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## Security management versus educational practice

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## SECURITY MANAGEMENT VERSUS EDUCATIONAL PRACTICE

Andrzej Wawrzusiszyn

### ABSTRACT

Processes that accompany modern man, create a new framework for social life. The turn of the century changed the world, and in the same time the conditions in which man lives. As a result of emerging threats security has taken a global figure. Ensuring human security in case of non-military threats requires an integrated effort of all public administration bodies and other social and

economic entities that carry out tasks in the field of security and defence.

The main objective of the state is, inter alia, raising awareness of the duties of citizens for security and defence, developing patriotic attitude and the acquisition of knowledge and skills necessary for efficient and effective operation in conditions of peace and states of emergency.

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### KEYWORDS

security, management, education, threat, awareness.

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### INTRODUCTION

High rank given to security by human civilisation has made its essence, understanding and finally its conditioning a subject of systematic analysis as well as scientific research conducted on different contexts.

Regardless of age, gender, material status, pedagogical predisposition, level and phase of individual development etc. a human being would like to be secure. It had been thought that idea of 'a secure man' would be coherent and possible to realise together with the world development and achievements in various spheres inter alia in medicine, information technologies, motorization, new arm technologies, education, food production, new equipment to fight with different disasters. However, despite dynamic development of science, technology, education and culture, human life is the most endangered value<sup>1</sup>.

The need of security is more or less conscious human aspiration. That is why, the

questions appear: how one should live secure and creatively and not captivate oneself and other people on the way to security? How to create basis of security on different levels of political and social life? Finally, what kind of security paradigms should be accepted in pragmatic and philosophical understanding? <sup>2</sup>.

Predictions that the tragedy of the world wars had become a history and nearly half-century living on the edge of the nuclear war in XX century, expressed in F. Fukuyama's thesis: '*End of history*' as well as B. Clinton's: '*First of all economy, you fool*', appeared to be deceptive and naive. As always in history humankind has stood in front of the new challenges and threats in the field of security, which might be effectively counteracted and coped with only if societies and governments' activities would be dominated by the motto: '*First of all security*'<sup>3</sup>.

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<sup>1</sup> Comp. A. Cudowska, J. Kunikowski (scientific editor), *Czynić świat bardziej bezpiecznym*, Siedlce 2007, p. 106.

<sup>2</sup> Vide: *Wstęp*, [in:] *Bezpieczeństwo człowieka a transdyscyplinarność*, volume I, scientific editor the priest E. Jarmocha, A.W. Świderskiego, I.A. Trzpił, Siedlce 2009, p. 5-6.

<sup>3</sup> R. Jakubczak, J. Marczak, K. Gąsiorek, W. Jakubczak, *Podstawy bezpieczeństwa narodowego Polski w erze globalizacji*, Warsaw 2008, p. 7, quoted from: R. Kuźniar,

The processes that accompany modern man, create new frames of social life. The turn of XX and XXI century changed not only the world but also the conditions of human life. Today it is not enough to create quiet enclave of security within family, culture and state. Security has got global dimension together with appearing threats. However, it is always expressed individually, i.e. through the feeling of security of each human being<sup>4</sup>.

#### THEORETICAL DIMENSION OF SECURITY

Consideration for the essence of security is worth to be started from the thesis that the term 'security' presently belongs to polysemantic terms. It is used in different contexts, differently defined and understood. The multiplicity of meanings referring to this term is implied from the fact that it is used by growing number of modern sciences, their disciplines and subdisciplines. In this usage security is defined and understood in the context of many so called specific (qualitative) differences, from the point of view of classic definition – indication of type and specific differences. It is used in different contexts and differently defined – once wider, once narrower<sup>5</sup>.

The evolution of the term 'security' as well as connected to it ways of assuring and thinking of security is a fact<sup>6</sup>. It is visible especially on the example of international security. It has been thought at the turn of 40 and 50 years that the idea of international security expresses proper for each nation and state need for protection against military aggression and is based on state's certainty that it would not be attacked or it would receive immediate and effective help from the side

of the other states in case of being attacked. In such an understanding the main means of assuring security was military force. The level of security understood in such a way depended on the scale of possible threats and the range of guarantee received by particular country. Security was understood as an external so international guarantee of freedom from threats, terror and attack for the state. Whereas its law international reflection was the level of international society involvement. The last aspect maintains typicality as the one of crucial factor of security, in both international and internal dimension<sup>7</sup>.

As a result of civilisation development a conceptual field of the term 'security' has been systematically broadened in the scope of challenges and threats unknown so far and new means of their elimination<sup>8</sup>. According to J. Stefanowicz 'present days that bring civilisation development together with growing scale of threats, have changed the scope of security understanding. Understood strictly military in the past, security is presently broaden of important civilian aspects – political, economic, ecological etc. Secondly, its theology has changed. Not only a primary need of survival, but also protection of state and its civilians' prosperity, protection of freedom and identity – including political system – compose functions of security policy. Thirdly, there is stronger, then in the past, dependence between national security and order, thus international security<sup>9</sup>. Similar point of view is represented among others by S. Korycki, who claims that 'Present idea of security includes – as it is generally assumed – wider dimension then in the past. Previous idea of security included mainly political and military aspects. Today it includes also economical dependency and correlation, raw materials resources issue, ecology, demography, social and humanitarian matters, as well as issues related to maintaining national identity and proper

*Po pierwsze bezpieczeństwo*, „Rzeczypospolita” from 9.01.1996.

<sup>4</sup> Vide: *Wstęp*, [in:] *Bezpieczeństwo człowieka...*, op. cit., p. 5-6.

<sup>5</sup> Comp. J. Świniarski, *Bezpieczeństwo w ujęciu aksjologicznym*, [in:] *Zarządzanie bezpieczeństwem – wyzwania XXI wieku*, scientific editor M. Lisiecki, Warsaw 2008, p. 61.

<sup>6</sup> More in: D.B. Bobrow, E. Haliżak, R. Zięba, *Bezpieczeństwo narodowe i międzynarodowe u schyłku XX wieku*, Warsaw 1997; M. Cieślarczyk, *Psychospołeczne i prakseologiczne aspekty bezpieczeństwa i obronności*, Warsaw 1997 and others; M. Cieślarczyk, *Kultura bezpieczeństwa i obronności*, Siedlce 2007, p. 13-102.

<sup>7</sup> M. Cieślarczyk, *Teoretyczne i metodologiczne podstawy badania problemów bezpieczeństwa i obronności państwa*, Siedlce 2009, p. 27-28.

<sup>8</sup> Vide: R. Zięba, *Kategoria bezpieczeństwa w nauce o stosunkach międzynarodowych*, [in:] *Bezpieczeństwo narodowe i międzynarodowe u schyłku XX wieku*, Warsaw 1997, p. 170.

<sup>9</sup> J. Stefanowicz, *Przedmowa*, [in:] *Współczesne pojmowanie bezpieczeństwa*, scientific editor J. Stańczyk, Warsaw 1996, p. 7.

participation in the modern world civilization development. The essence of security phenomenon should be seen in its connection with threat phenomenon, which means on the one hand psychological or awareness situation caused by perceiving phenomenon subjectively regarded as unfavourable or dangerous, on the other hand, objective factors causing states of uncertainty and fear<sup>10</sup>.

J. Stańczyk<sup>11</sup> and R. Zięba quite harmoniously claim that, the term 'security' means state 'without care'. It is associated with sovereignty, independence, responsibility and trust. According to social sciences, security, in its general meaning contains satisfaction of such needs as existence, survival, integrity, identity (sameness), independence, peace, possession and certainty – or rather high probability – of development. Security has subjective character, and being the most important need of individual and social groups, it is in the same time, the basic need of states and international systems. Lack of it causes feeling fear of danger. That is why each of the entities tries to influence the external surrounding and internal zone, matching and harmonizing with them – to move away or just avert the threat and eliminate fear, anxiety, concern and uncertainty<sup>12</sup>. Thus, human life is accompanied by two different feelings. On the one hand, the need of security, which guarantees one's peaceful existence and development, on the other the feeling of threat, which disturbs, and often destroys goals and intention<sup>13</sup>.

According to that, one cannot find oneself in reality, loses identity, cannot meet the requirements of mass education, feels overload by too much information and is threatened by impossibility of bringing under control dynamic technical development, which often happens. Even though, a man does not surrender so easily to those threats, one often feels powerless. Many weaker individuals resign from full, active

participation in creation of modern world. They passively surrender to situation, crossing out their identities and need of self-realization. Lack of feeling secure disorganizes psychological cognition, disturbs information processing and executive activities, introduces additional loading of consciousness and negative emotions. It is a situation in which no one can function reliably and effectively<sup>14</sup>.

#### FUNCTIONS OF MANAGEMENT IN SECURITY

Ensuring broadly understood security in the situations of non military threats requires integrated effort of all public administrative bodies as well as other social and economical entities fulfilling their tasks in the scope of security and defence. A special role in the activities aimed at protection is played by Civil Protection, the Police, Border Guard, National Fire Brigade, units of volunteer fire brigades and other rescue services and specialized agencies, inspections and services.

Society gives the mission of responsibility for organizing and effective management of security to the above mentioned institutions and public administration bodies. In the forthcoming decade a management as a competency, reliability and efficiency will decide on perception and feeling of security. In the same time the demands for it will be constantly growing<sup>15</sup>.

Presently public administration is facing an important challenge in the scope of security management. Among the others it is related to:

- necessity of standardizing management procedures in crisis situations and leaving the way of regarding security in the narrow way and limiting it only to mankind protection,
- leaving the way of planning activities from the point of view of planned situations for

<sup>10</sup> S. Korycki, *Bezpieczeństwo polityczne*, [in:] *System bezpieczeństwa Polski*, Warsaw 1993, p. 53-54.

<sup>11</sup> Vide: J. Stańczyk, *Współczesne pojmowanie...*, op. cit., p. 19.

<sup>12</sup> Comp. R. Zięba, *Kategoria bezpieczeństwa w nauce o stosunkach...*, op. cit., p. 3-4.

<sup>13</sup> Vide: W. Kitler, A. Skrabacz, *Bezpieczeństwo ludności cywilnej. Pojęcie, organizacja i zadania w czasie pokoju, kryzysu i wojny*, Warsaw 2010, p. 9.

<sup>14</sup> R. Rosa (scientific editor), *Problemy bezpieczeństwa w myśli społecznej i wojskowej*, Warsaw 1996, p. 244-245. Vide also A. Wawrzusiszyn, *Poczucie bezpieczeństwa funkcjonariuszy Straży Granicznej*, „Biuletyn Centralnego Ośrodka Szkolenia Straży Granicznej im. Marszałka Polski Józefa Piłsudskiego w Koszalinie”, 3/2010, Koszalin 2010.

<sup>15</sup> Vide: P.F. Drucker, *Praktyka zarządzania*, Warsaw 2009, p. 21.

the benefit of criteria of function (missions, tasks),

- undertaking activities which order planning defence actions and actions in the scope of mankind protection in such a way that they would avoid organizational and competency contradictions<sup>16</sup>.

These activities are related to planning, organizing, leadership and controlling. Planning is the essential element of management. The aims included in the plan determine future actions. The necessary condition of management staff and executors deep involvement into the fulfilment of those aims is their participation in the planning process, especially while searching and formulating general aims and particular objectives. Planning should be systematic and contain longer and shorter period. Operational plans (short-term) should be changing general strategies (long-term plans which usually include several years' period) in the action schedule<sup>17</sup>. In the scope of assuring security the basic variables that have an influence on the planning process are:

- a state of danger for civilians security,
- their needs in this scope,
- possessed human resources, premises, equipment, funds, informative<sup>18</sup>.

A good plan is not enough for efficient acting and maintaining good quality of organization. The most important is to put it into practice, thus the following functions of management should appear: organising, leadership and controlling.

The function of organising includes designing from the beginning or modifying existing organisation in such a way that it will be able to fulfil strategic tasks, and resulting from them operational activities included in the plans. The evolution of work of organizational structures, which occurs nowadays, causes that they become more network with changeable (pulsating) points of decision. In the security zone such a net should have not a several but only one dominating centre of decision. The unity of management has to be

kept together with a kind of autonomy of action of institutions included in the net<sup>19</sup>.

Implementation of the project of organization requires revival by influencing on employees behaviours, which determine the essence of leadership function. It is fulfilled by the work with the others and through the others to gain the aims of organization. The efficiency of manager relays mostly on his or her management skills, i.e. motivating subordinates, influencing on them, communicating with them and resolving conflicts<sup>20</sup>.

Management of present security should be based on foundation of efficient control system. The knowledge about how the aims and tasks have been fulfilled is not enough for efficient management. That is why, the function of control, understood in a modern way, should include not only final control but also:

- initial,
- steering,
- selective (accepting or rejecting)<sup>21</sup>.

Thus, it should not be directed to improvement, but on preventing occurring mistakes. Security management has to be preceded by detail identification of security threats and their interaction, possibility of decreasing the probability of their occurrence, pacification of their course after activation and removing effects. Gained knowledge will make possible to elaborate procedures of entity's security management as well as computer software of support and optimization of entity's information and decision processes. Security system of particular entity should be adjusted to its possible threats and required level of security, which has to be guaranteed. Thus, the amount and quality of rescue forces and measures, necessary to guarantee for particular entity required security level, their organization and the way of conducting rescue activities after the threat appears (after the evidence) depend on the type, scale and possible

<sup>16</sup> Vide: E. Nowak, *Zarządzanie kryzysowe w sytuacji zagrożenia niemilitarnych*, Warsaw 2007, p. 57.

<sup>17</sup> Comp. L.R. Bittel, *Krótki kurs zarządzania*, Warsaw-Londyn 1994, p. 78-79.

<sup>18</sup> Vide: W. Kieżun, *Sprawne zarządzanie organizacją*, Warsaw 1997, p. 324-328.

<sup>19</sup> Vide: M. Lisiecki, *Zarządzanie bezpieczeństwem publicznym*, Warsaw 2011, p. 171-186.

<sup>20</sup> Vide: J.A.F. Stoner, C. Wankel, *Kierowanie*, Warsaw 2006, p. 358.

<sup>21</sup> Quot.: J. Penc, *Strategiczny system zarządzania. Holistyczne myślenia o przyszłości. Formułowanie misji i strategii*, Warsaw 2001, p. 54-55, [in:] M. Lisiecki, *Zarządzanie bezpieczeństwem...*, op. cit., p. 225.

forecast of occurring also another types of threats<sup>22</sup>.

Searching of activity patterns in the scope of citizens security management should not be limited to personal experiences. The knowledge about systems that function in the other countries is crucial.

### SECURITY IN EDUCATIONAL PRACTICE

In today's world the huge scope of social awareness is occupied by scientific knowledge. There are such believes and opinions which are evaluated in the truth or false category, and required to be justified by the systematically used method in the scientific research. Present thinking is under dominant influence of science, however scholarship – real or seeming – is treated as the biggest idea ennoblement<sup>23</sup>.

Thanks to signs, symbols and common convention, and generally speaking thanks to the language, people formulate ideas, views, convictions. These by being made accessible to the other people, by later common acceptance and respect become the patterns of thinking for the whole community, and create group and public awareness. People formulate judgements, statements, complicated models and theories by examining, analysing particular event or entity. It is done within a strictly theoretical zone, it is a domain of science. However, when it is transferred into practical zone, used in action by people, when science influences on social reality we can talk of public awareness. It is a kind of tool of science influence on practice<sup>24</sup>.

The awareness of modern man should be understood as the ability of realising in conceptual categories what is the subject of perception and encounter. The aware man realises something, knows something, is aware of danger, responsibility<sup>25</sup>. In human life public awareness becomes important as the whole content of spirit

life, views, values, ideas, attitudes and believes typical for particular community, group or society<sup>26</sup>, and which become the patterns or schemes of thinking inculcated in their members and exacted by social pressure<sup>27</sup>.

A variation of social awareness is consciousness of being safe, which in contemporary world is getting a special meaning and that is why it should shaped and developed in each possible form. The shaping of the awareness belongs to so called non-technical methods of reducing the consequences of threats and in many countries it is believed that using different education methods is more efficient and effective than using traditional<sup>28</sup>.

The threats of nowadays world, their size and character extort the need of starting the education in this range as soon as possible in order to consolidate the plans of action in the situation of danger and teach young people how to cope with those situations form the very young age. Such actions are justified from the point of view of pedagogy and ethics and they also bring measurable effects to the society.

The main aim of a state in the spheres of education and upbringing according to The National Security Strategy of Polish Republic is developing consciousness of the citizens obligations towards the state safety and defensive capacity, shaping the patriotic attitude as well as gaining knowledge and abilities for effective and rational actions in peace as well as in a state of emergency<sup>29</sup>. Social needs and inevitable changes in the area of security gave the beginning for the educational reform, which introduced 'education for security' into the teaching canon of obligatory subjects on the gymnasium level. The reform underlines the role of a young person, who entering the life of adults, is able to understand the merit of safety and threats, ensures the safety of himself as well as the persons in his surroundings, which

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<sup>22</sup> Vide. E. Kołodziński, *Wprowadzenie do zarządzania bezpieczeństwem*, <http://www.uwm.edu.pl>, access on 11.01.2011.

<sup>23</sup> Comp. P. Sztompka, *Socjologia. Analiza społeczeństwa*, Krakow 2010, p. 298.

<sup>24</sup> L. J. Krzyżanowski, *O podstawach kierowania organizacji inaczej*, Warsaw 1999, p. 284.

<sup>25</sup> *Słownik Języka Polskiego*, Warsaw 1995, p. 526-427.

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<sup>26</sup> *Encyklopedia Pedagogiczna XXI wieku*, Warsaw 2007, p. 450.

<sup>27</sup> P. Sztompka, *Socjologia. Analiza...*, op. cit., p. 307.

<sup>28</sup> Vide: G. Aniszewska, R. Dobrowolski, P. Wiśniewski, *Sposoby edukacji, informowania i szkoleń*, Wrocław 2001, p. 11.

<sup>29</sup> *Strategia Bezpieczeństwa Narodowego Rzeczypospolitej Polskiej*, p. 139, Warsaw 2007.

is achievable through implementation of adequate contents into the school curricula.

For that reason the system of education for security is indispensable. Nowadays, the totality of educational processes is understood under the term of education for security – the processes that are conducted mainly by the family, school, army, police, church, mass media, youth organizations and associations, working places, state and local government institutions oriented to shape the value-system, popularize the knowledge and form abilities important for ensuring national safety<sup>30</sup>.

However the term is not new, recently introduced into teaching. Education for security is a natural consequence for the outspreading range of defence education, which means preparation of the society, with a special emphasis on the system of school children and academic students education, to fulfil the humanitarian tasks in order to reduce and eliminate consequences of breakdowns, catastrophes, natural disasters in peace as well as the striking agents during hostilities<sup>31</sup>.

Education for security aims at shaping the consciousness of society in such a way that it will be able to understand the master of various threats and to predict them correctly but also to take active part in all the preventive actions connected with ensuring safety. With reference to school community, it can be assumed that education for security is an established system of didactic-educational activities of a school or any state and local government institutions functioning in school society with the aim to provide children and teenagers with knowledge, abilities and competences enabling them to act in the cases of crisis threats to health and life or any other extra risk situations<sup>32</sup>.

It is possible that as a consequence of the above experiences the system of education will be enriched with issues concerning security management, which will be aimed at professional preparation of a citizen for acting and managing security in all the dimensions.

#### TO CONCLUDE

The desired situation is the one in which Polish society is fully aware of the threats and their possible consequences and is able to react and manage the crisis in a safe way. The success of it does not only depend on government or local authorities, but also on each of the citizens. Moreover, it should be also underlined that from the point of view of financial means provided to cover the security actions – education is one of the cheapest and at the same time the most effective means having direct influence on the level of awareness of community safety.

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<sup>30</sup> Vide: R. Stępień, *Edukacja obronna (edukacja dla bezpieczeństwa)*, [in:] *Leksykon pojęć dydaktyczno-wychowawczych dowódcy*, Warsaw 1999, p. 69.

<sup>31</sup> T. Siuda, K. Zaczek-Zaczyński, *Edukacja obronna*, [in:] *Współczesne zagadnienia edukacji dla bezpieczeństwa*, scientific editor R. Stępień, Warsaw 1999, p. 98-99.

<sup>32</sup> J. Grzyb, *Edukacja dla bezpieczeństwa – cele i treści kształcenia, programy nauczania*, [in:] *Wybrane zagadnienia edukacji dla bezpieczeństwa*, scientific editor W. Kaczmarek, R. Socha, J. Grzyb, Elk 2010, p. 69-70.

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