# Student activity [output O2-B-3, en, license CC BY 4.0]

Real life example: Team esteem

See the attached PowerPoint presentation to see the complete example.

Date: 2019-06-13

## About this document

This document is a real life example illustrating importance of the values of academic integrity in professional life. It was created as a part of *Toolkit for cross-sector cooperation in terms of academic integrity* within Erasmus+ project.

It is a ready-to-use case study accompanied with didactic notes and discussion questions and/or other tasks for the audience. Find more case studies in [ENAI database of educational materials](http://www.academicintegrity.eu/wp/all-materials/?key-words%5b%5d=real-life-example).

Information about the use of this material:



This work is licensed under a Creative Commons Attribution 4.0 International Licence.

You are free to share, copy and redistribute the material in any medium or format. You are free to adapt, remix, transform, and build upon the material for any purpose. You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

Additional information about CC licensing: <https://creativecommons.org/licenses/by/4.0>

Citation:

[author] Ansgar Schäfer & Oliver Trevisiol

[title] Real life example: Team esteem

[date] 2019-06-13

[source] <http://www.academicintegrity.eu/wp/all-materials>

[access date]

# Real life example: Team esteem

# Basic information

* **Target audience**: students, professionals in the field of pedagogics.
* **Summary**: a new concept is provided to management without acknowledging its developer*.*
* **Objective**: think through and discuss the consequences of missing estimation for individual contributions to team work; learn about consequences from different perspectives*.*
* **Length**: ca. 60 min. – e. g. reading: 5’, individual preparation: 10’, group discussion: 25’, plenary wrap-up: 20’

# Material

* The attached presentation to be projected to the audience
* Last page of this document – the text of the story, as handouts for the audience

# Teaching methods

* Discussion over the presented case study.

# Didactic/teachers notes

* The case shows, that in academic professions integrity issues are practically relevant in everyday working life.
* Learning about integrity can only be successful by discussion, arguments, talking about cases, dealing with issues. Therefore, interactive methods are necessary instead of instructive teaching.
* The participants should discuss the case from different perspectives to learn about the complexity, grey areas, and side effects of integrity issues.

# The story

The story is on the following separate page that can be used as hand-outs.

Real life example: Team esteem

Anna worked as kindergarten teacher for an organisation, which runs several kindergartens.

After some years of employment, she was well respected and her expertise – practical as well as theoretical – was regarded as outstanding both by colleagues and management.

When a new kindergarten in another town was to be projected, the management of the organization asked Anna, to draft the educational concept of the new kindergarten.

She was happy to fulfil the task, as the management prospected her to become the director of the new kindergarten, in case her concept would be implemented.

Anna started working on the draft immediately. A week later she asked some of her colleagues to join her for a brain-storming and discussion of her and their ideas. She moderated the meeting and took minutes.

Based on her ideas and the feedback by her colleagues she drafted the concept.

Because of her incipient parental leave she asked one of her colleagues from the brain-storming group, Leyla, to proof-read the concept, finalise its layout and hand it in for the management.

Some months later, shortly before her return to work, Anna heard about Leyla being promoted as director of the new kindergarten due to her excellent concept.

Anna found out, that Leyla handed in Anna’s concept as her own achievement, omitting Anna’s efforts and just naming Anna among the other participants of the brain-storming group.

Frustrated by the incidents, Anna quit her job and successfully applied for a job in another kindergarten.