



Responding to Academic Integrity Concerns: What Can Faculty Do?

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Introduction

- Kirwan Center
- International Center for Academic Integrity (ICAI)
- Panelists



Overview for the Webinar

- Academic integrity concerns occur
- Examine a timeline of violations with best practices
- Case studies on how faculty can respond to these concerns



Why Students Cheat

- Pressure to Succeed
- Fairness (“Others do it.”)
- Material is Trivial/Irrelevant
- Course is too Hard/Faculty Unreasonable
- Poor Time-Management
- Not Sure What Constitutes Cheating: Reinforcing Systems



Why Students Don't Cheat

- Peer Environment on Campus (Cheating is not the Norm)
- Self Respect/Upbringing (values & morals)
- Consequences for Academic Dishonesty
- Chances of Being Caught Cheating is High
 - Will the instructor follow the University's process
- Commitment to Learning
 - Foster genuine commitment to learning



Best Practices - Overview

- Prior to a Violation
 - Prevention in an Online World
 - Samples of Syllabus Statements
 - Setting Expectations
 - Online Proctoring
- The Alleged Violation Occurs
 - Doing Something While the Violation Occurs
- Responding to the Violation
 - Realizing Your Own Feelings
 - Documentation/Gathering Information
 - Conversation with the student
 - How do you move forward?



Best Practices - Prior to the Violation: Sample Syllabus Statements

Professionalism:

In addition to following K-State policies concerning academic honesty, I expect you to fully embrace the high standards of professionalism practiced by business leaders, which go beyond the literal statement of the K-State honor code. A non-exhaustive set of examples of unprofessional behavior would include: using an i-clicker or WileyPLUS account other than your own, using or even accessing a website such as Cramster (Chegg) which present fully worked out solutions for assignments, exams, quizzes, or tests, using a solutions manual to obtain fully worked out solutions for assignments, exams, quizzes, or tests, programming a calculator or other electronic device for the purpose of aiding your exam performance, failing to contribute to team design assignments, and behaving in a manner that prevents others from effectively performing in this class.



Best Practices - Prior to the Violation: Sample Syllabus Statements

You are permitted and encouraged to work with (not to copy from!) other students on homework—if you acknowledge cooperation by writing “I worked with” on the assignment. So what counts as academic dishonesty? You are not permitted to copy solutions and pass them off as your own work. The homework and other activities were carefully crafted to help you learn the concepts. Shortcutting with some fully worked out solution to obtain the final results defeats entirely the purpose of these exercises and the learning value they contain. It is disrespectful to the staff who put in the time and thought to create them; to the other students who put forth the effort to do the work honestly; to this institution whose degree is devalued by your unearned grades; to your future employers who are buying a mislabeled product; and to yourself when you have to put an asterisk on every time you look in the mirror to say “I succeeded*.”



Best Practices - Prior to the Violation: Sample Syllabus Statements

Homework problems and all other take home material may be done in a group setting. It is encouraged to have discussion, debate, and instruction between fellow students. Work submitted must represent the individual's personal understanding based upon all methods of knowledge acquisition. Calculations and values in a homework submission must be those the student submitting has made and/or looked up the appendix themselves. If asked, the student should be able to explain and support any submission in this class. In all instances for all types of homework unauthorized copying of any Solutions Guide or related material (i.e. Chegg or another student's assignment) and submitting as your own work will be considered a violation of the K-State Honor Code.

If you are not certain what types of collaboration is allowed, please ask!!

If you are found to be in violation of the Honor Policy, the minimum sanction is loss of points for the material in which you violated the Honor Policy, reduction of your final grade by 1 letter grade, and the requirement to take the Development and Integrity (DI) Course offered by K-State. An XF may be assigned if the Honor Policy violation warrants. Students will have due process to challenge a reported violation.



Best Practices - Prior to the Violation: Sample Syllabus Statements

There are two common types of Honor System violations in this class. Plagiarism is representing someone else's work as your own. In this class, you must: (1) cite any references you use and (2) put in quotation marks any direct quotes you use from any source.

Best Practices - Prior to the Violation: Setting Expectations

Writing:

APA Formatting Guidelines from the GPIDEA Merchandising Program Manual

It is recommended that you purchase and retain the current edition of the American Psychological Association style manual for use throughout the merchandising program. The sixth edition is used in this course, ISBN-10: 1433805615; ISBN-13: 978-1433805618.

Reference Page

- Double-space all entries
- Use a hanging indent
- Break URLs **before** punctuation marks (see *Publication manual* p.192)
- Books – **italicize** titles and **capitalize only** the first word, the first word after a colon, and proper nouns (e.g., *Publication manual*)
- Periodicals—**italicize** titles and **capitalize all** important words (e.g., *Journal of Applied Biology*)
- Articles and short works—**do not italicize** and **capitalize only** the first word, the first word after a colon, and proper nouns
e.g., Hanson, R.K., Steffy, R.A., & Gauthier, R. (1993). Long-term recidivism of child molesters...
- Journals--**italicize** the journal title and the volume number, but **not** the issue number, and **do not leave a space** between the volume and the parenthesis:
e.g., Talub, R.S. (2000). Copyright, plagiarism, and Internet-based research projects: Three “golden rules.” *Tech Trends*, 44(4), 7-9.

Best Practices - Prior to the Violation: Setting Expectations

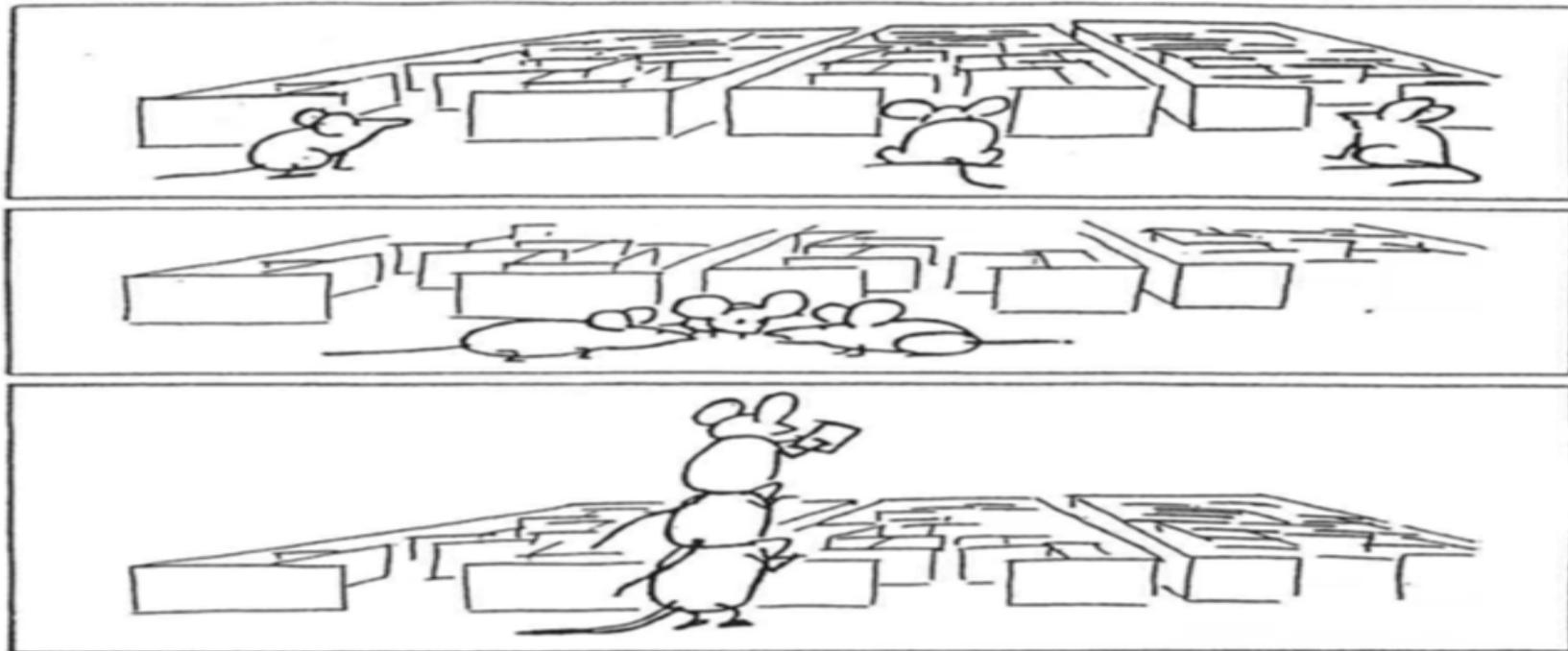
- Don't Assume They Know
- Assignment Guidelines
- Review for Assessments (so students know what to expect)
- Explain what you will do if a violation occurs in your class
- Discuss your expectations for students, but also what they can expect from you
- Discuss why you value academic integrity
- Let Students Know you Care about Them!



Group Assignments and Collaboration

- Set Clear Expectations
- Establish Roles
- Encourage students to review work submitted by other group members
- Encourage students to question suspicious work
- Encourage students to document everyone's responsibility with the assignments
- Encourage the following when providing assistance outside of group
 - Gain permission from instructor
 - Explain how assignment was completed, but don't share answers
 - Never provide electronic copies of assignment
 - Password protect laptop and files

Which Maze Constitutes Cheating



Sharing Poll Results

Attendees are now viewing poll results

1. Which Maze Constitutes Cheating?

Top maze (2) 4%



Middle maze (3) 6%



Bottom maze (19) 40%



I don't know (23) 49%





Best Practices - Prior to the Violation: Prevention in Online World:

- Not much different from the in-person realm
- Build rapport and get to know your students
 - Prompt feedback
 - Creative introductions
- Consider course policies and academic integrity syllabi quiz
- Assess/ ensure students understand and can access appropriate technology needed for the course
- Describe how you will assess students
 - Assess frequently and consider providing opportunity for self assessment
 - Offer low-stakes assignments
- Use regular discussion posts
- Foster collaboration and discussion in the learning management system
 - Encourage students to ask questions on the platform
 - Respond to questions on the platform



Best Practices - Prior to the Violation: Online Proctoring

- Various Forms of Online Proctoring
 - Live Proctoring (group or individual)
 - Recorded Proctoring
 - Automated Proctoring
- Cost - Will university or the student pay?
- Is it necessary? Can you create assessments that it does not matter if students are proctored?
- Will it be distracting for the student? (either the proctoring or problems with software)



Best Practices - Time of Violation: Doing Anything?

- Scenario One
 - You are the professor in a face-to-face course and your students are taking a midterm exam. The class has few empty seats. As you are watching from the front of the classroom, you see one student in the middle of the classroom appear to be accessing a document she has in her hand. What do you do at that moment?
- Scenario Two
 - You are the professor in an online course. You are using zoom to proctor exams virtually. You recognize that one of your students keeps leaving his computer for a only couple minutes at a time. He messages you that his stomach is bothering him, but you see him snacking on chips and drinking a soda.

Best Practices - After the Violation: Realize Your Feelings

- Anger - all the way to infuriated
- Frustration
- Sadness
- Disrespected
- Confusion
- Worry
- Disappointed
- Anxious
- Offended



Best Practices - After the Violation: Documentation/Reporting

- Syllabus
- Assignment Guidelines
- Assignment in Question
- Statement of What Occurred
- Any other Information

WHY IS THIS IMPORTANT???

Helps track repeat Honor Pledge violators

Provides students the option to contest allegations

Protects faculty from legal redress by following established academic procedures

Promotes academic integrity, as well as, helps student ethical development



Best Practices - After Violation: Conversation with the Student

1. Set a Meeting (Zoom or in-person is possible) with individual student(s)
2. Use the documentation you have gathered
3. You may use statements such as “I am disappointed” “I was shocked....”
4. Start the meeting by giving information on what YOU perceive has happened. (facts and not assumptions)
5. Ask open ended questions.
6. Give students a chance to explain.
7. Talk to the student about your options (reporting, sanctions, etc).
8. The student may deny everything and that is ok.
9. Conclude the meeting with a reinforcement that you do care about the student and you want them to succeed.



Student Centered Conversation Model

- Engage
 - Build Rapport: Ask questions to get know the student or understand how their semester is going. The suspicion of academic dishonesty is not who the student is as a person.
- Identify
 - Explain why you are meeting with the student.
- Reflect
 - Help the student reflect on what occurred. Does the student's action match their values and the values of the institution?
- Action
 - How will you and the student move forward.?



Supportive Communication: Preserving the Relationship

- Be Specific
- Present Congruent Message (facial expressions, body language etc.)
- Be Honest and Encourage Honesty
- Describe Incident (Don't Evaluate)
- Problem Focused, Not Person Focused
 - Focus on the problem. Hard on the issue, but easy on the person.
- Validate the Student
- Communicate respect to the student. Let them know that they are important.
- Utilize Active Listening Techniques



Best Practices - After the Violation: Moving Forward?

- Do you say anything to the class?
- Do you change assignments?
- Do you change the syllabus?
- Moving forward personally (remember all those feelings you had?)
- Helping student move forward personally (and professionally)
- How do you use the experience to help future students avoid similar missteps?



Case Discussions

Cases in this presentation were derived either from questions asked by this audience and/or from moderator experience

We will review as many as time permits

Case A: Un-proctored Online Exam

- Situation: Frequent unproctored online quizzes/exams are used to check for understanding

WBS

4.4

Quiz: Quantitative Risk Analysis 1

ORIGINAL DESIGN

Quiz Details: This quiz contains four questions covering information that you learned in previous project management courses. The questions are multiple choice or fill in the blank, and **untimed** credit is awarded.

Time Limit: The quiz is untimed so you can spend as much time as needed to complete preliminary steps such as calculate project completion times and variances, draw network diagrams, and identify critical paths to arrive at the correct answer. **an unlimited number of times**

Quiz Attempts: You can take the quiz a maximum of three times if you would like to achieve the desired grade. Your highest score will be recorded in the grade center.

Activity	a	m	b	Immediate predecessor
A	3	6	8	-
B	2	4	4	-
C	1	2	3	-
D	6	7	8	C
E	2	4	6	B,D
F	6	10	14	A,E
G	1	2	4	A,E
H	3	6	9	F
I	10	11	12	G
J	14	16	20	C
K	2	8	10	H,I

Due to rounding, between .850 and .859

Due to rounding, between .940 and .949

Due to rounding, between .968 and .982

Due to rounding, between .611 and .622

Dewey, LLC manufactures and installs custom interiors private project manager, has been very concerned with the amount of time it took to complete several recent jobs. Some of his workers are very unreliable. A list of activities and their optimistic completion time, the most likely completion time, and the pessimistic completion time (all in days) for a new contract are given in the following table. To solve this problem, calculate the expected completion time and variance for each activity, draw a network diagram, complete a forward and backward pass, identify the critical path. Follow the step-by-step solution approach in Gray and Larson text, Chapter 7, Appendix 7.1 PERT.

What is the probability that Dewey, LLC will finish the project in 37 days or less?

Sharing Poll Results

Attendees are now viewing poll results

1. What is your initial reaction to this situation for Case A?

What a bad design. Of course students would cheat. (3) 9%

A horizontal bar chart with a blue segment representing 9% of the total responses.

It gives a great opportunity for the students to really self-study and learn the material. (22) 67%

A horizontal bar chart with a red segment representing 67% of the total responses.

Un-proctored? No way this will ever work. (0) 0%

A horizontal bar chart with no visible segment, representing 0% of the total responses.

I have no reaction one way or another. (8) 24%

A horizontal bar chart with a blue segment representing 24% of the total responses.

Case A: Un-proctored Online Exam (cont)

Original

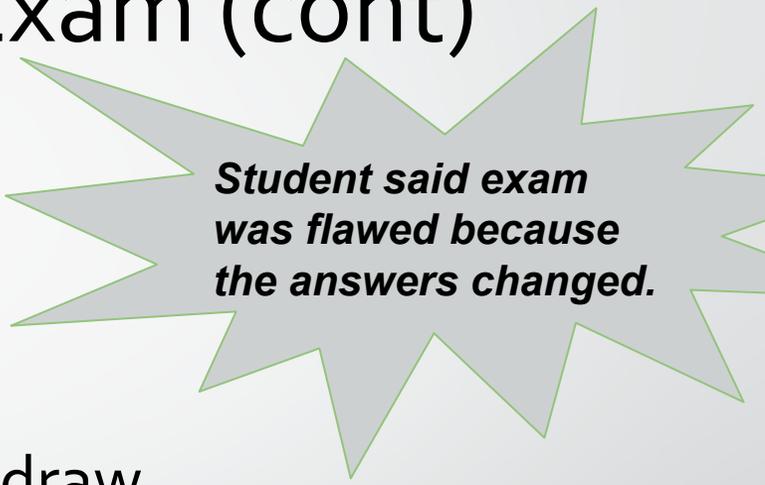
- 4 questions
- Unlimited time
- Unlimited attempts

❓ Answers posted online study “help” site (Course Hero)

Re-design

- 4 Questions
- Timed test
- 2 attempts
- 5 test banks; randomly draw each question from 1 of 5 banks
- Change answer order
- Change question order

❓ A few posted on Course Hero, but not particularly helpful



Student said exam was flawed because the answers changed.

Case B: Identical Computer Programs

- Situation:
 - Two students submitted identical computer programs, right down to the variable names and the comments.
 - The programs did not work correctly.

Case C:

Online Exam with Chegg “Assistance”

- Situation:
 - Student A take a physics exam online.
 - The questions have randomized numerical values so no student has the same numbers on any question in the exam.
 - The day after the exam, you find a question identical to one of the questions from Student A’s exam on chegg.com.
 - Chegg provided you details that the question was posted at the same time Student A was working on his exam
 - However the question was posted by Student B who is also in the course but would take the exam the next day.

Poll 3: Case C



Poll closed

27 voted

1. What is your initial reaction to this situation for Case C?

Before today, I never heard of Chegg. (7) 26%



Come on. This doesn't really happen does it? You must have made this up. (0) 0%



It must have taken a lot of work to find this out. As an instructor, I don't have this kind of time to hunt down the evidence. (14) 52%



I have no reaction one way or another. (6) 22%



Case D: Group Assignment, But Plagiarism by One

- Situation:
 - Project management course uses weekly group assignments to build real-world skills in working with difficult people
 - Group assignment submitted from team “Bravo” with some outstanding parts; some substandard parts.
 - Same grade assigned to all group members.
 - Halfway through the course, student on team “Bravo” sends the professor an Email:

Case D: (cont)

Professor, It's hard for me to say this, but I've been noticing NAME has been plagiarizing all his assignments since module 4, and I can prove it.

I didn't say anything to you before because I don't want to mess with peoples careers, but it's not fair for OTHER_NAMEs and me because he's not putting any effort to do his assignments, and I been spending more than 15 hours weekly on this class also his assignments are having an impact on my grades.

In this assignment he did ... and it is a copy from another group who took this class before.

There is a website called (course hero), students upload assignments to help other students.

I know because I used this web site to have an idea of how to do some assignments when I got stuck, but as you saw in my assignments,I never plagiarized any assignment and everything is original.

I just use the web for research purpose.

Sharing Poll Results

Attendees are now viewing poll results

1. Which statement best represents how you are reacting to this for Case?

Well, at least there is one student with personal integrity (3) 9%
(willing to stand up and say something)



Before today, I never heard of CourseHero (and I probably should investigate) (10) 31%



So the student who reported it also uses CourseHero? (13) 41%



Other (6) 19%



Case D (cont)

- Instructor comment on assignment
 - *This submittal is being flagged for an originality review. As I am sure that you are aware, that all submitted work must be original to the student submitting the assignment, unless specific written permission has been granted from the instructor, or so stated in the course syllabus to integrate previously submitted work. Completed course assignments, labs, essays, quizzes, tests, etc, may not be shared with other students, uploaded to online course note repositories (to include but not limited to Chegg, CourseHero, Cramster, etc), or used by other students, and doing so generally constitutes a breach of academic integrity.*
 - *Score of 50 is accessed pending review*

Case D (cont)

- ***My experiences with the use of CourseHero***
 - Often little attempt to cover tracks by students
 - Easy to examine extent of problem
 - My university- 340 departments
 - MGMT- 25,932 documents and 1,535 Q&As. Some of the Q&As answer specific homework problems
 - PMGT- 888 documents and 58 Q&As. Last week I noticed screen shots of many of the online quiz questions.
 - Takedown is cumbersome (so I focus on prevention)

Case E:

Group Assignment, But Not Everyone Participates

- Situation:
 - A student is part of a 4 person team.
 - The rubric says that the team should divide the work and all should contribute a substantial portion.
 - The team product is submitted to the online learning system with all 4 names of the cover sheet (indicating that all 4 participated).
 - Then, 2 of the students send Emails to the instructor saying that one of the students didn't participate until the 11th hour and even then, the contribution was substandard.

Case F: Commonly Used Textbook Assignment

- Situation: Commonly used textbook assignment posted online for "help"

8. You have signed a contract to build a garage for the Simpsons. You will receive a \$500 bonus for completing the project within 17 working days. The contract contains a penalty clause in which you will lose \$100 for each day the project is completed longer than 17 working days.

Draw a project network given the information below. Complete the forward pass, compute the activity slack, and identify the critical path. Do you expect to receive a bonus or a penalty on this project?

ID	Description	Predecessor	Time (days)
A	Prepare site	None	2
B	Pour foundation	B	3
C	Erect frame	C	4
D	Roof	C	4
E	Windows	C	1
F	Doors	C	1
G	Electrical	C	1
H	Rough-in frame	D, E, F, G	3
I	Door opener	F, G	2
J	Paint	H, I	1
K	Cleanup	J	2
			1

I have attached the book "Project Management, the managerial process" fifth edition from Larson and Gray.

I need to complete the following HW assignments complete. (I also included the page numbers)

Chapter 6

Exercise: Q 7 and Q 8 (pg. 187) Q10 (pg. 188) Q 14 (pg. 190) Q 15 and Q 16 (pg. 191) and Q 22 (pg. 196)

Apendix 6.1

Student name, school, question
and answer posted online

Exercises 3 and 4 (pg. 208)

Case F: Corollary Situation

- Corollary Situation: A student submits the identical wrong answers for a homework assignment. It is known that the wrong answers are posted on CourseHero.

Dear Student,

I graded your assignment 4 problem 8 and I have some concerns. You have the identical wrong answers in 4 of the 7 parts as the faulty answer key that has been found on the internet in two different locations. Furthermore, your written explanation is identical (word for word) as the faulty explanation.

Do you care to explain to me how that happened? I'm concerned. I anxiously await your response.

Signed, Your professor

Case G:

Hidden Facebook Group Answer Sharing

- Situation:
 - Students come to you and tell you that several students are collaborating in a facebook group.
 - While some of the collaboration is appropriate, other times students are giving answers.
 - The students who came to you are distraught because they want those in the group to be held accountable.

Case H: Annotated Bibliography

- Situation: Annotated bibliography assignment results in degrees of matching as determined by TurnItIn

“This week's topic is [name the topic]

Research and select a minimum of four sources. Three of the sources must be from peer-reviewed journals, or textbooks that are not used in this course while the other one may be from a practitioner publication.

For each source, write a 200-250 word critical analysis explaining the content relative to this week's topic (sample annotated bibliography provided).

Document your research with an APA reference prior to the start of each critical analysis.”

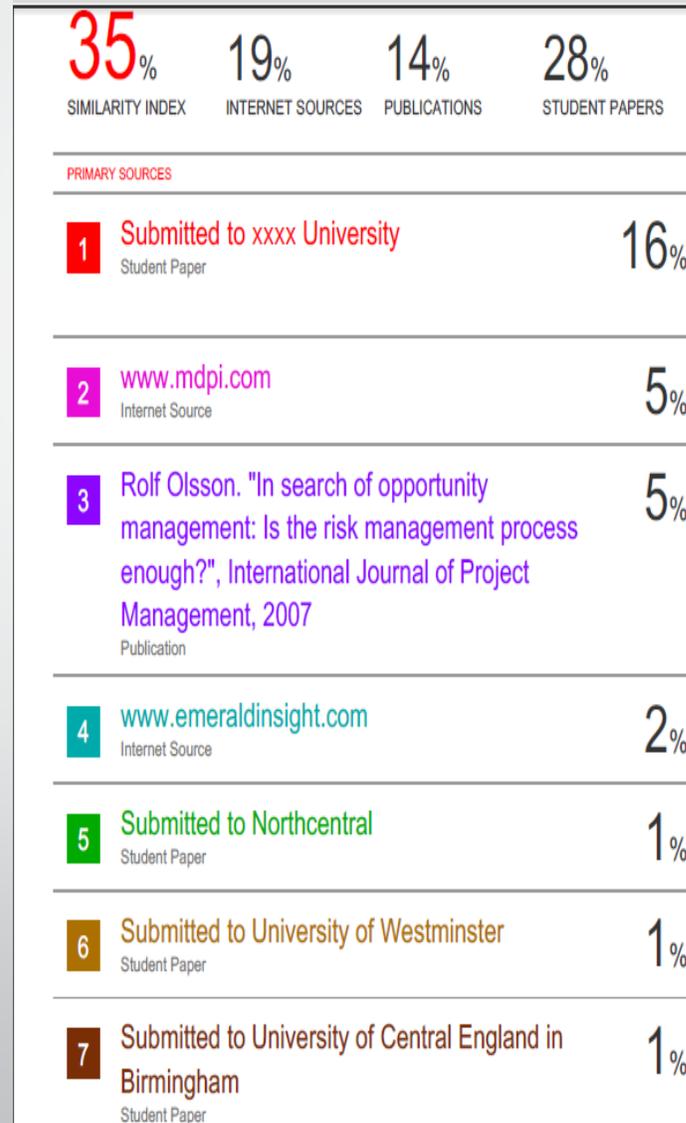
Case H: Student "A" Submittal

Olsson, R. (2007). In search of opportunity management: Is the risk management process enough? *International Journal of Project Management*, 25(8), 745-752. <https://doi-org.ezproxy.libproxy.db.erau.edu/10.1016/j.ijproman.2007.03.005>

Different approaches of risk management are applied depending on the maturity of the organizations risk management. Since the accountability to achieve project goals lies with the project managers, so the responsibility of effective risk management also lies with the project managers. Traditionally risk is viewed as an adverse factor or event which may prevent the project from reaching a set of objectives such as budget and schedule requirements. Some definitions also define risks as both positive and negative outcomes, as a result, improvement to the risk management process may be needed to incorporate opportunity risks. The goal of this article is to provide empirical evidence that risk management typically only focusses on risks as opposed to opportunities. This is achieved using a case study with managers from eight different companies, from different industries, different products, and different customers. Opportunities were often identified in the early stages of the project, such as the bidding stage or sales. However, later portions of the project, if opportunities were identified and managed it was not as a result of the risk management process. When an opportunity was identified it was often attributed to prior knowledge or chance. If the project under strict regulatory or approval requirements the risk management process was extensively used, and the absence of an opportunity management was prevalent. All respondents in the study agreed that when individuals have a holistic view of the project it can be easier to identify and reflect upon opportunities. By first developing a holistic understanding of the project it may open the project team to identifying more opportunity risks.

Johansen, A., Eik-Andresen, P., Dypvik Landmark, A., Ekambaram, A., & Rolstadas, A. (2016). Value of Uncertainty: The Lost Opportunities in Large Projects. *Administrative Sciences*, 6(3), 11. doi:10.3390/admsci6030011

Even with an increasing focus on managing opportunities since the early 2000's many projects will fail to properly identify and exploit opportunities in practice. Uncertainty can be looked at as a neutral concept that deals with the future outcomes for which we do not have all the information needed to make decisions. In theory there should be an equal focus on both risks and opportunities or the positive and negative side of uncertainty, however, this is rarely the case with one study showing nearly eight to ten times the number of threats identified compared to opportunities. Opportunities are defined as factors, variations, and events that may result in a higher value or benefit during the project execution. Uncertainty can be defined as the difference between the amounts of information required to perform a task and the amount of information already possessed by the organization. This article looks at why exploiting opportunities is more often more difficult and complex than identifying and following up on risks from the viewpoint of three different stakeholders. From five different case studies it was found that projects focused on threats and only to a lesser degree on the opportunities and those opportunities which were



- Is this plagiarism?

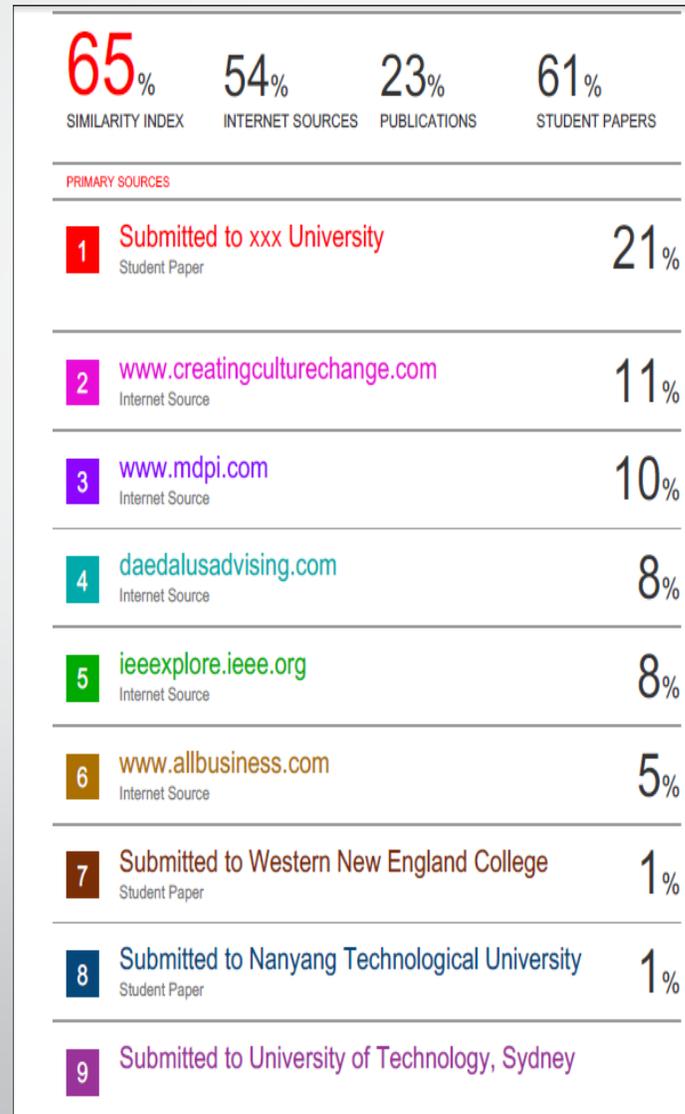
Case H: Student "B" Submittal

1 Bekefi, T., Epstein, M. J., & Yuthas, K. (2009). Creating growth from effective opportunity risk management. *CMA Management*, 82(9), 20-26. Retrieved from <http://search.proquest.com.ezproxy.libproxy.db.erau.edu/docview/197816056?accountid=27203>

The author in this article discussed a process in which General Electric launched what it called "Ecomagination". This was an effort to show its pledge to addressing numerous environmental challenges, it recognized an opportunity where many others only saw risk. Ecomagination is a business strategy giving growth. The current revenues from this program already exceed \$10 billion annually. Many companies are discovering opportunities in, and making money from, issues traditionally seen as too risky. Sometimes shifting the appetite for risk is necessary to capturing these opportunities. The shift can be achieved by developing the capacity to accept more risk, thereby shifting the risk appetite limit. There are a variety of ways to alter risk appetite. This includes improving organizational learning, using networks for increased learning, expanding the time horizon, and expanding the breadth of stakeholders considered in the analysis. Developing the ability to learn from effective and ineffective risk experiences, and incorporating this learning into process control system procedures, can help project management organizations increase their risk appetite.

1 Johansen, A., Eik-Andresen, P., Landmark, A. D., Ekambaram, A., & Rolstadås, A. (2016). Value of Uncertainty: The Lost Opportunities in Large Projects. *Administrative Sciences* (2076-3387), 6(3), 1-17. doi:10.3390/admsci6030011

In this article, the author performed a discussion about the "uncertainty management theory". The author argued that although the practice of this theory is effective, it does not fully address why opportunities often remain unused for advantageous reasons. Observed studies show a stronger focus on mitigating the identified risks over exploiting the gained opportunities. Therefore, this discussion addressed why so few opportunities are explored in large projects. The uncertainty management theory claims that both risk and opportunity should be similarly managed in the same process. The author provided research from two surveys, on six companies over a four-year period. During this survey, project managers specified that uncertainty on threats and only to a lesser degree on the opportunities and those opportunities which were



- Is this plagiarism?

Case H: Corollary Situation

- Corollary Situation: Overly constrained research assignment results in degrees of matching as determined by TurnItIn

- Stakeholder Management Series Research Paper

“In this course, you will develop and submit deliverables that require you to analyze and demonstrate knowledge of the Project Management Institute’s (PMI) *PMBOK®Guide*’s Project Stakeholder Management Knowledge Area. Develop and provide an analysis and discussion of the following processes:

...

Use a minimum of six “appropriate” sources of information as a way of explanation and/or justification of your position:

Project Management Communication Tools (Dow & Taylor, 2015)

Project Management Institute (PMI)® *PMBOK®Guide* (6th Edition, 2017)

Additional Sources three through six (criteria provided)

Do not overly rely on any one reference for citation.”

Case H: So You Think This Doesn't Happen In Your Classes?

Google search:

"COURSE_NAME UNIVERSITY answers stakeholder paper"

Question

i need a 2 page paper written on the subject below. This paper is to be a continuation of one that was written before this one. I am including the PMI book also a paper written prior to this one. In the paper please answer the following questions listed below. In apa format.

Control Stakeholder Engagement

- Using the required sources of information, write a paper discussing the "Manage Stakeholder Engagement" and "Control Stakeholder Engagement" processes in project management. Each source of material must be referenced at least once within the body of your paper.
- Provide an overview of the processes.
- Discuss the stated and implied importance of the "Manage Stakeholder Engagement" and "Control Stakeholder Engagement" processes to project management.
- Discuss whether or not you agree with PMI's decision to add the processes to a new knowledge area within the PMBOK® Guide. Provide an explanation/ justification of your position.

Case H: Student "C" submittal

Identify Stakeholders Summary

The Identify Stakeholders process defined and outlined by PMI is necessary for project success. Stakeholders are involved – directly or indirectly – in every project; without stakeholders, there is no project. Thus, project stakeholders must be identified at the beginning of every project, as well as throughout the project. The project manager is directly responsible for ensuring that no stakeholder is omitted from the project's stakeholder register (Dow & Taylor, 2015). Understanding who the entire stakeholder community is (identifying stakeholders) is the first step toward meeting stakeholder expectations and building relationships with them (Bourne & Walker, 2005). Once this crucial process has initially been completed, the next important process should immediately begin – that of Plan Stakeholder Engagement.

Plan Stakeholder Engagement Overview

PMI (2017) defines the process of Plan Stakeholder Engagement as creating approaches that involve stakeholders in a project because of their expectations, interests, possible impacts, and needs. According to Bourne (2015), approaches to engagement can include commitment, conflict, intercession, obligations employment and more. Using these varied approaches to engagement, it "can be defined as practices, processes and actions that an organization (or project) must perform to involve stakeholders and to secure their involvement and commitment, or reduce their indifference or hostility" (Bourne, 2015, p. 29). The process of Plan Stakeholder Engagement is done repeatedly during a project as necessary. According to PMI (2017), the primary benefit of this process is an actionable plan to enable effective interactions with stakeholders.

Plan Stakeholder Engagement Inputs

There are many Plan Stakeholder Engagement inputs that support the process of planning ways to secure stakeholder engagement. The first is the project charter, and the second is the project management plan. The list of project documents that are inputs to this process is greater than those in the previous process reviewed and include several logs, a project schedule, risk register, and a stakeholder register (PMI, 2017). Agreements are also inputs into this second process, as are enterprise environmental factors and organizational process assets.

References

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Case H... Some Thoughts About Using TurnItIn-like Tools

- Are there degrees of Plagiarism?
- Is it easy to categorize them?
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How do you perceive these genres of plagiarism?

Option A	Option B
<p>Survey results show that over 45% of the respondents identified key stakeholder and value pairs for the customer and the employee. The survey's results show that ethics, finance, business assets and quality were most frequently paired with customer concerns. In terms of employee concerns, ethics, finance, business assets and quality were the most frequent results. The survey's results clearly indicate that ethics are considered part of customer and employee relations.</p> <p><i>NOTE: Red is reused from original. Yellow highlight shows new words.</i></p>	<p>In combining the value-focused and stakeholder-oriented categories, more than 45% of the participants identified key stakeholder and value pairs for the customer and the employee. However, in a follow up survey, 60% of participants identified compensation as the sole determiner of success. Additional interviews indicated that 35% prioritized compensation over ethics while 60% prioritized ethics over compensation. Clearly, ethics is considered part of the value-chain by employees of the sample organizations.</p> <p><i>NOTE: Red is reused from original. Yellow highlight are new words. Blue text represents material paraphrased from other sources without citation.</i></p>

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- #1  **Clone**
Submitting another's work, word-for-word, as one's own
- #2  **CTRL-C**
Containing significant portions of text from a single source without alterations
- #3  **Find - Replace**
Changing key words and phrases but retaining the essential content of the source
- #4  **Remix**
Mixing paraphrased material from multiple sources
- #5  **Recycle**
Borrowing generously from one's previous work without citation
- #6  **Hybrid**
Combining perfectly cited sources with copied passages without citation
- #7  **Mashup**
Mixing copied material from multiple sources
- #8  **404 Error**
Citing non-existent sources or including inaccurate information about sources
- #9  **RSS Feed**
Including proper citation of sources but containing almost no original work
- #10  **Re-tweet**
Including proper citation but relying too closely on the text's original wording and/or structure

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