizational psychology still inspiring for understanding human behavior in complex systems. Also, “Positive Computing” (Calvo, Peters, 2017) has been truly inspirational for my UX practice and teaching.

I draw many insights from books and papers of D. Norman, D. Kahneman, D. Ariely, P. Desmet, P. Hekkers and H. N. J. Schifferstein, and S. Weinschenk, which support evidence-based UX research and informed design decisions.

In addition to academic research, I actively follow publications from the Service Design Network, Nielsen Norman Group, IDEO, Interaction Design Foundation, UX Collective, and the Design Council, ensuring my practice remains current, practical, and grounded in evolving industry standards.

I have X years of working experience in service design:

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My working experience in service design includes involvement in:

- Service design projects
- Service design consultancy
- Service design training
- UX

I have particular experience in the following service sectors:

Education, Culture & Creative, Public Services and Transport, Healthcare, Digital & E-commerce, Financial, Community & Social Innovation

I have conducted X service design projects that aim at creating improvements or innovations within organisations:

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These are the service design projects I have successfully delivered:

Flagship projects (reverse chronological order):

2023-2026 | Academy of Fine Arts and Design, Katowice, Poland

Topic: EDIDesK – Open Access Contents on Design for Equality, Diversity, and Inclusion



for Higher Education Programmes

Outcome: Development of a new open-access educational platform and multilingual educational content for design students and faculty. Role: UX expert and AFAD advisor.

Impact: Supports systemic improvement in inclusive design education across seven Erasmus+ partner countries.

<https://www.edideskproject.com>

08-11.2025 | Wawel Royal Castle, Kraków, Poland

Topic: Wayfinding and Visitor Experience Audit

Outcome: Led a systemic service audit including visitor journey mapping, accessibility strategy, stakeholder alignment, and organizational change recommendations. Managed a team of three researchers.

Impact: Established strategic foundations for a 2026 wayfinding redesign, improving inclusion, navigability, and coherence of the end-to-end visitor experience.

2023-2024 | GZM Metropolis, Poland

Topic: Metropolitan Wayfinding System and Service Design

Outcome: Modular, multilevel wayfinding system for 41 municipalities created through a participatory process. Led and delivered a service design system supporting participatory governance and scalable implementation of wayfinding across 41 municipalities.

Impact: Launching pilots in two cities (2026), strengthening metropolitan identity, accessibility, navigation confidence, and long-term system sustainability.

2019-2021 (ongoing) | University of Silesia, Katowice, Poland

Topic: Psychological Moocs - Educational Innovation at the University of Silesia*

Outcome: Led the preparation of four MOOC courses upskilling psychology students in competencies essential for academic success and professional career. Developed a service enabling integration of a scalable solution into the curriculum and university educational processes.

Impact: During the project funding (2019-2021), 288 students completed the courses with satisfaction rates of 90-95% in post-course evaluations. Three courses continue to support faculty and general public learners. The initiative enhanced the university's image as an innovator.

Courses on Navoica platform

https://discovery.navoica.pl/course-v1:UniwersytetSlaski+PS03+2023_4/about

https://discovery.navoica.pl/course-v1:UniwersytetSlaski+PS02+2023_4/about

https://discovery.navoica.pl/course-v1:UniwersytetSlaski+PS01+2023_4/about

*) Project described as a case study.

2018-2020 | Mobe Dick

Topic: Strategic Innovation in the UX Research Department

Outcome: Co-led strategic transformation of the UX Research department, implementing scalable workflows, tools, knowledge systems, and repositories, as well as a strategy for talent development.

Impact: Expanded team from 2 to 10, enabled international growth, and diversified revenue streams into new service lines (talent outsourcing, EU-funded projects).

<https://www.mobeedick.com/>

Further projects (reverse chronological order):

2023-2024 | Katowice City of Gardens Institution of Culture, Poland

Topic: Metropolitan Cultural Sector Analysis

Outcome: Co-led large-scale mixed-methods research mapping cultural services, audiences, and institutional needs to inform regional strategy.

Impact: Shaped long-term cultural policy and service ecosystem development across the metropolitan region.

<https://katowicegzm2027.eu/raporty-z-badan-sektora-kultury/>

2024 | GZM Metropolis, Poland



Topic: Metropolitan Transport Naming Standards

Outcome: Designed a set of standards and an online tool enabling consistent, user-centered naming of public transport stops across 41 municipalities. Led a team of two designers.

Impact: Improved service clarity, cross-municipal alignment, and scalable implementation; approved for pilot deployment in 2026.

2021-2022 | Mobee Dick

Topic: Mobee Usability Model (MUM), UX Ray tool

Outcome: Led the development of the MUXI e-commerce experience evaluation scale, key to defining UX metrics used for data collection and machine-learning model training for the UX Ray tool in an EU-funded project.

Impact: Enabled faster, scalable usability audits for e-commerce through the UX Ray automated evaluation tool.

<https://uxray.mobeedick.com/pl>

2021 | Ailis

Topic: Audit of Ailis e-Health Service

Outcome: UX expert in service and UX research, defining strategic product and service improvements for a breast health monitoring platform.

Impact: Translation of the expectations of users into service and device design, improved prototype usability. The device, later developed by the client's internal team, was awarded in the Good Design and Red Dot competitions (2024).

<https://www.mobeedick.com/portfolio/ailis>

2020 | Adobe

Topic: Cross-Cultural Service Experience Optimization

Outcome: Led UX and cultural audit, delivering segmentation insights and a service localization strategy for Creative Cloud in Poland.

Impact: Improved customer experience, usability, and market relevance.

<https://www.mobeedick.com/portfolio/adobe>

2018-2019 | Mbank

Topic: SME Digital Payment Service Strategy

Outcome: UX Expert in mixed-methods research and service strategy, shaping a new SME-focused e-payment solution.

Impact: Enabled evidence-based design and delivery of an innovative banking service.

2016-2018 | Superteachers Association, WUD Silesia Community, Future Processing (CSR Action),

Topic: Rubiversity Game

Outcome: Co-led the design of an educational game and service model supporting social competence development in after-school care centers.

Impact Piloted with 30 children in two care centers, the MVP was developed into a self-print game design (BA diploma, Academy of Fine Arts and Design).

I have provided service design training sessions and/or other educational experiences for X years:

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My philosophy as a trainer is:

My philosophy as a trainer is to create learning experiences that are adaptive, participatory, and grounded in real-world application. An effective trainer balances multiple roles – mentor, facilitator, and coach – shifting between them depending on the group's needs and the level of collaboration required. Successful training goes beyond content delivery: it involves uncovering participants' goals, understanding their language, and adapting to their prior knowledge and experience.

I view learning as a co-creative process, where participants reflect, experiment, and build confidence applying new concepts. The most meaningful moments occur when learners connect ideas across disciplines, recognize patterns, and translate theory into practical action. This is especially evident in my work with postgraduate and professional learners, but applies across all educational contexts.

In service design and UX-related training, I focus on fostering critical thinking, ethical awareness, and evidence-based decision-making. My goal



is not only knowledge transfer but long-term capability building – helping participants develop the skills, mindset, and confidence to design responsible, impactful, and human-centred services across complex systems and service ecosystems.

These are the service design training sessions and/or other educational experiences I've facilitated within the last year:

Date: 2025/2026

Duration: 60 didactic hours

Title: Commercial Tutorial Course, 1st year MA (in English)

Client: Academy of Fine Arts and Design

Participants: 35

Link: design.asp.katowice.pl

Description: Introduces students to design practice in the context of economic, ecological, and social challenges. Covers modern organizational business models, collaborative methodologies, and practical approaches to design activity.

Date: 2025/2026

Duration: 60 didactic hours

Title: Diploma Seminar, MA (Polish)

Client: Academy of Fine Arts and Design

Participants: 13

Link: design.asp.katowice.pl

Description: Provides mentoring and guidance on Social, Product, Service, and UX Design diploma projects, supporting students in research, concept development, and practical application.

Date: 2025

Duration: 16 mentoring sessions (1–1.5 hours each)

Title: Individual Mentoring, ADPList (English, Polish)

Client: Individual

Participants: 10

Link: adplist.org/mentors/patrycja-rudnicka

Description: Offers career mentorship, resume and portfolio review, and guidance on UX and service design for clients from Poland, Germany, UK, and Switzerland.

I mostly provide my training offerings in the following language(s):

Polish, English

I mostly provide my training offerings in the following countries/cities:

Poland

I cover the following topics during my training offerings:

- Definition of service design
- Differentiation of service design to other approaches like design thinking, service marketing and service branding
- User research/deep customer insights
- Designing and conducting co-creation workshops
- Business model development
- Leadership/management of service design projects
- Working with complex service systems
- Organisational development
- Change management



My training participants typically have the following level of experience:

- Novice (new to service design)
- Fundamental (basic knowledge)
- Advanced (practical application)
- Expert (recognised authority)

These are my favourite cases I use to inform participants about the impact and value of service design:

During my seminars, we explore SDN Case Studies and SDN Award sections devoted to student projects, to understand how service design education is practiced in other countries and which challenges attract the attention of young people.

Source: <https://www.service-design-network.org/case-studies>

The "Business Model Navigator" book (Gassmann et al., 2014) and its online tool (<https://businessmodelnavigator.com/explore>) are an important source of case-based inspiration for my postgraduate students. Also, the Design Council case studies website, although not limited to service design, is one of my key resources, as it presents projects highly relevant for design students.

Source: <https://www.designcouncil.org.uk/our-resources/archive/case-studies>

A Polish example of service design implementation in the insurance company Warta, described in the journal "Formy" by A. Kuczyńska and W. Rochacka-Gagliardi, is a valuable case for introducing service design to students in the context of the challenges faced by a Polish company.

Source: <https://formy.xyz/en/artykul/od-koncepcji-do-wdrozenia-service-design-jako-narzedzie-transformacji-procesow-obslugi-klienta-w-warcie/>

These are the service design methods and tools that I use during my sessions:

In my service design and UX-related training, I use a combination of research, facilitation, synthesis, and prototyping methods to support evidence-based, human-centred, and ethically responsible decision-making.

- 1) User and stakeholder research methods – including interviews, surveys, diary studies, and contextual inquiry – help participants understand user needs, motivations, and behavioural patterns. These tools support building empathy and grounding service concepts in real-world evidence rather than assumptions.
- 2) Personas, empathy maps, and behavioural profiles are used to translate research insights into actionable representations of users. They help teams maintain a human-centred perspective throughout ideation and decision-making.
- 3) Customer and service journey mapping allows participants to visualize end-to-end experiences, identify pain points, and uncover opportunities for improvement across touchpoints, systems, and organizational processes.
- 4) Co-creation and facilitation tools – such as ideation workshops, stakeholder mapping, and prioritization frameworks – support collaborative problem-solving and ensure that diverse perspectives are included in the design process.
- 5) Prototyping and testing methods, including low-fidelity service prototypes, role-playing, and usability testing, enable rapid experimentation and learning. These tools encourage iteration, reduce risk, and help validate solutions before implementation.
- 6) Ethical impact assessment and value sensitive design tools are integrated into my sessions to help participants reflect on the social, psychological, and technological consequences of design decisions, particularly in digital and AI-enabled services.

Together, these methods support participants in developing critical thinking, research literacy, and the practical skills needed to design meaningful, scalable, and responsible services.

After successfully attending my training sessions, participants will typically be able to:

After successfully attending my training sessions, participants will typically be able to:

- Frame service challenges and define meaningful problem statements
- Create research plans and conduct desk and user research
- Synthesize insights into personas, empathy maps, and behavioural segments
- Map stakeholders and service ecosystems
- Create customer journey maps and service blueprints
- Generate, prototype, and test service concepts
- Facilitate co-creation workshops and collaborative decision-making



- Apply business and value modeling tools (Business Model Canvas, Value Proposition Canvas, Business Model Innovation Magic Triangle)
- Identify ethical risks and apply value sensitive design principles
- Evaluate service concepts in terms of impact, feasibility, and user wellbeing
- Support service implementation and organizational change

I apply the following evaluation tools to make sure the participants have understood the content of my sessions and gained the expected competencies and skills:

I use a variety of evaluation tools to ensure participants understand session content and develop the intended competencies and skills. These include written reflections, performance-based assessments, and portfolio reviews. My approach is primarily project-based, with participants typically prototyping solutions or developing their own projects as evidence of learning.

For example, while teaching in the UX Design Postdiploma Studies program (SWPS University, 2016-2024), students conducted comprehensive research and design projects under my supervision. Together with other trainers, I mentored them throughout the entire product and service development lifecycle, assessing both the process (research rigor, decision-making, iterative design) and outcomes (final concepts, prototypes, and implementation readiness).

I systematically evaluate and improve my offerings based on feedback. These are examples of feedback that have led to improvements:

I systematically evaluate and improve my training and educational offerings based on participant feedback, learning outcomes, and reflective practice. Feedback has directly informed iterative improvements in both content and delivery of my work.

For example, participant input led me to increase the number of hands-on exercises and real-world case studies, making sessions more practical and application-oriented. Based on feedback from postgraduate students, I restructured course materials into modular learning paths, allowing learners to progress at different speeds depending on their prior experience.

This continuous feedback loop allows me to refine learning experiences, improve participant engagement, and ensure that my training remains effective, relevant, and aligned with evolving professional and industry needs.

I have participated in the following service design-related activities in order to stay up to date, share my experiences with peers and receive their supervision within the last 12 months:

- SDN Global Conference
- SDN Masterclass

I actively support the local or national service design community through:

Apart from participating in design-related events as a speaker or trainer (also pro bono), I collaborate with the Marshall of Silesia Regional Innovation Strategy Department taking part in several projects and events. I led and co-led research teams on projects that facilitated Katowice's candidature for the City of Science (won, 2024) and European Capital of Culture in 2029 (lost to Lublin), which included participatory research and workshops with the design community. I also regularly participate in grassroots events; unfortunately, the service design scene in the Silesia area is very limited.

I have participated as a speaker in the following events:

Selected speaker experience (last 5 years):

8.12.2025

"OdkrywaMY Śląskie" – Emerging Creative Industries in Silesia, Silesian Festival of Science, Katowice, Poland

Title: Ethical Aspects of designing and using AI in Creative Sector [in Polish]

[https://www.linkedin.com/posts/ris-wsl-regionalna-strategia-innowacji-wojew%C3%B3dztwa-%C5%9B%C4%85skiego_zamini-wyj%C4%85tkowa-konferencja-odkrywamy-activity-7403896237965365248-BcNc?](https://www.linkedin.com/posts/ris-wsl-regionalna-strategia-innowacji-wojew%C3%B3dztwa-%C5%9B%C4%85skiego_zamini-wyj%C4%85tkowa-konferencja-odkrywamy-activity-7403896237965365248-BcNc?utm_source=share&utm_medium=member_android&rcm=ACoAAAGoz6QBqP3wZoihHc3HnjYBmX4NxDJmp9Y)

[utm_source=share&utm_medium=member_android&rcm=ACoAAAGoz6QBqP3wZoihHc3HnjYBmX4NxDJmp9Y](https://www.linkedin.com/posts/ris-wsl-regionalna-strategia-innowacji-wojew%C3%B3dztwa-%C5%9B%C4%85skiego_zamini-wyj%C4%85tkowa-konferencja-odkrywamy-activity-7403896237965365248-BcNc?utm_source=share&utm_medium=member_android&rcm=ACoAAAGoz6QBqP3wZoihHc3HnjYBmX4NxDJmp9Y)

17.09.2025



PICOBELLO Piloting COLlaborative ways to BETter Living LOcally Meeting, Thessaloniki, Greece

Title: Well-Being and Creativity Through Place: Insights from the Academy of Fine Arts and Design (with M. Wieckowska)

<https://www.interregeurope.eu/picobello>

5-6.05.2025

Methodological Forum of Young Researchers, University of KEN, Krakow, Poland

Title: UX Research - Opportunities and Challenges [in Polish]

<https://badania-media.uken.krakow.pl/2025/05/12/program-seminarium-naukowego-fmmbm/>

7-9.12.2024

Silesian Festival of Science, Katowice, Poland

Discussion panel on AI Ethics [in Polish]

<https://slaskifestiwalnauki.pl/dr-patrycja-rudnicka>

20.11.2024

Strefa Designu University SWPS Webinar

Title: Ethics in Design [in Polish]

<https://www.youtube.com/watch?v=sRYsXi3Lerg>

23.03.24

WUD Silesia Festival. Katowice, Poland

Discussion panel Human-Machine Interaction

<https://wudsilesia.pl/festiwal-2024/>

6-7.06.2024

Design for All and the Future of the Planet Conference, Vila Nova de Gaia, Portugal

Title: VR technology in wayfinding research (with M. Więckowska)

https://dfeaurope.eu/wordpress/wp-content/uploads/2024/06/EIDD_AgendaGaia_Updated_3.pdf

9-10.12.2022

HumanTech Summit Warszawa, Poland

Title: How to Measure UX. MUXI Tool Psychometrical Properties.

<https://swps.pl/my-universytet/aktualnosci/konferencje-i-seminaria/32394-humantech-summit-2022>

15.11.2022

Strefa Designu University SWPS Webinar

Title: Personas, profiles, segments in research [in Polish]

<https://www.youtube.com/watch?v=uUBHVHJmygg>

12.05.2020

Netguru Disruption Forum Retail,

How to plan research to help you reach your business goals? (with N. Bienias, K. Olejarczyk, Mabee Dick)

I have published the following books/articles on service design and related fields:

I publish in fields related to service design, connecting psychology, design, research, and technology ethics.

Books

Kucharczyk, J., Rudnicka, P., Więckowska, M. (2025). Wayfinding. Jak się nie zgubić w badaniach [Wayfinding. How not to get lost in research].



Katowice: ASP. Online access: <https://sbc.org.pl/dlibra/publication/1093712/edition/987585>

Rudnicka, P. (2021). Gotowość wobec technologii [Technology Readiness]. Katowice: Wydawnictwo UŚ. Link: Online access: https://opus.us.edu.pl/docstore/download/USL16d2c06fa18241c5873287d155460ef4/Rudnicka_gotowosc_wobec_tehnologii.pdf

Więckowska, M. Rudnicka, P. (2018)(Eds.). Balansowanie: paradoksy, technologia, przyszłość [Balancing: paradoxes, technology, future]. Katowice: ASP. Online access: <https://www.sbc.org.pl/dlibra/publication/491499/edition/460421>

Articles (last 8 years, full publications list available on Google Scholar: <https://scholar.google.pl/citations?user=EwAamr8AAAAJ&hl=pl>)

Więckowska, M., Rudnicka, P. (2025). Integration of Equality, Diversity, and Inclusion (EDI) in Design Education in Poland. Strategic Design Research, 17(1), 44-57, <https://doi.org/10.4013/sdrj.2024.171.04>

Rudnicka, P. (2024). Etyczne projektowanie w dobie generatywnej sztucznej inteligencji [Ethical Design in the Generative AI Era], Formy 22(2024), <https://doi.org/10.52652/fxyz.22.24.2>

Koch, A., Graczykowska, A., Szumił, S., Rudnicka, P., Marszał-Wiśniewska, M. (2024). The Factors of the Psychotherapists' Attitude Towards Technology: Combining Attitudes Towards Technology and Technology Readiness Models. Clinical Psychology & Psychotherapy, 31(5), e3055, <https://doi.org/10.1002/cpp.3055>

Więckowska, M., Rudnicka, P. (2023). Visualising user–website interaction: description and evaluation of a teaching method. Universal Access in the Information Society, 22, 297-313, <https://doi.org/10.1007/s10209-021-00839-7>

Rudnicka, P. (2022). Czy badania UX mogą zmieniać świat? [Can UX Research Change the World?] Formy, 12(2022).

Rudnicka, P., Chrupała-Pniak, M. (2019). Predyktory organizacyjne dodatkowej pracy po godzinach za pośrednictwem technologii (TASW) [Organizational Predictors of Technology-Assisted Supplemental Work]. Zarządzanie Zasobami Ludzkimi, 3-4, 163-174.

Rudnicka, P., Pindych, A., Probiez, E. (2018). Etyczne aspekty prowadzenia terapii online: analiza wybranych stron internetowych [Ethical Aspects of Online Therapy]. Studia de Cultura, 4(2018), 64-73.

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