



WYŻSZA SZKOŁA HANDLU I USŁUG
W POZNANIU

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of 30 September 2019

REGULATIONS OF DEGREE AWARDING

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Chapter 1

GENERAL PROVISIONS

Art. 1

1. 'Degrees awarding' shall be understood as a set of teaching and organisation activities aimed at preparation of a final thesis by a student as well as conducting of a diploma examination.
2. Legal basis for degrees awarding can be found in Art. 76-78 of the Act of 20 July 2018 - the Law on Higher Education and Science as well as in Art. 50 – 57 of the Study Regulations of the University of Commerce and Services (WSHiU) in Poznań (Appendix No. 1.)

Chapter 2

DIPLOMA PROSEMINAR AND DIPLOMA SEMINAR

Art. 2

1. Final thesis shall be prepared by a student under the guidance of a supervisor as part of the following courses: *Diploma Proseminar* and *Diploma Seminar*, and as part of the Engineering Seminar course for second-cycle studies that end with Master of Sciences (Engineer) degree.
2. The *Diploma Proseminar* is conducted in the 4th semester of the first-cycle studies.
3. The aim of the *Diploma Proseminar* is to broaden the knowledge in the scope of research methodology, form the subject and develop a final thesis concept as well as gather and study subject-specific research literature.
4. Development of the final thesis concept is necessary for receiving credit for the course (Appendix No 2.)

Art. 3

1. The *Diploma Seminar* is conducted in the 5th and 6th semesters of the first-cycle studies and in the 3rd and 4th semester of the second-cycle studies in seminar groups of up to 20 students. The Engineering Seminar course is conducted in the 4th and 5th semesters of second-cycle studies.
2. The aim of the *Diploma Seminar* is the preparation of a final thesis in accordance with the following schedule:
 - 1) under the 5th or the 3rd semester - developing the theoretical and methodological parts of the thesis (the supervisor's approval is necessary to obtain a credit for the course);
 - 2) under the 6th or the 4th semester - conducting own research by the students, developing statistical and descriptive results of the research, preparing the remaining parts of a thesis and providing the supervisor with a complete thesis (the supervisor's approval is necessary to obtain a credit for the course.)
3. Objective of the Engineer's seminar course is to prepare an engineering project.

- 1) during the fourth semester - development of the theoretical and methodological part of the project (the approval of project coordinator is necessary to obtain a credit for the course);
- 2) during the fifth semester - developing and performing an analysis as well as developing design solution.)
4. The grade obtained by a student in the *Diploma Seminar/Engineer Seminar* course reflects the student's contribution in the course and is not a final thesis grade.
5. The students of the second-cycle studies which end with Master of Sciences (Engineer's) / magister inżynier/ title, in addition to the MA thesis shall also prepare an engineering project, which shall be ready in the fifth semester.

Chapter 3

SUPERVISOR/ COORDINATOR OF THE ENGINEERING PROJECT

Art. 4

1. Supervisor is the scientific head of the final thesis. The engineering project manager is the coordinator of the engineering project.
2. Academic teacher with at least PhD degree can become a supervisor. The academic teacher with the degree of Engineer PhD /doktor habilitowany inżynier/ or Master of Engineering /magister inżynier/ with documented professional experience in the field of the project, can become an engineering project coordinator.
3. In a given academic year, supervisors and coordinators of engineering projects in the given major shall be appointed by the dean.
4. The list of supervisors and project coordinators together with their research area shall be announced by the Dean in the third semester of first-cycle studies and the second semester of second-cycle studies.
5. Students can choose their supervisor and project coordinator by the end of the third semester.
6. Supervisor/project coordinator can refuse to admit a student to their diploma/engineering seminar if there are more than 20 students who wish to enrol.
7. Students who had not chosen their supervisor within the dates set are assigned to appropriate seminar groups by the dean.
8. The final composition of individual seminar groups shall be approved by the Dean and announced to the supervisors/engineering project coordinators and the students not later than by the end of the third semester of the first-cycle studies and by the end of the second semester of the second-cycle studies.

Art. 5

In case of unexpected circumstances that prevent the supervisor/engineering project coordinator from continuing their supervision over the final thesis/project, the dean shall appoints other supervisor/coordinator.

Chapter 4

DIPLOMA ENGINEERING PROJECT

Art. 6

1. Engineering project shall end the program of education for the engineering second-cycle studies with engineering specialization.

Art. 7

1. Object of the engineering project should include the development of engineering issue of project, technological or experimental (laboratory) character.
2. Engineering project should include solution to a specific engineering problem and it should have the following characteristics:
 - 1) showing the ability to solve engineering tasks with the use of general and specialized knowledge;
 - 2) showing the knowledge and skills concerning the use of modern engineering activity tools, including computer techniques;
 - 3) linking the results closely to the engineering practice.

Art. 8

1. Dean of the Faculty approves the engineering projects titles.
2. The project is independently evaluated and assessed by the project coordinator and the reviewer who is appointed by the dean from among academic teachers specialising in a given field.
3. Development of the engineering project is a part of Engineering seminar course, in the fourth and fifth semesters of the studies.
4. Submission of the engineering project and its approval by the coordinator is the basis for receiving credit in the subject.
5. One engineering project can be carried by only one student at one time. In exceptional cases co-authorship is allowed in developing a single engineering project. In such a situation, the scope of individual contribution of each student must be strictly defined by the project coordinator. Consent to the joint implementation of the engineering project is given by the dean at the written request of the project coordinator. No more than two students can be co-authors of an engineering project.

Art. 9

1. The student is responsible for the compliance with copyright law. In case of copyright infringement, the dean shall initiate appropriate proceedings against the student.
2. The literature list should contain the titles from a given field which are cited or in a any other manner used in the thesis.

3. Internet sources can complement the thesis but cannot constitute the main material on the basis of which the student wrote the thesis.

Art. 10

1. The student shall prepare their engineering project in printed form, in 2 copies. One of these copies must be in two-sided printing and soft binding.
2. Apart from the printed version, the student shall also prepare an electronic version of their engineering project on a CD-R in a separate case signed with their name, register number and thesis title (those details should also be put directly on the CD.) Content of the thesis on the CD is to be in two formats: Word and PDF. Electronic version of the engineering project must be identical as the printed one.
3. Electronic version of the thesis will be used to verify its compliance in the Uniform Anti-Plagiarism System (JSA.)
4. The engineering project copies referred to in sections 1 and 2, together with written approval of the project coordinator, should be submitted to the Dean's Office by the end of the last semester of the studies, but not later than by 30 September of the academic year in which the student completed their studies - in case of studies ending in the summer semester, and not later than by 31 January of the academic year in which the student completed their studies - in case of studies ending in the winter semester.

Art. 11

1. The engineering project shall be assessed independently by the project coordinator and the reviewer in accordance with the grade scale defined in Art. 33, sec. 1 of the *Study Regulations*.
2. The reviewer shall be appointed by the dean independently or at the project coordinator's request.
3. When the reviewer's assessment of the engineering project is negative, the dean shall appoint a second reviewer. If the second reviewer also gives a negative assessment, the student shall present a new engineering project.
4. If the second reviewer gives a positive assessment, both reviewers shall participate in the engineering exam.

Art. 12

1. In order to be qualified to the engineering exam it is necessary to:
 - 1) fulfil the study plan requirements;
 - 2) receive positive evaluation of the engineering project from both the supervisor and reviewer;
 - 3) receive positive report of the Uniform Anti-Plagiarism System (JSA);
 - 4) settle all due study charges.

Art. 13

1. The engineering exam should take place within two months from the date on which the Dean's Office accepted the project.
2. The date of the exam shall be set by the dean who, 10 days in advance, notifies the committee members and the student, both through the Virtual Dean's Office and by means of a notification on the faculty's information board.

3. The head of the dean's office, or a person authorised by them, shall be responsible for the preparation of the engineering exam in organisational and administrative terms.

Art. 14

1. The engineering exam is submitted to a committee appointed by the dean.
2. The engineering exam consists of two parts.
 - a) presentation of the engineering project (theory, scope of analysis as well as project solution.)
 - b) Verifying the student's knowledge of the specialising subject in the study program.

Chapter 5

FINAL THESIS

Art. 15

1. Final thesis shall end the program of education at the first-cycle, second-cycle as well as long-cycle Master's degree studies.
2. Final thesis should be of research character.
3. In exceptional circumstances, with the Dean's consent, final thesis of theoretical nature may be permitted.
4. The nature and content of the thesis must be in line with the author's major and specialisation.
5. The contents of the thesis should prove the author's ability to extensively use the scientific knowledge in the scope of the subjects included in the study curriculum and, in particular, in the scope of major subject.

Art. 16

1. The thesis subject proposal shall be agreed upon by the supervisor and the student.
2. When determining the thesis subject, it is necessary to consider research interests of both the student and the supervisor.
3. The thesis subject shall be approved by the dean.
4. In exceptional cases and with the dean's consent, thesis subject can be changed.
5. One thesis subject shall be pursued by one student. In exceptional cases, co-authorship may be allowed. In such a situation, the scope of individual contribution of each student must be strictly defined by the supervisor. Consent for the co-authorship of the thesis shall be granted by the dean at the supervisor's written request. No more than two students can be co-authors of a single thesis.

Art. 17

1. The final thesis should consists of three main content-related parts:
 - 1) theoretical study of the subject based on the research literature;
 - 2) study of methodological aspects of the thesis;
 - 3) presentation of the obtained research results.
2. Each of these parts should constitute at least one chapter of the thesis.
3. Apart from the substantive parts listed in section 1, the final thesis shall include:
 - 1) title page;
 - 2) contents;
 - 3) introduction;
 - 4) conclusion;
 - 5) list of literature;
 - 6) list of figures, tables, charts, etc.;
 - 7) list of attachments;
 - 8) the author's declaration concerning independent preparation of the thesis (Appendix No. 4.)
4. The structure and problematic layout of the thesis content should be of comprehensive and logical nature. The content presented should be in accordance with the following rule: from general to specific considerations.
5. The structure and content of the thesis must be in line with its title.

Art. 18

1. The thesis should be normalised in terms of editing (Appendix No. 2.)
2. Utmost editorial care is required. Throughout the work the homogenous system should be used for marking footnotes, chapters and subchapters, figures, tables, diagrams, attachments, pages, etc. must be used; each chapter must start with a new page, chapter number and title.
3. The student and supervisor are responsible for the thesis to be correct in terms of editing, language and style.

Art. 19

4. The student is responsible for the compliance with copyright law. In case of copyright infringement, the dean shall initiate appropriate proceedings against the student.
5. The literature list should contain the titles from a given field which are cited or in a any other manner used in the thesis.
6. Internet sources can complement the thesis, they cannot, however, constitute the basic material on the basis of which the student wrote the thesis.

Art. 20

5. The student shall prepare their engineering project in print, in 2 copies. One of these copies must be in two-sided printing and soft binding.
6. Apart from the printed version, the student shall also prepare an electronic version of their engineering project on a CD-R in a separate case signed with their name, register number and thesis title (these

details should also be written directly on the CD.) Content of the thesis on the CD is to be in two formats: Word and PDF. Electronic version of the thesis must be identical as the printed one.

7. Electronic version of the thesis will be used to verify its compliance in the Uniform Anti-Plagiarism System (JSA.)
8. Copies of the final thesis, referred to in sections 1 and 2, together with written approval of the supervisor should be submitted to the Dean's Office by the end of the last semester of the studies, but not later than by 30 September of the academic year in which the student completed their studies - in case of studies ending in the summer semester, and not later than by 31 January of the academic year in which the student completed their studies - in case of studies ending in the winter semester.

Chapter 6

FINAL THESIS ASSESMENT AND DIPLOMA EXAM

Art. 21

5. Final thesis shall be assessed independently by the supervisor and the reviewer in accordance with the grade scale defined in Art. 33, sec. 1 of the *Study Regulations*.
6. The Reviewer is appointed independently by the Dean or at the supervisor's request.
7. When the reviewer's assessment of the thesis is negative, the Dean shall appoint a second reviewer. If the second reviewer gives a negative assessment, the student shall submit a new thesis.
8. If the second reviewer gives a positive assessment, both reviewers shall participate in the thesis exam.
9. The student has the right to read the reviews within 10 days before the thesis defence.

Art. 22

2. In order to be qualified to the diploma exam, the student must:
 - 1) fulfil the study plan requirements;
 - 2) receive a positive assessment of the thesis from both the supervisor and the reviewer;
 - 3) settle all due study charges.
 - 4) receive positive report of the Uniform Anti-Plagiarism System (JSA)

Art. 23

4. The diploma exam should take place within two months from the date on which the Dean's Office accepted the thesis.
5. The date of the exam shall be set by the dean who, 10 days in advance, notifies the committee members and the student, both through the website and by means of a notification on the faculty's information board.
6. The head of the dean's office, or a person authorised by them, shall be responsible for the preparation of the diploma exam in organisational and administrative terms.

Art. 24

1. The diploma exam shall be oral and it shall consist of two questions (from the supervisor and reviewer) in the scope of the thesis as well as one randomly chosen question from the major and specialisation content. Its structure is as follows:
 - 1) The student is introduced to the Chairperson of the Committee and the

- opinion of the supervisor as well the thesis review is presented;
 - 2) the student presents the thesis by means of auto-presentation;
 - 3) the student answers the supervisor's question;
 - 4) the student answers the reviewer's or the reviewers' questions, if the second reviewer was appointed;
 - 5) the student answers the randomly chosen question;
 - 6) the result of the diploma exam is announced.
2. In exceptional cases, when one of the committee members cannot participate in the thesis exam, the dean appoints other academic teacher with at least PhD degree in the student's major.
 3. The dean or an academic teacher with at least PhD degree who is appointed by the dean can be a chairperson of the committee.

Art. 25

In order to complete the studies, students are required to obtain a positive grade of the diploma exam.

Chapter 7

FINAL PROVISIONS

Art. 26

1. The grading scale in the degree awarding proceedings as well as the rules for calculating the final studies completion grade are defined in Chapter 9 of the *Study Regulations*.
2. The diploma exam report shall be drawn up and signed by the chairperson and members of the committee. The chairperson is responsible for correctly filling in the protocol.
3. The committee chairperson shall hand the exam documentation over to the Dean's Office immediately after the exam.
4. The graduate receives a higher education graduation diploma in a given major and specialisation, which confirms their higher education and professional title obtained.
 - 1) which confirms higher education of the same level - in case of first-cycle studies;
 - 2) Master's /magister/, Master's of Science /magister inżynier/ or equivalent degree which confirms higher education of the same level - in case of second-cycle studies or long-cycle Master's degree studies.
5. Within 30 days from the graduation, the university shall issue a higher education graduation diploma together with its supplement and two certified copies, including, at the student's request, certified copies in English.
6. The diploma template shall be approved by the Senate.
7. If the following circumstances appear:
 - 1) to resume administrative proceedings which concern granting the title - the rector is the competent body to resume the proceedings;
 - 2) to declare the invalidity of the diploma - the rector is the competent body to declare its invalidity;
8. If, in the thesis constituting the basis for granting a professional title, the person pursuing the title claimed the authorship of substantial excerpt or other parts of another person's work which can be scientifically proven,

the rector, by means of administrative decision, shall declare the invalidity of the diploma.

SAMPLE THESIS CONCEPT



THESIS CONCEPT

CRISIS MANAGEMENT IN THE REPUBLIC OF POLAND

Name: Jan Kowalski
First-cycle extramural studies
Major: Management
Specialisation: Logistics
Register No: 18177

Thesis supervisor:
prof. dr hab. JAN NOWAK

POZNAŃ 2019

SUBJECT

**AGRESSIVE BEHAVIOUR OF JUNIOR HIGH SCHOOLS
STUDENTS IN POZNAŃ**

**EXPLANATION OF THE THESIS SUBJECT MERIT - TERMS
INCLUDED IN THE THESIS TITLE**

Behaviour

—

.....
Aggressive behaviour -

Junior high school -

JUSTIFICATION OF THE SUBJECT

The basic idea behind the development of the family benefit system was to help the family, that is to provide financial, in-kind and institutional support which concerns raising children. Moreover, there was a growing conviction that not only families but also society is responsible for securing children's care. The family benefits is addressed not only to families living in poverty but also to middle-income ones. At this point It is important to stress the fact that the family benefits system is clearly separate from the social services system, although the two are interlinked and together they reflect the range social obligations of the state. However, the differences can be found in the objective, access criteria and nature of the benefits. Thanks to these differences, the social services system plays a complementary role in relation to the family benefits system.

OBJECTIVE OF THE THESIS

The objective of this thesis is to present the legal status of the headmaster of a public school as well as to present the school as an administrative unit and also to show the headmaster's competences in terms of school management, that is to create the conditions which are necessary for fulfilling the school's basic functions, i.e. the didactic and pastoral one and simultaneously the administrative one.

RESEARCH PROBLEM AND SPECIFIC PROBLEMS

WORKING HYPOTHESIS AND SPECIFIC HYPOTHESES

RESEARCH METHODS, TECHNIQUES AND TOOLS

RESEARCH LOCATION AND ORGANISATION

DRAFT OF THE FINAL THESIS LAYOUT

INTRODUCTION

Chapter 1

VIOLENCE AND AGGRESSION

- 1.1.
- 1.2.
- 1.3.
- 1.4.

Chapter 2

METHODOLOGICAL BASIS FOR AUTHOR'S OWN RESEARCH

- 1.1. Research object and objective
- 1.2. Research problems and working hypotheses
- 1.3. Research methods, techniques and tools
- 1.4. Research location and organisation

Chapter 3

PRESENTATION AND ANALYSIS OF AUTHOR'S OWN RESEARCH

- 3.1.
- 3.2.
- 3.3.
- 3.4.

CONCLUSION

1. Literature List Koziół L., Muszyński Z., *Kompendium wiedzy o technice przygotowania pracy dyplomo- wej*, Małopolska Wyższa Szkoła Ekonomiczna, Tarnów 2008. [Reference work for thesis preparation, Małopolska Wyższa Szkoła Ekonomiczna, Tarnów 2008.]
2. Łastawski K., *Racja stanu Rzeczypospolitej Polskiej*, Warszawa 2000. [*Raison d'etat of the Republic of Poland*, Warsaw 2000]
3. Jakubczak R. (ed.), *Obrona narodowa w tworzeniu bezpieczeństwa III RP*. Podręcznik dla studentek i studentów, Warszawa 2004. [National Defence in creating the Third Republic of Poland safety. Students Handbook, Warsaw 2004.]
4. Kurzynowski A., *Polityka społeczna – warunki realizacji i skuteczności*, [w:] Teoretyczne problemy nauki o polityce społecznej, (red.), J. Auletner i J. Danecki, Warszawa 1999, s. 104 [Social policy - conditions for performance and effectiveness, in: Theoretical problems of social policy science, (ed.) Auletner J, Danecki, J, Warsaw 1999, p. 104.]
5. Mikiewicz P., *Kategoria bezpieczeństwa a polska myśl polityczna lat 90.*, Wrocław 2005. [*The category of safety and Polish political thought of 1990s*, Wrocław 2005.]

FINAL THESIS EDITORIAL REQUIREMENTS

I. Standards for thesis content.

1. Thesis text should be written in Times New Roman 12, line spacing of 1.5, with the option spacing before and after - 0, justified text, subsequent paragraphs must start with 1.25 indentation, all margins should be standard - 2.5 cm. Non-breaking spaces should be used
2. The introduction should include problem choice justification, objective thesis or hypothesis and a short description of the subject matter.
3. There should be one space between the headings and the text in the subsequent parts of the thesis.
4. The titles of the thesis parts, including introduction, conclusion, works cited, lists (of figures, tables, charts)– Times New Roman 14 in bold and centred with capitals, and the titles of individual subchapters – Times New Roman 12 in bold and justified, letters as in a sentence.
5. Subsequent chapters should start with standard indentation (1.25 cm.)
6. References to literature should be made in accordance with the template in the '**Footnotes requirements section**'.
7. Possible explanations referring to individual considerations should be included in footnotes, footnote format: Times New Roman 10, justified, continued Arabic numbers.
8. It is necessary to apply the below-mentioned pattern for the description of tables, figures, charts and general formatting rules.
9. Tables, figures and charts cannot exceed the text area.
10. Conclusion should include concise conclusions and possible directions for further research. There should be no new threads or research results which were not discussed earlier in the thesis.

II. Footnote requirements

References to literature should in form of footnotes. Font used in footnotes should in size 10, single-spaced justified text. The following footnote templates should be used:

1. Complete note (appears only once in the text) - author's second name and initials, *title of the work*, publisher, place and year of publication, page. i.e.
Piłatowska M., *Modelowanie niestacjonarnych procesów ekonomicznych. Studium metodologiczne*, Wydawnictwo UMK, Toruń 2002, s. 21.[Modelling of extramural economic processes. Methodological study, UMK Publishing House, Toruń 2002 p. 21.]
2. Incomplete note 1 (with subsequent reference to the same source) - author's name and initials, first two words of the title..., op. cit., page, i.e.
Piłatowska M., *Modelowanie niestacjonarnych...*, op. cit., s. 28. [Piłatowska M., *Modelling of...*, op. cit. p. 28.]
3. Incomplete note 2 (when repeating the same source once more on the same page) - ibidem, page, i.e.
ibid., p. 29.

III. Formatting requirements for tables, figures and charts

Arabic numerals 1, 2, 3, ... e.g. Table 1, Chart 1.

The descriptions of tables should be given above the tables, while the descriptions of figures and charts should be given below the figures and charts. Sources used to prepare tables, figures and charts should be listed below the object (font 10) e.g:

Table 1.

Table title (Times New Roman, 12)	
Table content (Times New Roman, 10, single spaces)	

Source: own study based on: ..., p... (Times New Roman, 10)

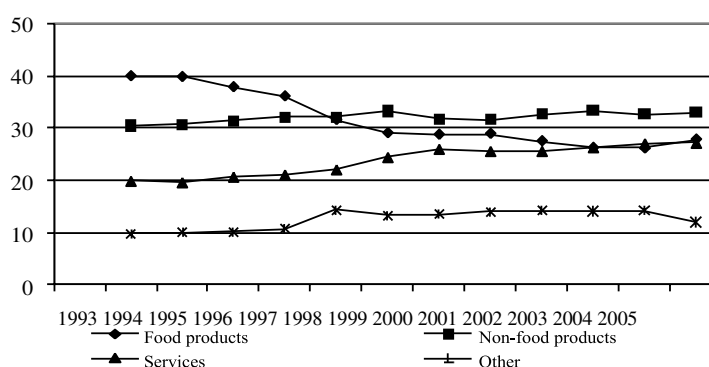


Chart (or Figure) 1. Structure of household expenses in Poland in 1993-2005
(Times New Roman, 12)

Source: own study, based on: ..., p... (Times New Roman, 10).

NOTE! Charts should be editable.

IV. Bibliography requirements

The list of references (Times New Roman, 12) should be included in the diploma thesis following conclusions, before any list of tables, figures or charts. It should be prepared in accordance with the model provided:

- Books - author's surname and initials of the author's name, *title of the work*, publisher, place and year of publication. i.e.
Piłatowska M., *Modelowanie niestacjonarnych procesów ekonomicznych. Studium metodologiczne*, Wydawnictwo UMK, Toruń 2002.
- Book chapters - author's surname and initials of the author's name, *chapter title*, [in:] *title of the work*, (ed.) name initials and surname of the scientific editor, publisher, place and year of publication, e.g:
Mizon G. E., *Progressive Modelling of Macroeconomic Time series: the LSE Methodology*, [in:] *Macroeconomics: Developments, Tensions and Prospects*, (red.) K.D. Hoover, Kluwer Academic Press, Dordrecht 2006.
- Articles in journals - author's surname and initials of the author's name, *article title*, "journal title", volume number of journal, issue number and year of journal, page range of article

e.g:

Fiszeder P., *Prognozowanie zmienności na podstawie modeli GARCH*, „Rynek Terminowy”, No. 25/2005.

Poon S-H., Granger C., *Forecasting Volatility in Financial Markets: A Review*, "Journal of Economic Literature", Vol. 41, No 1./2003.

West K. D., Cho D., The Predictive Ability of Several Models of Exchange Rate Volatility, „Journal of Econometrics”, No 69/1995.

4. Websites - Author's surname and initials of the author's name, title of the work, year of publication e.g:
Rybiński K., *Szczyt G20, nareszcie powyżej oczekiwań*, 2009
<http://www.rybinski.eu/?p=716&language=pl> (retrieved 19 April 2010).
5. Websites should not be formatted as a hyperlink.

NOTE! Literature included in the list of references should be sorted alphabetically by authors' surnames.

3 MODEL FOR EDITING THE FINAL THESIS TEXR



WYŻSZA SZKOŁA HANDLU I USŁUG
W POZNANIU

FINAL THESIS

**CRISIS MANAGEMENT
IN THE REPUBLIC OF POLAND**

Name and surname: Jan Kowalski
Studies: Part-time first-cycle studies
Major: National security
Specialisation: Crisis management
Student record book number: 18177

Thesis supervisor:
Professor, PhD Jan NOWAK

POZNAŃ 2019

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INTRODUCTION

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Chapter 1

OCCUPATIONAL BURNOUT SYNDROME IN THE LIGHT OF SOURCE LITERATURE

Patience and composure are needed to work as an employee of penitentiary services. Despite great efforts and commitment, officers often do not see tangible results of their work. In addition, work in penitentiary services still has a bad reputation, and the media do not create a positive atmosphere regarding this profession. The environment and atmosphere in the officers' workplace is also far from desirable. Enthusiasts who would like to introduce and implement new ideas stumble over bureaucratic procedures. This is precisely how occupational burnout and aversion to work is born.

The nature of the work performed is one of the most decisive factors in the occurrence of risk of occupational burnout. Work in penitentiary services is characterised by a very high degree of emotional involvement in constant contact with people. If stress and the need to deal with the unrealistic requirements of others are added, a group with a higher risk of occupational burnout appears.

1.1. The concept of occupational burnout

"Burnout" has become a very popular term in our everyday language. No wonder, as it is very suggestive. It is associated with a lack of energy, exhaustion and the ashes of the initial full commitment to work. Analysis of the theories explaining the mechanisms of burnout suggests that burnout is not only chronic work fatigue, but a much broader concept.

1.3.1. Violence and aggression

Aggression is an integral part of human life. It is difficult to define as a concept. It can be assumed that it refers to behavior aimed at causing harm or distress, or an intention to commit such an act. The nature of this behaviour can be physical, instrumental or verbal. Aggression usually involves conscious and intentional action that is intended to cause physical, psychological, or material harm to another.

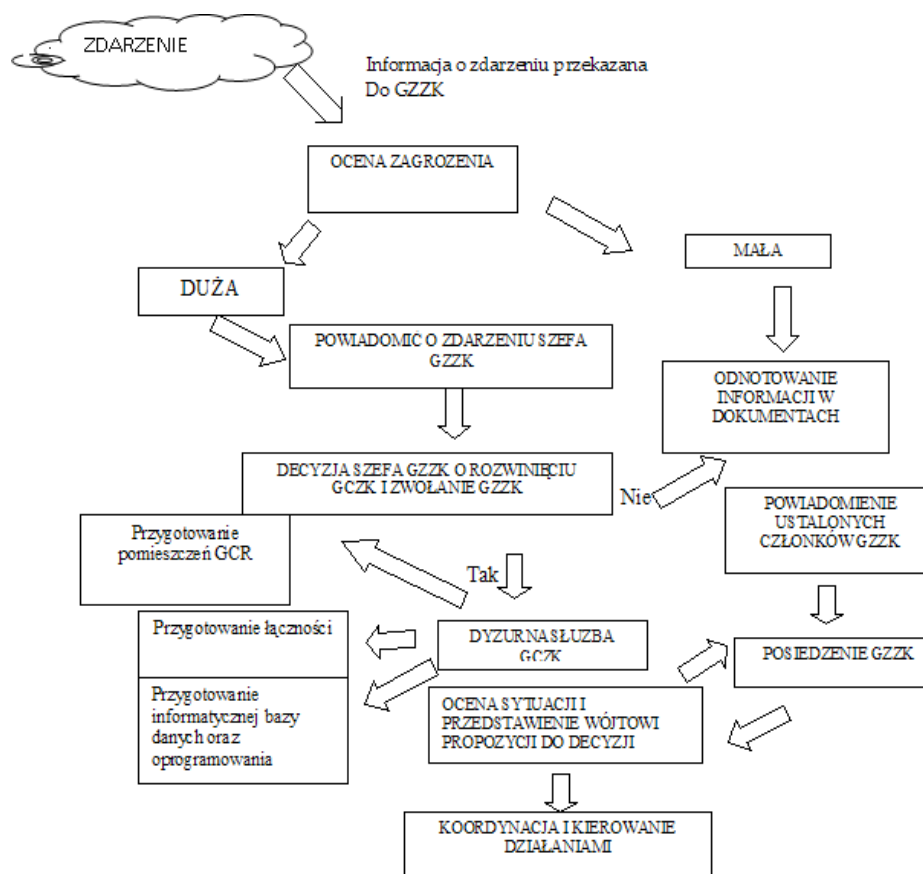


Fig. 1. The functioning of the Communal Crisis Management Centre (GZZK) in crisis situations

Source: Lubstów Commune Emergency Response Plan. Communal Crisis Management Centre, Lubstów Commune.

Thesis excerpt with footnotes

To conclude the discussion on historical works, the reasons for the increased interest in historical issues is worth considering. The dispute over memory and the past is currently one of the most important topics of public debates and disputes. The increased interest in historical issues has gained the name of *the time of remembrance*¹, while the last three decades of the 20th century have been referred to as the *era of commemoration*². This growth of interest in collective memory resulted, within the framework of the broadly understood human sciences, in works devoted to ... *both theoretical approaches to this phenomenon and analyses of memory of particular events and figures*³. It is characteristic that various entities participate in these numerous historical discourses, among which professional historians are only one group of participants. Therefore, a certain paradox has appeared - *history has gained in importance, while the role of historians has decreased*⁴. Today, researchers have been deprived of the exclusive right to discuss historical issues. Although they still have an advantage over other participants in the discourse manifesting itself in professional preparation for their occupation, this fact is becoming less and less important in an era of increasingly rapid exchange of information.

This reflection will place the research problem in a broader context, which should facilitate answering the question regarding the limits of the dissemination of opinions, whose contents are relevant to history. As noted earlier, history has become the subject of many public debates and multifaceted theoretical research⁵. Among a number of reasons for this phenomenon, the 20th century uniqueness, which is unfortunately the result of the extent of evil done at the time, should be mentioned first and foremost. Moreover, the changes in the political map of the world resulting from the fall of communism also played an important role. Subsequently, various cultural and social processes and phenomena will be discussed: the change of relations between the individual and the state, multiculturalism -

¹ P. Nora, *Czas pamięci*, [in:] "Respublica Nova" No. 7/2001, p. 37.

² *Ibidem*.

³ B. Szacka, *Historia i pamięć zbiorowa*, [in:] "Kultura i społeczeństwo" No. 4/2003, p. 3-4.

⁴ D. Sassoon, *Tożsamość i przeszłość*, [in:] "Europa" No. 49/05 (9 March 2005), p. 5.

⁵ In his article, *Pamięć zbiorowa we współczesnym dyskursie humanistycznym*, Bartosz Korzeniewski listed numerous thematic issues of scientific journals devoted to the issue of memory, including "Znak", "Przegląd Socjologiczny", "Kultura i Społeczeństwo", "Przegląd Polityczny", "Respublica Nova", "Konteksty", "Literatura na świecie", "Borussia"; B. Korzeniewski, *Pamięć zbiorowa we współczesnym dyskursie humanistycznym*, "Przegląd Zachodni" No. 2/2005, p. 121 (the number was entirely devoted to the issue of memory).

characteristic especially for Western societies, or the contemporary crisis of identity attributed to the individual. At the same time, however, the effects of the search for a common European identity, as well as the effects of European integration itself (which has somewhat forced the search), can be considered equally important for increasing the role of history. Finally, the impact of globalisation and technological progress (especially in the field of computerisation) should also be considered essential.

The most evident reason seems to be the history of the 20th century itself. It was one of the most tragic periods in the history of all mankind, when two World Wars broke out and attempts were made to impose the criminal ideologies of Nazism and communism. Unfortunately, the end of World War II did not bring an end to tragic events. In spite of various efforts made on a global scale (which resulted, among other things, in the creation of the United Nations), later events which we today refer to as crimes of genocide or crimes against humanity also took place. Undoubtedly, due to the enormity of crimes committed, World War II constitutes a certain *ceasura*, being an event which changed people's views, especially those concerning the essence of humanity. The atrocities of war were revealed, among other things, in the precisely planned and executed mass genocide of many nations. However, the memory of these events is not consistent, for each of the communities participating in these events recognised and remembered them differently. Each of them has different interpretation of this issue, which makes the establishment of a common understanding a matter of dispute. The strong controversy that may arise concerning the assessment or interpretation of certain past events, is evidenced by the discussion about Polish-Jewish relations triggered by the book about the tragedy in Jedwabne, the discussion about the expulsion of Germans after World War II, or even by the Austrian trial of David Irving, accused of denying the Holocaust. Luckily, there is an unquestionable consensus on most historical events - the condemnation of totalitarian Nazi and fascist regimes and the crimes committed, has become the foundation of an international peace order.

In order to identify further reasons for the growing interest in history, the geopolitical changes that took place at the end of the 20th century should be examined more closely. It caused the fall of communism, which meant the collapse of the last

totalitarian system in Europe and its ideology. It resulted in the collapse of the Soviet Union, the reunification of Germany and the return to democratic principles in Central and Eastern European countries⁶. One of the consequences of these events was the confrontation of the collective memory of Western European nations with the collective memory of post-communist societies, different in many aspects. As a result: *the countries that were the aggressors 60 years ago, their victims and current successors, today search for inspiration in democratic reality in many different ways, to give meaning to their new identification*⁷. The end of the Cold War enabled a free discussion, which had previously been impossible for obvious reasons⁸. It was only then that it was realised how much the interpretations of certain historical events differed. It is worth taking a closer look at the collective memories of individual nations where historical events are interpreted in completely different ways. For instance, the victory of the Soviet Union in 1945 and the entry of the Red Army into most Central and Eastern European countries is treated unequivocally positively in Russia as a victory in the *Great Patriotic War* (one can even say that it became the subject of sacralisation and its criticism was considered blasphemy⁹). Meanwhile, the entry of the Red Army into Poland is considered, by the vast majority of Poles, as the beginning of the enslavement of the Polish state by another totalitarian regime. In Germany, interpretations of the end of the War are defined in terms of a War disaster, and its direct consequences (such as the displacement of German civilians, which took place pursuant to the decisions of the Big Three). In each case, different interpretations are shown which, after all, concern the same historical event. It would seem that this confrontation of the memories of Eastern and Western Europe should result in the blurring of these differences. However, as historians such as Alain Besançon, Norman Davies and Stéphane Courtois emphasize ...

⁶, the democratic changes in Central and Eastern Europe were part of a wider process, referred to as the third wave of democratisation, which started with the Portuguese Carnation Revolution. It brought democratic changes in about 30 countries in Europe, Asia and Latin America, and the beginning of the liberalisation process in many other authoritarian regimes. Further described [in:] S. Huntington, *Trzecia fala demokratyzacji*, Warsaw 1995.

⁷ A. Wolff-Powęska, *Zwycięzcy i zwyciężeni. II wojna światowa pamięci zbiorowej narodów*, [in:] "Przegląd Zachodni" No. 2/2005, p. 3.

⁸ In this context, Pierre Nora wrote *O pamięci odnalezionej Europy Wschodniej* [in:] P. Nora, *Czas*, op. cit., p. 37.

⁹ *Ibidem*, p. 14.

Model description of research results

Table 1

The severity of penalties for perpetrators of terrorist attacks

Specification	Number of indications	%
More severely than ordinary criminals	40	68
The same as ordinary criminals	11	22
Less severely than ordinary criminals	0	0
It is hard to say	4	10

Source: Own study based on ... (own research)

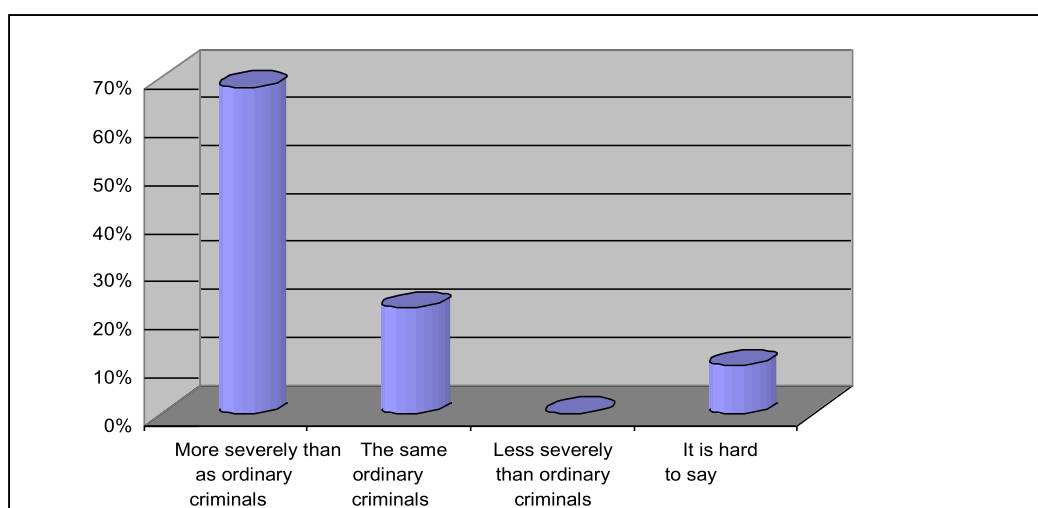


Chart 16. The severity of penalties for perpetrators of terrorist attacks

Source: Own study based on ... (own research)

68% of respondents considered that perpetrators of terrorist attacks should be punished more severely than ordinary criminals (Table 1). However, 22% of respondents considered that they should be punished in the same way as ordinary criminals, and only 10% of respondents did not express their opinion on this issue and selected the option

"It is hard to say what kind of penalties should apply" (Fig. 1).

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APPENDIXES

Appendix No. 1

Questionnaire

Dear Students!

I conduct research on the security activities of the Kalisz Municipal Police. In order to make a fair assessment, I ask you to express your opinion on the work of the Municipal Police.

The questionnaire is anonymous and its results will be used for the purposes of further research and the final thesis.

Thank you.

Note: the boxes next to the selected answers shall be ticked.

- 1. Have the Municipal Police conducted classes related to security at your university, if so, how many times? (tick)**

<input type="checkbox"/>	yes	1	2	3	4	5	more
<input type="checkbox"/>	no						

- 2. What kind of topics related to security are addressed at such meetings? Try to mention at least two.**

.....
.....

Appendix No. 4

STATEMENT

I, the undersigned
student

**OF THE UNIVERSITY OF COMMERCE AND SERVICES IN
POZNAN**

declare, that the submitted final thesis, entitled:

.....
.....

has been written solely by myself. This means that, apart from the necessary consultations, I have not used the help of other people when writing my thesis, and, in particular, I have not commissioned the elaboration of the thesis or its important parts to other people, nor have I borrowed the thesis or its important parts from other people.

At the same time, I agree that if the above statement prove to be untrue, the decision to award me a diploma will be withdrawn.

.....

**The University of Commerce
and Services in Poznań**

**ASSESSMENT OF THE FINAL THESIS
(supervisor's sheet)**

Topic of the thesis:

.....

Name and surname of the student:

.....

Thesis supervisor:

.....

Thesis reviewer:

.....

1. Does the content of the thesis correspond to the topic specified in the title:

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2. Evaluation of the thesis structure:

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.....

3. Content-related evaluation of the thesis:

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.....

4. Characteristics of selection and use of the sources:

.....

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.....

5. Evaluation of the formal side of the thesis (language correctness, writing technique, table of contents, references):

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.....
.....
.....

7. My evaluation of the thesis:

.....

Poznań.....

.....
signature

**The University of Commerce
and Services in Poznań**

**ASSESSMENT OF THE FINAL THESIS
(reviewer's sheet)**

Topic of the thesis:

.....

Name and surname of the student:

.....

Thesis supervisor:

.....

Thesis reviewer:

.....

1. Does the content of the thesis correspond to the topic specified in the title:

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2. Evaluation of the thesis structure:

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3. Content-related evaluation of the thesis:

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4. Characteristics of selection and use of the sources:

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.....
5. Evaluation of the formal side of the thesis (language correctness, writing technique, table of contents, references):

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.....
.....
.....

7. My evaluation of the thesis:

.....

Poznań

.....
signature