



---

WYŻSZA SZKOŁA HANDLU I USŁUG  
W POZNANIU

---

Approved by a resolution of the Senate  
of the University of Commerce and Services  
No. 06/09/2020  
of 30.09.2020

# **REGULATIONS OF DIPLOMACY**

## **TABLE OF CONTENTS**

	page
<b>Section 1</b>	
General provisions.....	3
<b>Section 2</b>	
Proseminar and Diploma Seminar .....	3
<b>Section 3</b>	
Promoter .....	4
<b>Section 4</b>	
Diploma engineering project.....	5
<b>Section 5</b>	
Thesis .....	8
<b>Section 6</b>	
Diploma thesis evaluation and the diploma examination .....	10
<b>Section 7</b>	
Final provisions .....	11
<b>ANNEXES</b>	
<b>Attachment No. 1</b>	
Specimen thesis concept .....	13
<b>Attachment No. 2</b>	
Editorial requirements for the diploma paper .....	17
<b>Attachment No 3</b>	
Specimen for editing the text of the diploma paper .....	20
<b>Attachment No 4</b>	
Specimen of the thesis statement .....	31
<b>Attachment No. 5</b>	
Diploma thesis evaluation (promoter's sheet) .....	32
<b>Attachment No. 6</b>	
Evaluation of the diploma paper (Reviewer's sheet) .....	34

## Section 1

### GENERAL PROVISIONS

#### § 1

1. The term "diplomacy" is understood as a set of didactic activities and organizational activities aimed at preparing a diploma paper by a student and conducting a diploma examination.
2. The legal basis for diplomacy is provided by § 76-78 of the Law on Higher Education and Science of 20 July 2018 and § 50 - 57 of the Study Regulations of the Poznan University of Commerce and Services (Annex 1).

## Section 2

### PROSEMINAR AND DIPLOMA SEMINAR

#### § 2

1. The diploma paper is prepared by the student under the guidance of the supervisor as part of the implementation of the subjects: *Diploma Proseminar* and *Diploma Seminar*, and in the second degree studies ending with the degree of Master of Engineering in the implementation of the subject Engineering Seminar.
2. The subject *Diploma Proseminar* is realized in the 4th semester of the first degree studies.
3. The aim of the course *Diploma Proseminar* is to broaden knowledge in the field of scientific research methodology, to formulate a topic and develop a concept for a diploma paper, and to collect and study scientific literature relevant to the topic of the paper.
4. The development of a thesis concept is a prerequisite for obtaining credit for the course (Annex 2).

#### §3

1. The subject *Diploma Seminar* is realised in the 5th and 6th semester of the first degree studies and in the 3rd and 4th semester of the second degree studies within seminar groups of up to 20 students. The subject Engineering seminar shall be realised in the fourth and fifth semester of the second degree studies.
2. The aim of the course Diploma Seminar is to prepare a thesis according to the following schedule:

- 1) during the 5th or 3rd semester of studies - working out the theoretical part and the methodological part of the thesis (the acceptance of these parts by the supervisor is a condition for obtaining credit for the course);
  - 2) during the 6th or 4th semester of studies - conducting own research, statistical and descriptive elaboration of the research results, preparing the remaining parts of the thesis and submitting it to the supervisor. (Supervisor's approval is a condition for obtaining credit in the course.)
3. The aim of the course Engineering Seminar is to prepare an engineering project.
- 1) during the fourth semester of studies - the development of the theoretical and methodological part of the project (the acceptance of these parts by the project supervisor is a condition for obtaining credit for the course);
  - 2) during the fifth semester of study - the development and execution of the analytical scope, as well as the development of a design solution).
4. The grade obtained by a student from the course *Diploma Seminar/Engineering Seminar* is the result of the student's contribution to the course and not the grade of the thesis.
5. Studenci studiów drugiego stopnia kończących się uzyskaniem tytułu zawodowego magistra inżyniera przygotowują, oprócz pracy dyplomowej, projekt inżynierski, którego przygotowanie powinno zakończyć się w piątym semestrze studiów.

### Section 3

#### SUPERVISOR/SUPERVISOR OF THE ENGINEERING PROJECT

##### §4

1. The supervisor is the scientific director of the thesis. The manager of an engineering project is a supervisor of an engineering project.
2. The promoter may be an academic teacher with at least a doctoral degree. The project supervisor may be an academic teacher with title of doctor habilitated engineer, doctor of engineer or master of engineer if he/she has documented professional experience in the area in which the project will be conducted and implemented.
3. Promoters and supervisors of engineering projects in the field of study in a given academic year shall be appointed by the Dean.
4. The list of supervisors and tutors for the engineering project together with the thematic area of their scientific and research interests shall be made known to students by the Dean in the third semester of first-level study and in the second semester of second-level study.
5. Students may choose a supervisor and mentor for their project by the end of the third semester of study.

6. A promoter/project supervisor has the right to refuse to admit a student to his/her diploma seminar/engineering seminar if more than 20 students apply.

7. Students who have not chosen a supervisor by the established deadline are assigned by the Dean to appropriate seminar groups.

8. The final composition of individual seminar groups is approved by the Dean and communicated to the supervisors/engineering project supervisors and students no later than the end of the third semester of first-level study and the end of the second semester of second-level study.

## **§ 5**

In random situations that prevent the supervisor/engineering project supervisor from continuing to supervise the diploma dissertation/engineering project, the Dean will appoint another supervisor/manager.

## **Section 4**

### **DIPLOMA ENGINEERING PROJECT**

## **§ 6**

1. The engineering project completes the training cycle of a second cycle engineering degree programme in an engineering specialisation.

## **§ 7**

1. The subject of the engineering project should be the elaboration of an engineering problem of a design, technological or experimental nature (laboratory).

2. The engineering design, should provide a solution to a specific engineering problem and be characterised by:

- 1) demonstrate the ability to solve engineering tasks using general and specialist knowledge;
- 2) demonstrate knowledge and skills in the use of contemporary tools of engineering operations, including computer techniques;
- 3) a close link between the results and engineering practice.

## **§ 8**

1. Titles of engineering projects are approved by the Dean of the Faculty.

2. The project shall be reviewed and evaluated, independently, by a project supervisor and a reviewer appointed by the Dean from among academic teachers specialising in the field.
3. Development of the engineering project is carried out as part of the subject Engineering Seminar, in the fourth and fifth semesters of study.
4. Submission of the engineering project and its approval by the supervisor is the basis for passing the course.
5. One engineering project may be realized simultaneously by one graduate student. In exceptional cases it is allowed to co-author the elaboration of one engineering project. In such a situation, the scope of individual contribution of each diploma student must be clearly defined by the Supervisor of the project. Consent for the joint development of an engineering project shall be given by the Dean at the written request of the project supervisor. Co-authoring of an engineering project may be done by no more than two diploma students.

## **§ 9**

1. The graduate student is responsible for respecting copyright. In the event of a violation of copyright, the Dean shall institute appropriate proceedings against the diploma student.
2. The literature list should include items from a given field of knowledge, cited and otherwise used in the thesis.
3. Internet sources may be used as a supplement to, and not as the primary material on the basis of, the diploma thesis.

## **§10**

1. The Diplomate shall prepare an engineering design in printed form, in 2 copies. One of these copies must be made as a double-sided printout and bound in softcover.
2. In addition to the printed version, the student must prepare an electronic version of the engineering project on a CD-R - in a separate package signed with the name, album number and title of the work (these data should also appear directly on the CD). The content of the work on the CD is to be saved in two formats: Word and PDF. The electronic version of the engineering project must be compatible with the printed version.
3. The electronic version of the work is used for checking its compliance in the Single Anti-Plagiarism System.
4. The copies of the engineering project referred to in sections 1 and 2, together with the written approval of the project supervisor, should be submitted to the Dean's Office by the end of the final semester of study, but no later than by 30 September of the academic year in which the student completes his/her course of study for courses ending in the summer semester or by 31 January of the academic year in which the student completes his/her course of study for courses ending in the winter semester.

## **§ 11**

1. The assessment of an engineering project is conducted independently by the project supervisor and the reviewer according to the grading scale set forth in §33, para. 1 of the *Regulations for Studies*.
2. The reviewer shall be appointed by the Dean on his/her own or at the request of the supervisor of the project.
3. In the event that the assessment of the engineering project by the reviewer is negative, the Dean shall appoint a second reviewer. If the second reviewer's assessment is also negative, the student is required to submit a new engineering project.
4. If the second reviewer evaluates the engineering project positively, then both reviewers participate in the engineering examination.

## **§ 12**

1. In order for a student to be admitted to the engineering examination it is necessary:
  - 1) fulfilling the requirements resulting from the study plan;
  - 2) receiving a positive assessment of the supervisor and reviewer from the engineering project;
  - 3) a positive report from the Uniform Anti-Plagiarism System
  - 4) payment of fees due for the studies.

## **§ 13**

1. The engineering examination should take place within a period not exceeding two months from the date of acceptance of the project by the Dean's Office.
2. The examination date is set by the Dean's Office and communicated to the committee members and the graduate student 10 days in advance via the Virtual Dean's Office and information on the faculty notice board.
3. The head of the Dean's office or a person authorised by the head of the Dean's office is responsible for preparing the examination in organisational, formal and administrative terms (documentation, room, information system).

## **§ 14**

1. The engineering examination is taken before a board appointed by the Dean.
2. The engineering examination consists of two parts.
  - a) presentation of the engineering project (theoretical part, analytical scope, and design solution).
  - b) examination of the student's knowledge of the specialization subjects studied during the course of study.

## **Section 5**

### **THESIS**

#### **§ 15**

1. The diploma thesis shall complete the cycle of education at first-cycle studies, second-cycle studies, as well as unitary master's studies.
2. The diploma dissertation should be of a research character.
3. With the approval of the Dean, it is permissible, in exceptional circumstances, to realise a thesis of a theoretical character.
4. The nature and content of the diploma thesis must be consistent with the field of study and specialisation of the author.
5. The content of the diploma dissertation should demonstrate the author's ability to make comprehensive use of his/her scientific knowledge in the subjects included in the study plan, particularly in the field of specialization training.

#### **§ 16**

1. The proposal of the diploma paper topic is established jointly by the Supervisor and the student.
2. When establishing the topic of the diploma paper one should be guided by the scientific interests of the student and the Supervisor.
3. The topic of the diploma paper is approved by the Dean.
4. In special cases the topic of the diploma paper may be changed with the consent of the Dean.
5. One topic for the diploma paper should be pursued by one diploma student. In exceptional cases it is permissible to co-author a single diploma dissertation. In such a situation, the scope of the individual contribution of each diploma student must be clearly defined by the thesis supervisor. Consent for co-authoring a diploma dissertation shall be given by the Dean at the written request of the Supervisor. No more than two diploma students may co-author a diploma paper.

#### **§ 17**

1. The thesis should consist of three substantive parts:
  - 1) the theoretical elaboration of the undertaken topic based on the scientific literature of the subject;
  - 2) elaboration of methodological aspects of the thesis;
  - 3) presentation of research results obtained.
2. Each of those parts should constitute at least one chapter of the thesis.
3. Apart from the core parts listed under item 1, the diploma paper shall include:



- 1) title page;
  - 2) table of contents
  - 3) introduction
  - 4) conclusion;
  - 5) literature list
  - 6) list of figures, tables, diagrams, etc;
  - 7) a list of appendices;
  - 8) statement of the author on independent preparation of the paper (Annex No. 4).
4. The structure and arrangement of the content of the paper should be comprehensive and logical. The presented content should follow the principle: from general considerations to specific considerations.
  5. The structure and content of the paper must be consistent with its title.

### **§ 18**

1. The thesis should be standardised in terms of editing (Annex No. 2).
2. A high level of editorial diligence is required. A uniform system of labelling footnotes, chapters and subchapters, figures, tables, diagrams and appendices, page numbering, etc., should be used throughout the paper; each chapter must begin with a new page, number and title of the chapter.
3. The content-related, editorial, editing, linguistic and stylistic correctness of the thesis is the responsibility of the graduate student and supervisor.

### **§ 19**

1. The graduate shall be responsible for observing copyright. In the event of a violation of copyright, the Dean shall institute appropriate proceedings against the diploma student.
2. The literature list should include items from a given field of knowledge, quoted and otherwise used in the thesis.
3. Internet sources may be used as a supplement to, and not as the primary material on the basis of, the diploma thesis.

### **§ 20**

1. A student is obliged to prepare a diploma paper in a printed form, in 2 copies. One of these copies must be made as a double-sided printout and bound in soft binding.
2. Apart from the printed version, a student is obliged to prepare an electronic version of the diploma paper on a CD-R - in a separate packaging signed with the student's name, album number and the title of the thesis (these data should also appear directly on the CD). The content of the thesis should be saved on the CD in two formats: Word and PDF. The electronic version of the thesis must be consistent with the printed version.
3. The electronic version of the thesis is used to check its compliance in the Single The electronic version of the thesis is used for compatibility verification in the Single Anti-Plagiarism System.

4. The copies of the diploma dissertation referred to in sections 1 and 2, together with the written approval of the Supervisor, should be submitted to the Dean's Office by the end of the final semester of study, but no later than by 30 September of the academic year in which the graduate student completes his/her course of study for courses ending in the summer semester or by 31 January of the academic year in which the graduate student completes his/her course of study for courses ending in the winter semester.

## **Section 6**

### **EVALUATION OF THE DIPLOMA DISSERTATION AND THE DIPLOMA EXAMINATION**

#### **§ 21**

1. The diploma dissertation is assessed independently by the dissertation supervisor and the reviewer according to the grading scale set forth in § 33, para. 1 of *the Study Regulations*.
2. The reviewer is appointed by the Dean alone or at the request of the supervisor.
3. In the event that the assessment of the diploma dissertation by the reviewer is negative, the Dean will appoint a second reviewer. If the assessment of the second reviewer is also negative, the student is required to submit a new diploma dissertation.
4. If the second reviewer assesses the diploma thesis positively, then both reviewers participate in the diploma examination.
5. The student has the right to read the reviews within 10 days before the diploma paper defence.

#### **§ 22**

1. The condition of allowing a student to take a diploma examination is:
  - 1) fulfilling the requirements resulting from the study plan;
  - 2) receiving a positive opinion from the Supervisor and the reviewer of the diploma paper;
  - 3) paying the due fees for studies.
  - 4) a positive report from the Uniform Anti-Plagiarism System.

#### **§ 23**

1. The diploma examination should take place no later than two months from the date on which the diploma dissertation is received by the Dean's Office.
2. the date of the examination is set by the Dean and communicated to the members of the examination board and the diploma student ten days in advance via the website and information on the department's notice board.
3. the head of the Dean's office or a person authorised by the head of the Dean's office is responsible for preparing the diploma examination in organisational, formal and administrative terms (documentation, examination room, information system).

## § 24

1. The diploma examination is oral and consists of two questions (from the Supervisor and the Reviewer) from the scope of the diploma paper and one randomly selected question from the content of the major and specialization. It is conducted according to the following structure:
  - 1) presentation of the diploma paper by the chairman of the committee and familiarisation with the opinion of the thesis supervisor and the thesis review;
  - 2) presentation of the diploma paper by the student in the form of a presentation of the auto reference paper;
  - 3) giving an answer to the Supervisor's question;
  - 4) answering a question of a reviewer or reviewers, if a second reviewer has been appointed;
  - 5) replying to a drawn question;
  - 6) announcing the result of the diploma examination.
2. In the event of a fortuitous situation and the inability of one of the committee members to participate in the diploma examination, the Dean will appoint another academic teacher who holds at least a doctoral degree in the field of study of the candidate.
3. The chairperson of the commission may be the Dean or an academic teacher appointed by the Dean who holds at least a doctoral degree.

## § 25

Passing the diploma examination is a prerequisite for graduation.

## Section 7

### FINAL PROVISIONS

## § 26

1. The grading scale in the diploma procedure and the rules for calculating the final grade for the completion of the studies are laid down in Section 8 of *the Study Regulations*.
2. Minutes of the diploma examination are drawn up and signed by the chairperson and members of the committee. The chairperson of the committee is responsible for the correct filling in of the record.
3. Documentation of the course of the diploma examination shall be submitted to the Dean's office by the chairperson of the committee immediately after the examination has been completed.
4. A graduate of a course of study receives a diploma confirming the completion of a course of study in a specific field and profile and the professional title
  - 1) bachelor's degree, engineer's degree or an equivalent degree confirming higher education at the same level - in the case of first-cycle studies;
  - 2) master, master engineer (master's degree) or an equivalent degree confirming higher education on the same level - in the case of second-cycle studies and long-cycle studies.

5. Within 30 days of the date of the completion of a degree programme, a higher education institution shall issue to a graduate a diploma with a diploma supplement and two copies thereof, including, at the request of the graduate, a copy thereof in a foreign language.
6. A specimen of the diploma shall be approved by the senate.
7. In the event of the occurrence of reasons for:
  - 1) resumption of the administrative proceedings concerning the award of the degree the Rector shall be the competent body to resume the proceedings;
  - 2) invalidation of the diploma - the Rector shall be the body competent to declare such invalidation.
8. In the event that in the diploma thesis constituting the basis for the award of the degree, the applicant for the degree has attributed to himself/herself the authorship of a substantial fragment or other elements of another person's work or scientific finding, the Rector, by way of an administrative decision, shall declare the diploma invalid.

## MODEL FOR THESIS CONCEPT



---

WYŻSZA SZKOŁA HANDLU I USŁUG  
W POZNANIU

---

### CONCEPT

### THESIS

### CRISIS MANAGEMENT

### IN THE REPUBLIC OF POLAND

Name and surname: Jan Kowalski  
Studies: part-time first degree  
Field of study: Management  
Specialty: Logistics  
Album no: 18177

Promoter:

Prof. Dr. Jan NOWAK

## WORK TOPIC

### **AGGRESSIVE BEHAVIOUR OF JUNIOR SECONDARY SCHOOL STUDENTS IN POZNAN**

#### **EXPLANATION OF THE ESSENCE OF THE TOPIC OF THE THESIS - CONCEPTS INCLUDED IN THE TITLE OF THE THESIS**

##### **Behaviour**

—

.....

Zachowanie agresywne –

Szkoła gimnazjalna -

#### **JUSTIFICATION FOR THE CHOICE OF THE SUBJECT**

The basic idea behind the development of family allowance systems was to help the family, i.e. to provide material, material and institutional support related to the upbringing of children. It also developed the conviction that the responsibility for securing the upkeep of children rests not only with families, but also with society. The system of family benefits is directed not only to the poorest families, but also to moderately well-off families. It should be stressed here that the family benefits system is clearly distinct from the social assistance system, although the two systems are interlinked and together reflect the scope of social obligations assumed by the state. However, they differ in purpose, access criteria and the nature of benefits. These differences mean that the social assistance system acts as a complementary link to the family benefits system.

#### **PURPOSE OF THE THESIS**

The aim of the dissertation is to present the legal status of the headmaster of a public school by showing the school as an administrative establishment and his powers in the process of managing the school and thus creating the conditions necessary for the proper fulfilment of the basic functions of the school, i.e. teaching and upbringing, but also administrative.

#### **RESEARCH PROBLEM AND SPECIFIC PROBLEMS**

## **WORKING HYPOTHESIS AND SPECIFIC HYPOTHESES**

## **METHODS, TECHNIQUES AND RESEARCH TOOLS**

## **RESEARCH AREA AND ORGANISATION**

## **DESIGNED LAYOUT OF THE THESIS**

## **INTRODUCTION**

### **Chapter 1**

#### **VIOLENCE AND AGGRESSION**

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

### **Chapter 2**

#### **METHODOLOGICAL BASIS OF OWN RESEARCH**

- 2.1 Object and aim of research
- 2.2 Research problems and working hypotheses
- 2.3 Methods, techniques and research tools
- 2.4 Terrain and organisation of research

### **Chapter 3**

#### **PRESENTATION AND ANALYSIS OF OWN RESEARCH RESULTS**

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

## ENDNOTE

### LIST OF LITERATURE

1. Koziół L., Muszyński Z., *Kompendium wiedzy o technice przygotowania pracy dyplomowej*, Małopolska Wyższa Szkoła Ekonomiczna, Tarnów 2008.
2. Łastawski K., *Racja stanu Rzeczypospolitej Polskiej*, Warszawa 2000.
3. Jakubczak R. (red.), *Obrona narodowa w tworzeniu bezpieczeństwa III RP*. Podręcznik dla studentek i studentów, Warszawa 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.
5. Mikiewicz P., *Kategoria bezpieczeństwa a polska myśl polityczna lat 90.*, Wrocław 2005.



## EDITORIAL REQUIREMENTS FOR THE THESIS

### I. Standards concerning the content of the thesis

1. The text of the thesis should be written in Times New Roman 12 font, spacing of 1.5 with keeping the option of spacing before and after 0, the text should be justified, subsequent paragraphs should begin with indentation width of 1.25, all standard margins - 2.5cm. Use the "Do not split words" function.
2. The introduction of the paper should include a justification for the choice of the problem, objective, thesis or hypothesis and a brief description of the subject matter.
3. There should be one space between headings and the text in subsequent parts of the thesis.
4. Format of the titles of the parts of the diploma paper, including: introduction, conclusion, bibliography, list (figures, tables, charts) - font - Times New Roman, 14, bold and centred with capital letters, and the titles of individual subsections - font - Times New Roman, 12, bold and justified with letters as in a sentence.
5. Subsequent paragraphs should be indented with a standard indentation (1.25 cm). (1.25 cm indentation).
6. References to the literature should be made in accordance with the formula under: **"Requirements for footnotes"**.
7. Any explanatory notes relating to individual arguments should be placed in footnotes, footnote format: font Times New Roman, 10, justified, footnote, continuous Arabic numbering.
8. It is necessary to follow the description template for tables, figures, diagrams and general rules on formatting.
9. Figures, tables and graphs must not go beyond the area of the text.
10. The conclusion should include synthetic conclusions and possible directions for further research. The conclusion should not introduce new issues, present research results that have not been discussed earlier in the paper.

### II. Requirements for footnotes

References to the literature should take the form of footnotes. The font used for footnotes should be size 10 with single line spacing, the text justified. The following footnote patterns should be used:

1. Full note (appears only once in the text) - author's surname and initials, *title of the work*, publishing house, place and year of issue, page. e.g.  
Piłatowska M., *Modelling of non-stationary economic processes. A methodological study*, Publisher UMK, Toruń 2002, s. 21.
2. Incomplete note 1 (if the same source is cited again) – author's surname and first name initials, first two words of title..., op. cit., page, e.g.  
Piłatowska M., *Modelling of non-stationary ...*, op. cit., s. 28.

3. Incomplete note 2 (in the case of repetition of the same source on the same page again in succession) - ibidem, page, e.g.

ibidem, s. 29.

### III. Formatting requirements for tables, figures and graphs

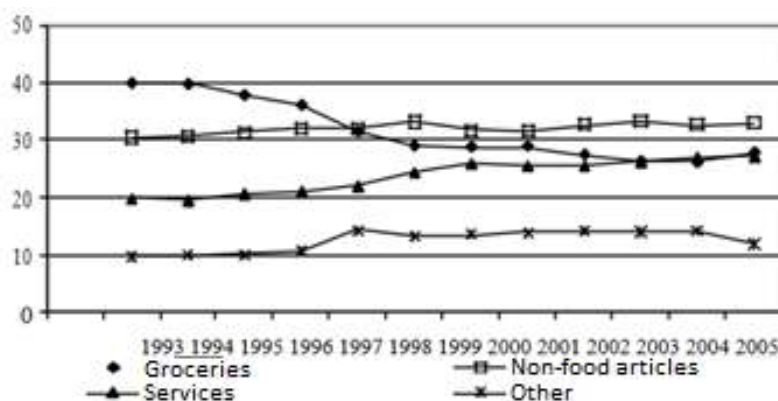
Arabic numbering 1, 2, 3, ... e.g. Table 1, Graph 1. The description of tables should be above them. Figures and graphs shall be described below. Sources used in the preparation of tables, figures or diagrams shall be placed below the object (font 10) e.g:

Table 1.

Table title (Times New Roman, 12)

Table content (Times New Roman, 10, single spacing)	

Source: own elaboration based on: ....., s.. (Times New Roman, 10)



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

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

**NOTE!:** Graphs should be pasted as editable objects.

### IV. Requirements for the bibliography

The list of bibliographical items (Times New Roman, 12) should be included in the thesis at the end, before any list of tables, figures or diagrams. It should be drawn up in accordance with the specimen provided:

1. Book entries - author's surname and first name initials, title of work, publishing house, place and year of publication. e.g.  
Piłatowska M., *Modelowanie niestacjonarnych procesów ekonomicznych. Studium metodologiczne*, Publisher UMK, Toruń 2002.
2. Book chapters - author's surname and name initials, *chapter title*, [in:] *title of the work*, (ed.) name initials and the name of the scientific editor, publishing house, place and year of publishing, e.g:

Mizon G. E., *Progressive Modelling of Macroeconomic Time series: the LSE Methodology*, [in:] *Macroeconomics: Developments, Tensions and Prospects*, (ed.) K.D. Hoover, Kluwer Academic Press, Dordrecht 2006.

3. Journal articles - author's surname and first name initials, *article title*, "journal title", volume number, number and year of issue of the journal, pages e.g:  
Fiszeder P., *Volatility forecasting based on GARCH models*, "Futures Market", 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 first name initials, title of work, year of publishing e.g: Rybiński K., *Summit G20, finally above expectations*, 2009 <http://www.rybinski.eu/?p=716&language=pl> (as of 19 April 2010).
5. Websites should not be formatted as hyperlinks.

**NOTE!:** Items included in the literature list should be sorted alphabetically by author's name.

## MODEL FOR EDITING THE TEXT OF THE THESIS



WYŻSZA SZKOŁA HANDLU I USŁUG  
W POZNANIU

### THESIS

### CRISIS MANAGEMENT

### IN THE REPUBLIC OF POLAND

Name: Jan Kowalski  
Study: First degree part-time  
Field of study: National security  
Specialization: Crisis management  
Album no: 18177

**Promoter:**

**Prof. Dr. Jan**

**NOWAK**

---

**POZNAŃ 2019**

## TABLE OF CONTENTS

<b>Introduction</b>	<b>4</b>
<b>Chapter 1</b>	
<b>XX</b>	
1.1 General comments	6
1.2. Area of Freedom, Security and Justice in the Treaty establishing a Constitution for Europe	8
1.2.1. The legal instruments provided for in the Treaty establishing a Constitution for Europe	10
1.2.2. XXX XXXXXXXXXXXXXXXXXXXXXXXXXXXX	15
1.3 Political cooperation programmes	18
<b>Chapter 2</b>	
<b>METHODOLOGICAL BASIS OF OWN RESEARCH</b>	
2.1 Object and purpose of research	22
2.2 Research problems and working hypotheses	23
2.3 Methods, techniques and research tools	26
2.4 Research area and organisation	28
<b>Chapter 3</b>	
<b>PRESENTATION AND ANALYSIS OF OWN RESEARCH RESULTS</b>	
3.1 Homosexuality in contemporary society	45
3.2 Reasons for the intolerance of young people towards people of a different sexual orientation	54
3.3 The way people with a different sexual orientation are perceived	60

3.4 Manifestations of intolerance of young people towards people of a different sexual orientation sexual orientation .....	68
<b>Ending</b> .....	<b>46</b>
<b>Literature list</b> .....	<b>47</b>
<b>Spis tabel</b> .....	<b>50</b>
<b>Spis wykresów</b> .....	<b>51</b>
<b>Załączniki</b> .....	<b>80</b>

## **INTRODUCTION**

.....  
.....

### **Chapter 1**

## **PROFESSIONAL BURNOUT SYNDROME IN THE LIGHT OF THE LITERATURE**

Patience and composure are needed to perform the profession of a correctional officer. Despite great efforts and commitment, officers often do not see tangible results of their work. In addition, work in the penitentiary services is still associated badly and the media do not create a good climate around this profession. The climate and atmosphere in the officers' workplaces is also not enviable. Enthusiasts who would like to introduce and implement new ideas stumble over bureaucratic procedures. This is how professional burnout and aversion to work are born.

The nature of work is one of the most determining factors for the risk of burnout. Work in the penitentiary service is characterised by a very high degree of emotional involvement in constant contact with people. If we add stress and the necessity to cope with unrealistic requirements of others, we have a group with an increased risk of professional burnout.

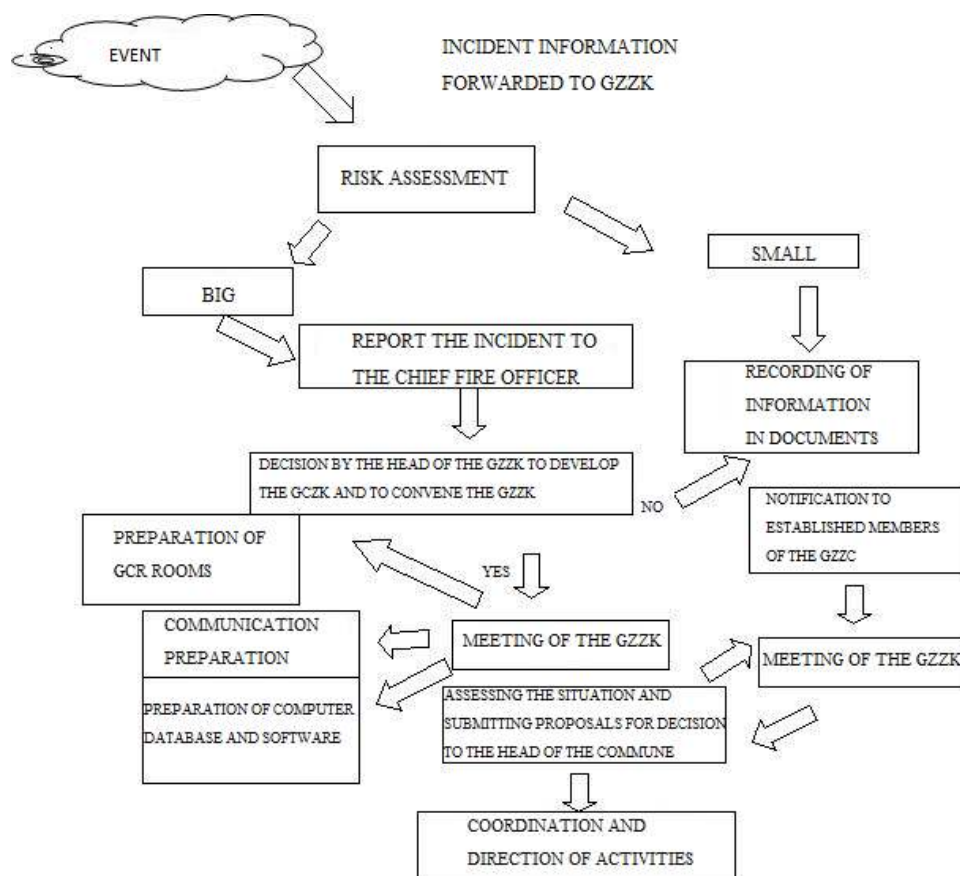
### **1.1 The concept of burnout**

"Burnout" is a term that has become part of our vocabulary. No wonder because it is very evocative. It is associated with a lack of energy, the exhaustion of one's strengths and the ruins of an initial full commitment to work. An analysis of theories explaining the mechanisms of burnout suggests that it 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. As a concept it is difficult to define. It can be assumed that it is behaviour aimed at causing harm or annoyance, or as an intention to commit such an act. Such behaviour can take the form of physical, instrumental or verbal aggression. The term aggression most often refers to a conscious and deliberate action aimed at causing physical, psychological or material harm to someone.

## PREPARATION OF COMPUTER DATABASE AND SOFTWARE



**Fig. 1. Functioning of GZZK during a crisis situation**

*Source:* Crisis Response Plan for the Lubstów Municipality. Communal Crisis Management Team, Lubstów Commune.

## Extract from the annotated work

To conclude the consideration of historical statements, it is worth reflecting on the reasons for the growth of interest in historical issues. The dispute about memory and the past is currently one of the most important topics of public debates and disputes. The growth of



interest in historical topics has become known as the advent of the *time of remembrance*<sup>1</sup>, while the last three decades of the 20th century have been referred to as the *era of commemoration*<sup>2</sup>. This blossoming of interest in collective memory has resulted, within the broadly understood humanities, in works devoted to *...both theoretical accounts of this phenomenon and analyses of the memory of individual events and figures*<sup>3</sup>. It is characteristic that in these numerous historical discourses various subjects participate, among which professional historians constitute only one group of participants. Thus a certain paradox has occurred - *history has gained more importance, but the importance of historians has decreased*<sup>4</sup>. Nowadays scientists have been deprived of the right to exclusive consideration of historical issues. Admittedly, they still have an advantage over other participants in the discourse which is expressed in their professional preparation for their profession, but in the era of ever faster exchange of information, the significance of this fact plays less and less important role.<sup>5</sup>

The most obvious reason seems to be the history of the 20th century itself. It was one of the most tragic periods in the history of humanity, with two world wars and attempts to implement the criminal ideologies of Nazism and communism. Unfortunately, the end of the Second World War did not mean the end of dramatic events. Despite various global efforts (which resulted, among other things, in the creation of the United Nations), events which today are referred to as crimes of genocide or crimes against humanity continued to occur. Undoubtedly, the Second World War, due to the enormity of the crimes committed, marks a certain caesura, being an event, which changed people's views, especially those concerning the essence of humanity. The exceptional cruelty of the war was revealed, among other things, in the precisely planned and executed mass genocide of many nations. However, the memory of these events is not uniform. This is because each of the communities which were participants in these events recognised and remembered them differently. Each of them has different interpretations, which makes the establishment of a common assessment a matter of dispute. How strong controversies may arise around evaluations or interpretations of some

---

<sup>1</sup> P. Nora, *Czas pamięci*, [w:] „Respublica Nova” nr 7/2001, s. 37.

<sup>2</sup> *Ibidem*.

<sup>3</sup> B. Szacka, *Historia i pamięć zbiorowa*, [w:] „Kultura i społeczeństwo” nr 4/2003, s. 3-4.

<sup>4</sup> D. Sassoon, *Tożsamość i przeszłość*, [w:] „Europa” nr 49/05 (09.03.2005), s. 5.

<sup>5</sup> Bartosz Korzeniewski w swoim artykule *Pamięć zbiorowa we współczesnym dyskursie humanistycznym* wskazał na liczne numery tematyczne czasopism naukowych poświęcone zagadnieniu pamięci, m.in. „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” nr 2/2005, s. 121 (numer także został w całości poświęcony zagadnieniu pamięci).

past events can be proved by the discussion on Polish-Jewish relations triggered by the book about the tragedy in Jedwabne, the discussion on expulsions of Germans after World War II or even the Austrian trial of David Irving accused of Holocaust denial. Fortunately, there is an unquestionable consensus on the majority of historical events - the condemnation of the totalitarian Nazi and fascist regimes and the crimes they committed has become the foundation of the international peace order.

In order to identify further reasons for the growth of interest in history, it is necessary to take a closer look at the geopolitical changes that occurred at the end of the 20th century. It brought the collapse of communism, which meant the defeat of Europe's last totalitarian system and its ideology. The result was the collapse of the Soviet Union, the unification of Germany and the return to democratic principles in the countries of Central and Eastern Europe<sup>6</sup>. One of the consequences of these events was the meeting of the collective memory of the Western European nations with the collective memory of the post-communist societies, which differed in many respects. As a result: *the countries that were aggressors 60 years ago, their victims and present-day successors are now looking in different ways for inspirational impulses in the democratic reality, which give meaning to their new identificatio<sup>7</sup>n*.

The end of the Cold War made possible a free discussion, which had previously been impossible for obvious reasons<sup>8</sup>. It was only then that one realised how widely the interpretations of certain historical events differed. It is worth taking a closer look at the collective memories of individual nations, in which historical events are interpreted quite differently. For example, the victory of the Soviet Union in 1945 and the entry of the Red Army into the majority of Central and Eastern European countries is treated unequivocally positively in Russia as a victory in the *Great Patriotic War* (one could even say that it became an object of sacralisation, while its criticism was considered blasphemy<sup>9</sup>). Meanwhile, the entry of the Red Army on Polish territory is considered by the vast majority of Poles as the beginning of the enslavement of the Polish state by another totalitarian regime.

---

<sup>6</sup> Demokratyczne zmiany w Europie Środkowowschodniej były częścią szerszego procesu, określanego jako trzecia fala demokratyzacji, początkiem której była portugalska rewolucja goździków. Przyniosła ona demokratyczne zmiany w około 30 krajach Europy, Azji i Ameryki Łacińskiej, a w wielu pozostałych systemach autorytarnych rozpoczął się proces liberalizacji. Szerzej [w:] S. Huntington, *Trzecia fala demokratyzacji*, Warszawa 1995.

<sup>7</sup> A. Wolff-Powęska, *Zwycięzcy i zwyciężeni. II wojna światowa pamięci zbiorowej narodów*, [w:] „Przegląd Zachodni” nr 2/2005, s. 3.

<sup>8</sup> W tym kontekście Pierre Nora pisał o *pamięci odnalezionej Europy Wschodniej*. [w:] P. Nora, *Czas*, op. cit., s. 37.

<sup>9</sup> *Ibidem*, s. 14.

In Germany, interpretations of the end of the war are defined by the war defeat and its direct consequences (such as the displacement of German civilians, which took place under the terms of the Big Three agreements). In each case, we are dealing with interpretations that are different in content, but which, after all, concern the same historical event. It would seem that this meeting of memories in Eastern and Western Europe should result in a blurring of these differences. However, as emphasised by such historians as Alain Besançon, Norman Davies or Stéphane Courtois ...

### Example description of test results

**Table 1**

**Level of punishment for perpetrators of terrorist attacks**

<b>Specification</b>	<b>Number of indications</b>	<b>%</b>
More severe than ordinary offenders	40	68
Just like ordinary criminals	11	22
More lenient than ordinary offenders	0	0
Difficult to say	4	10

*Source:* Own elaboration based on .... (own research)

As many as 68% of respondents felt that perpetrators of terrorist attacks should be punished more severely than ordinary criminals (Table 1). However, 22% of respondents thought that they should be punished in the same way as ordinary criminals and only 10% of respondents did not express an opinion on this issue and chose the option "it is difficult to say what punishment should be applied" (Fig. 1).

## LITERATURE LIST

### Collected works

1. Bacon F., *Wiedza ludzka*, Poznań 1998.
2. Kowalski J., *Metodologia badań*, Warszawa 2003.
3. Nowak D., *Prawidłowości badawczego działania*, [w:] F. Galicki, M. Fatyga (red.), „Od czynności podstawowych do naukowych procedur badawczych”, Warszawa-Wrocław 1997.

### Articles

1. Górski A., Sakowicz A., *Europejski nakaz aresztowania – między efektywnością a gwarancyjną funkcją praw człowieka*, [w:] „Rzeczpospolita” z 7 stycznia 2004 r., nr 5.
2. Walenty S., Rataj D. (red.), *Badania pseudonaukowe* [w:] „Zeszyty Naukowe UMK” 2005, t. 10, nr 4(27).
3. Wisłowska M., *Powikłań będzie mniej: niesterydowe leki przeciwzapalne a COX2*, „Nauka i Przyszłość”, Marzec 2001, R. 12, nr 3, s. 18-19.

### Legal acts

1. Ustawa z dnia 24 sierpnia 1992 roku o Państwowej Straży Pożarnej (Dz.U. 2006, Nr 96, poz. 667 tj.).
2. Ustawa z dnia 29 sierpnia 1997 roku o strażach gminnych (Dz.U. z 1997 r., Nr 123, poz. 779 ze zm.).
3. Ustawa z dnia 20 czerwca 2002 roku o bezpośrednim wyborze wójta, burmistrza i prezydenta miasta (Dz.U. z 2002 r., Nr 113, poz. 984).
4. Rozporządzenie Rady Ministrów z dnia 14 września 2004 roku w sprawie szczegółowych warunków, trybu i sposobu postępowania w przypadku użycia broni palnej bojowej przez strażników gminnych (miejskich) (Dz.U. z 2004 r., Nr 215, poz. 2185).
5. Decyzja Rady 2001/514/WSiSW z 28 czerwca 2001 r., Dz.Urz. WE L 186 z 07.07.2001 r., s. 7.
6. Statut Straży Miejskiej Kalisza, Kalisz 1998.

### **Internet sources**

1. *Multimedialny leksykon igrzysk olimpijskich PWN* [CD-ROM]. Warszawa 2000.

## **TABLE OF TABLES**

1. Level of punishment for perpetrators of terrorist attacks .....	26
--	----

## **LIST OF CHARTS**

2. Level of punishment for perpetrators of terrorist attacks .....	26
--	----

## **LIST OF FIGURES**

3. Functioning of the SHG during a crisis situation .....	20
---	----

## ANNEXES

### Annex 1

#### Questionnaire survey

Dear Students!

I am conducting a survey on the safety performance of the Kalisz City Guard. In order to make a reliable assessment, I am asking you to express your opinion on the work of the municipal guards.

The survey is anonymous, and its results will serve research purposes and will be used in my thesis.

Thank you.

Attention: please mark the boxes next to the selected answers.

**1. Have city wardens conducted safety lessons at your school, if so, how many times (circle)?**

yes    1            2            3            4            5            more  
no

**2. What safety topics are addressed at such meetings?**

**Try to name at least two.**

.....  
.....

**STATEMENT**

I, the undersigned .....

Student

**UNIVERSITY OF TRADE AND SERVICES IN POZNAŃ**

I declare that the submitted diploma thesis entitled

.....

.....

I have written it myself. This means that during the writing of this dissertation, apart from the necessary consultations, I did not use the help of other persons, and in particular I did not order the elaboration of the dissertation or its essential parts to other persons, nor did I copy this dissertation or its essential parts from other persons.

At the same time, I agree that if the above statement  
is found to be false, the decision to award me a diploma will be revoked.

.....

## University of Trade and Services in Poznań

### ASSESSMENT OF THE THESIS (promoter's sheet)

Work topic:

.....

Name of graduate student:

.....

Promoter:

.....

Thesis Reviewer:

1. Does the content of the work corresponds to the theme set out in the title:

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

2. Evaluation of the working arrangement:

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

3. Substantive evaluation of the work:

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



Diploma rules of WSHiU in Poznań

4. Characteristics of source selection and use:

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

5. Evaluation of the formal side of the work (correctness of language, development of the technique of writing the work, list of things, references):

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

6. I rate the work:

.....

Poznań.....

.....

signature

**University of Trade and Services in Poznań**

**EVALUATION OF THE THESIS  
(Reviewer's sheet)**

Work topic:

.....

Name of graduate student:

.....

Promoter:

.....

Thesis Reviewer:

.....

1. Does the content of the work corresponds to the theme set out in the title:

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

2. Evaluation of the working arrangement:

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

3. Substantive evaluation of the work:

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

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

4. Characteristics of source selection and use:

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

5. Evaluation of the formal side of the work (correctness of language, development of the technique of writing the work, list of things, references):

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

6. I rate the work:

.....

Poznań.....

.....

signature