

# Interpretation Guide for the StrikePlagiarism.com Interactive Similarity Report

## The Interactive Similarity Report:

- Facilitates the originality evaluation of the analyzed text;
- Indicates the number of fragments borrowed and details about them;
- Enables the evaluator to accept similar fragments or sources and recalculates the similarity coefficients;
- Saves the changes and comments of the evaluator.

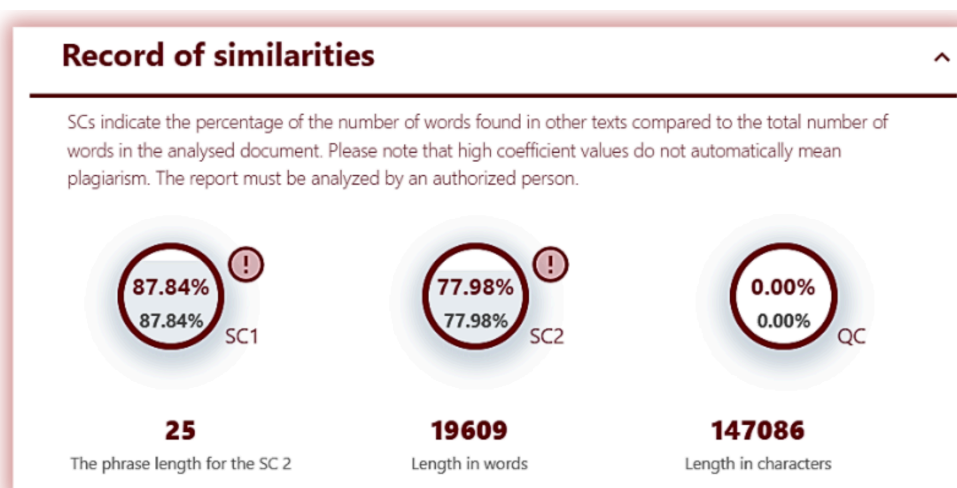
## 1. Similarity Report Functions

- Generates the Similarity Coefficients, which determine the percentage of borrowings found in the analyzed text;
- Highlights the similar fragments found in various databases;
- Drop-down list with the longest 10 fragments that have been identified as similar to fragments found in the databases;
- Lists of sources containing fragments identified as identical to the analyzed text in the following databases:
  - ✓ **RefBooks Database** – a database created by our company, which contains over 24 million texts in various languages, taken from databases such as Arvix.org (e-prints in physics, mathematics, computer science, biology, finance, statistics, electrical engineering, etc.), Paperity.com (over 6.500 scientific journals published with open-access. List of journals: <http://paperity.org/journals/1>) and Termedia.pl.
  - ✓ **Internal Database** – contains all the documents added to the database by the beneficiary;
  - ✓ **External Databases**– documents added to the database by other institutions that use our system. In order to compare your papers with the External Databases, you need to adhere to our Database Exchange Program. Please contact us for additional information.
  - ✓ **Internet Resources** – both texts from web pages, as well as files in different formats which are available in open-access.
- The possibility of highlighting the discovered borrowings in each individual source;
- Determining similarity degree for each source, with the following details:
  - ✓ The number of words found in both texts;

- ✓ The number of fragments from each source that were found in the analyzed text;
- ✓ The similarity percentage of the analyzed text with each source;
- Quick navigation between different parts of the report for an easy analysis;
- Accepting fragments or entire sources and changing the similarity coefficients based on what is accepted. The new coefficients are shown in the report in red and the initial percentage is shown in gray;
- Detects text alterations which can be a result of text formatting or may indicate an attempt to avoid detection;
- Indicates the lengths of the document in words and in characters, while also mentioning the length set for the 2<sup>nd</sup> Similarity Coefficient (standard is 25 words).

## 2. Similarity Coefficients

- Determine the length to which the document consists of fragments identical to those found in other texts;
- Indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document;



1. The value of **Similarity Coefficient 1 (SC1)** determines which part of the document contains phrases of 5 words or longer, found in the internal database, external databases,

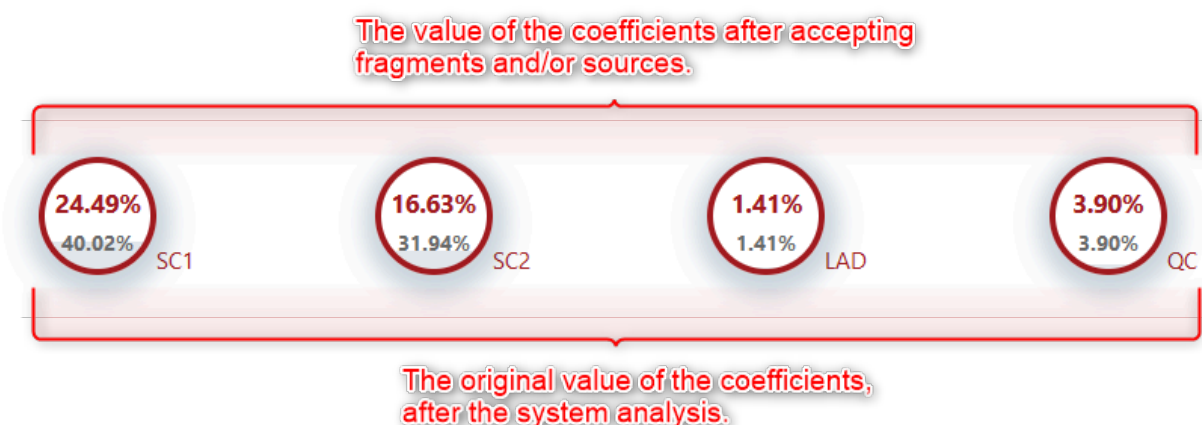
RefBooks database or Internet resources (excluding borrowings from legal acts found in the Legal Acts Database - LAD).

2. The value of **Similarity Coefficient 2 (SC2) (Optional)** determines which part of the document contains phrases of 25 words or longer found in the databases mentioned above (excluding LAD).
3. **LAD (Legal Acts Database) Coefficient (Optional)** is calculated by taking into account all 8 word or longer phrases found by the System in the Legal Acts Database.
4. **Quote Coefficient** – indicates the percentage of the text that is cited by using quotation marks.

The system will only take into account citations that have correct quotation marks. The system does not exclude citations from the other coefficients. This coefficient is an auxiliary function which was introduced in order to ease the analysis of the report. However, evaluators must take into account the automated nature of the analysis done by the system. If any quote shall be excluded from the SC it shall be accepted by the evaluating person.

**When a fragment or source is accepted, the red percentages in the circles will be recalculated and modified.**

**You can find more information on this in section 6. Accepting Fragments.**



### 3. Possible manipulation attempts

- The Report contains warnings for potential attempts to avoid detection of borrowed phrases using text manipulation.
- The Interactive Report allows you to jump to the part of the text that contains these warnings, by using the arrows next to each type of alteration.

Alerts			
<p>In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.</p>			
Characters from another alphabet	Б	35	^ v
Spreads	A→	0	^ v
Micro spaces		11	^ v
Hidden characters	␣	34	^ v
Paraphrases (SmartMarks)	а	12	^ v

The possible alterations are the following:

- **Characters from another alphabet** – indicates characters from alphabets similar to characters shall be used by the author. For example the letters „c”, „e” or „r” from the latin alphabet can be replaced with „с”, „е” and „р” from the cyrillic alphabet. Even though they look similar and the differences are imperceptible when we read the text, the system can see that they are different characters due to different Unicodes.
- Example of text with cyrillic characters in MS Word:

#### The Black Sea

The Black Sea is a semi-enclosed sea in the Atlantic basin, part of the Mediterranean Sea, to which it is connected by the Marmara and Aegean seas and the Bosphorus and Dardanelles straits.

Geographically, the Black Sea is located between Europe and Asia (40°55' and 46°32' lat. N and 27°27' and 41°42' long. E), in a region where the ancient stable platforms come into contact with the young mountains. The border established by geographers between the two continents, the Caucasus and the Bosphorus Strait, cuts this sea into two unequal parts, most of which are European.



The same text in the Similarity Report:

#### The Black Sea

The Black Sea is a semi-enclosed sea in the Atlantic basin, part of the Mediterranean Sea, to which it is connected by the Marmara and Aegean seas and the Bosphorus and Dardanelles straits. Geographically, the Black Sea is located between Europe and Asia (40o55' and 46o32' lat. N and 27o27 ' and 41o42 ' long. E), in a region where the ancient stable platforms come into contact with the young mountains. The border established by geographers between the two continents, the Caucasus and the Bosphorus Strait, cuts this sea into two unequal parts, most of which are European.

→ **Spreads** – Extended spaces introduced to letters, which can be used to give the impression that two words are separate, but in fact they are not.

#### Funding for Black Sea projects

EU-funded projects related to marine and maritime issues are found in many policy areas and benefit from funding from various European funds. Financial support for actions in this region is provided in particular through the Instrument for Pre-Accession Assistance (IPA) and the European Neighbourhood Instrument (ENI).

The latter funds the Joint Operational Program for the Black Sea Basin (2007-2013), which aims to contribute to strengthening the sustainable social and economic development of the region.

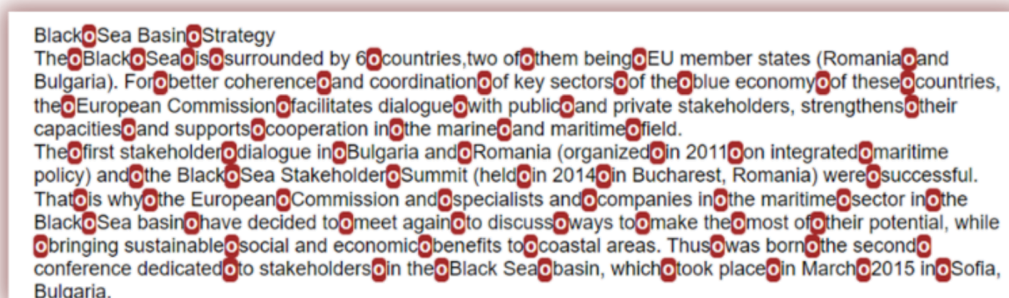
In 2014, under the Horizon 2020 program, a call for projects dedicated to the Black Sea region worth EUR 1.5 million was launched. One of the selected projects aims to create an autonomous network of research institutes, universities, think tanks and implementing agencies in the region. Titled Black Sea Horizon, the project will pool the resources of all riparian states (and beyond) to carry out projects of common interest in science, technology and innovation. It will be implemented in the next 36 months.

→ **Micro spaces** – minuscule spaces that are inserted within words with the intention of separating them.

#### 1 Regional cooperation

The "Black Sea Synergy" is an initiative launched by the EU to encourage regional cooperation with and between countries bordering the Black Sea. It has been designed in the form of a flexible framework that ensures greater coherence and facilitates the provision of guidance and a more integrated approach. In 2015, the European External Action Service and the European Commission issued a joint working document of the Commission services. It summarizes the progress made in the main areas of cooperation in the Black Sea region, including the integrated maritime policy.

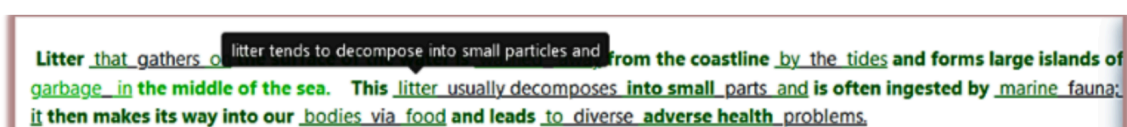
→ **White characters** – characters within the text that were inserted and coloured white. They are usually used to fill spaces between words but sometimes added to the word and then resized.



→ **Paraphrases (SmartMarks)** – Marking similar fragments which are not identical but most probably were intentionally changed by the author.

SmartMarks has the role of underlining fragments at the analysed text that are similar, but not identical. The goal of this feature is to detect the cases where text changes were made, such as: changing the order of the words, adding or removing words and replacing words, changing content of the words. Fragments marked by SmartMarks are underlined in the text and have a lighter shade of colour than the rest.

When placing your cursor over the underlined fragment, a small black line with a text will appear that shows how that fragment is written at the source.









## 4. Drop-down Similarity Lists

- The lists in the report allows the evaluator to make a quick analysis of the main sources in which identical fragments were found;
- For each Database and source in the report there is a percentage of similar text found at the analysed text;

- from RefBooks database (4.36 %)

All fragments found in RefBooks database, which contains over 32 millions academic text including scientific articles published in popular databases.





NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)		CLEAR MARKINGS
<b>Source: Paperity - abstrakty</b>				
1	Concrete with highly active rice husk ash Yu Qi-jun,Feng Qing-ge, Shuichi Sugita, Yang Lu-feng, Lin Qing-yu, Zhao San-ying;	252 (5)	2.75 %	 
2	Effect of silica forms in rice husk ash on the properties of concrete Chun-tsun Chen, Wei-sheng Wu, Chao-lung Hwang,Le Anh-tuan Bui;	123 (3)	1.34 %	 
<b>Source: Paperity</b>				
1	Thermal performance of Rice Husk Ash mixed mortar in concrete and masonry buildings Gamage J.C.P.H.,Kajanan Selvaranjan, De. Silva G.I.P, Vajira	19 (1)	0.21 %	 

• The Drop-down lists are the following:

- ✓ List of the 10 longest fragments that were found by the system in ALL sources;
- ✓ List of identical fragments found in the RefBooks database;
- ✓ List of identical fragments found in the Database of Legal Acts;
- ✓ List of identical fragments found in the home Database;
- ✓ List of identical fragments found in the Database Exchange Program;
- ✓ List of identical fragments found on the Internet.

### Active lists of similarities

This list of sources below contains sources from various databases. The color of the text indicates in which source it was found. These sources and Similarity Coefficient values do not reflect direct plagiarism. It is necessary to open each source, analyze the content and correctness of the source crediting.

+	The 10 longest fragments	Color of the text
+	from RefBooks database (4.36 %)	
+	from the home database (0.00 %)	
+	from the Database Exchange Program (6.49 %)	
+	from the Internet (5.71 %)	

- The values next to each source represent the percentage of the analysed text to whole text;
- In the list of similarities from the Internet, the Report also mentions the URLs that were ignored during the analysis when the document was uploaded for the verification:

31	<a href="https://www.scribd.com/doc/270167954/Marea-Neagr%C4%83">https://www.scribd.com/doc/270167954/Marea-Neagr%C4%83</a>	7 (1)	0.07 %	🔍	🗑
32	<a href="https://www.scribd.com/document/363220844/Marea-Neagra">https://www.scribd.com/document/363220844/Marea-Neagra</a>	5 (1)	0.05 %	🔍	🗑
33	<a href="https://www.facebook.com/Marea-Neagra-paradis-acvatic-natural-153837691757527/">https://www.facebook.com/Marea-Neagra-paradis-acvatic-natural-153837691757527/</a>	5 (1)	0.05 %	🔍	🗑
WWW pages omitted in analysis					
	<a href="https://ro.wikipedia.org/wiki/Coral">https://ro.wikipedia.org/wiki/Coral</a>				
	<a href="https://ro.wikipedia.org/wiki/Asteroidea">https://ro.wikipedia.org/wiki/Asteroidea</a>				
	<a href="https://ro.wikipedia.org/wiki/Trilobita">https://ro.wikipedia.org/wiki/Trilobita</a>				

## 5. Internet Preview

For fragments found on the internet, clicking the link of the source will open a preview page of the internet page on the left side of the report. Similar fragments will be highlighted in a yellow background in order to distinguish text similar to the analysed one. This tool was created to ease the process of evaluation, the system displays all similar fragments in the source.

**(7) Fear of failure**

Sweeping changes on the job can cause your team members to doubt their capability to perform their duties. What is known is comfortable! Your team members may be resisting these changes because they are worried that they cannot adapt to new requirements.

Fear is a powerful motivator that can harden people's intent to resist your efforts to implement change. If you want your change effort to be successful, you'll need to help your team members move beyond these fears.

**(8) Faulty Implementation Approach (Lack of tact or poor timing)**

Sometimes it is not what a leader does, but it is how s/he does it that creates resistance to change! Undue resistance can occur because changes are introduced in an insensitive manner or at an awkward time.

In other words, people may agree with the change that you want to implement but they

advantageous now to choose a learning organization, because you always know you'll be supported there.

Question 2

2.1. List and explain reasons for resisting change.

(6) Organizational politics

Some resist change as a political strategy to "prove" that the decision is wrong. They may also resist to show that the person leading the change is not up to the task. Others may resist because they will lose some power in the organizational. In these instances, these individuals are committed to seeing the change effort fail.

Sometimes when I work with managers they become frustrated with the political resistance that they encounter from others. Political obstacles are frustrating when you are trying to implement needed change. My advice to you is to acknowledge what you are feeling and then take positive steps to counter the organizational resistance you are facing.

Politics in organizations are a fact of life!

(7) Fear of failure

Sweeping changes on the job can cause your team members to doubt their capabilities to perform their duties. What is known is comfortable! Your team members may be resisting these changes because they are worried that they cannot adapt to new work requirements.

## 6. Home Database Preview

If your educational institution uses the functionality of viewing similarity in a source from a home database, you will see the title of the work - the source as a hyperlink.

from the home database (8.33 %)

All fragments found in the database of your institution.

NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)	CLEAR MARKINGS
	<a href="#">Sample</a> Student 9/18/2024 Trial University Account	100 (2) 8.33 %	🔍 □

By clicking on the name of the work, you will open the source (document from the home database) on the right side. All similar fragments will be colored yellow.

### 2. Historical Significance:

- In your opinion, what makes this building historically significant? Are there any notable events or individuals associated with it?
- How has the building's significance evolved over time? Has it undergone any modifications or restorations that affected its historical or architectural value?
- What impact has the building had on the local community or the wider region?

Number of identical words : 58

Title: [Sample](#)

Author(s): Student

By clicking on a yellow fragment, the system will color the similar fragment in the analyzed work in blue and bring this fragment to the height of the fragment in the source so that they can be compared.

1. General Impressions and Historical Context:

- What is your general impression of the building's architecture and design?
- Can you provide any historical information about the building, such as its construction date, architect, or original purpose?
- How does this building compare to others of its time in terms of architectural style, construction techniques, or innovative features?

2. Historical Significance:

- In your opinion, what makes this building historically significant? Are there any notable events or individuals associated with it?
- How has the building's significance evolved over time? Has it undergone any modifications or restorations that affected its historical or architectural value?
- What impact has the building had on the local community or the wider region?

3. Architectural Elements and Features:

- Are there any unique or distinguishing architectural elements that stand out? How do these elements contribute to the overall significance of the building?
- How do the interior spaces of the building enhance or reflect its architectural design?

in the majority of analyzed sequences, except for Cyanidioschyzon meroae. A parallel trend is evident in Archaea (Figure 4a and 4b), where HMP-P kinase/TMP synthase bifunctionality also appears conserved. Conversely, members of Eubacteria exhibit only monofunctional enzymes. Interestingly, yeast TH1 displays distinct bifunctionalities, such as HMP-P kinase/HET synthase (Figure 4a) and TMP synthase/HET kinase (Figure 4b). OsTH1 is closely related to bifunctional enzymes from plants, particularly showing a closer evolutionary relationship with maize TH1. This finding aligns with the documented close evolutionary ties between these species (Roulin et al., 2009) (Figure 4a and 4b).

2. Historical Significance:

- In your opinion, what makes this building historically significant? Are there any notable events or individuals associated with it?
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- What impact has the building had on the local community or the wider region?

Number of identical words : 58

Title: [Sample](#)

Author(s): Student

If you see the phrase "Data removed" instead of the title of the work, this means that at the



moment between the completion of the document check and the opening of the report, the document to which the system refers was irrevocably deleted from the system database by the administrator or some other authorized user. Thus, you will not be able to view the content of the source from the database of your organization if the source was deleted.

- from the home database (100.00 %)			
All fragments found in the database of your institution.			
NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)	CLEAR MARKINGS
1	Gram Data removed 9/12/2024	79 (1) 100.00 %	🔍 □

## 7. Similarity Report Content

Description of colours that appear throughout the Similarity Report:

1. **Green** – fragments detected among the global Internet resources;

By preventing plastic pollution we can also save marine life from extinction. This issue is well understood by policy-makers in the EU. In March 2019, the European Parliament voted a new law banning single-use type plastic items such as straws, cutlery, plates and cotton buds. Such products should be banned in the European Union by the end of 2021. Also, they set a new recycling target (90% collection by 2029 for plastic bottles) and more responsibility for the

2. **Red** – fragments detected in the databases available for the system: both the client's one and the other clients that made their database available for the cross-checkings means;

The overarching objective is to reinforce regional dialogue between countries and stakeholders to jointly address the challenges and opportunities of blue economy sectors in the area, ensuring environmental sustainability while fostering growth and promoting blue economy projects.

3. **Blue** – fragments from the same source, every fragments highlights from green, red, orange to blue when user clicks on the source;

The litter flowing into the Black Sea, studied by EMBLAS, comes from four major rivers: the Danube (which flows through several European countries, including the Republic of Moldova and Ukraine in the Eastern Neighbourhood region), the Dniester (Moldova and Ukraine), the Don (Russia) and finally the Rioni, which flows through Georgia. So how come so much plastic litter ends up in the Black Sea from the Rioni River, and what does it say about Georgia's waste management policies? We set out to investigate just that and seek solutions.

4. **Orange** – fragments detected in the RefBooks database;

Ice cover is one of the most important factors determining the state of sea surface. Study and forecasting of its parameters is not only of scientific, but also of great practical interest for maritime economy. In the northern-west part of the Black sea and in the Sea of Azov the ice situation can be quite complicated, resulting in restriction of navigation opportunities and requiring use of icebreakers. Accounting actual and forecast ice characteristics significantly affects the efficiency of hydrometeorological services in marine industries, which determines the relevance of the chosen topic. Modern global climate change led to changes of specific

5. **Blue background** – fragments detected in the Legal Database;

WKR HOTĂRÂRE nr. 940 din 29 august 2002 pentru aprobarea Normelor metodologice WKR de aplicare a Legii zootehniei nr 72/2002

6. **Yellow background** – characters identified by the system as being from other alphabets than the one in which the document is written.

Other alphabets - The Black Sea coastline is also heavily polluted with plastic; 14% of the waste that contaminates its beaches consists of plastic bottle caps, 6% wrappers, 5% bottles and 2% straws and stirrers. These findings result from marine litter monitoring carried out with support from the European Union as part of the "Improving Environmental Monitoring in the Black Sea" (EMBLAS) project, implemented by the United Nations Development Programme.

7. **Purple background** – texts within quotation marks.

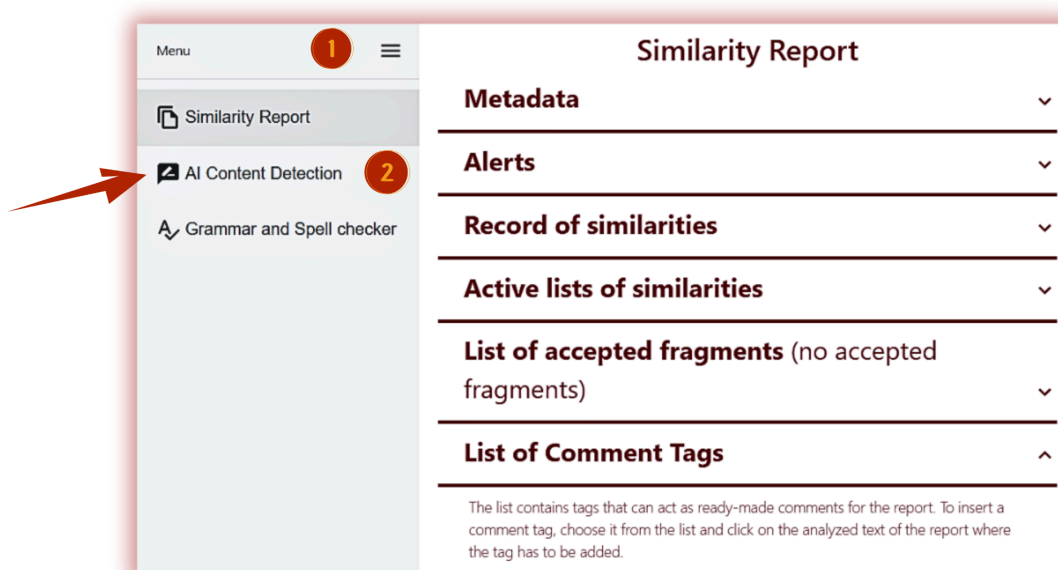
The research papers, developed by EMBLAS, suggest that: "We should in the near future review our waste management behaviour. Plastic should be removed from the waste and recycled, otherwise we will need to invest hundreds of millions into first removing the 'garbage islands' in the middle of the Sea."

In the report you may notice 2 shades of red and green. The different shades represent the fact that two or more fragments were taken from the same source, but in the analysed text their order was changed.

## 8. Search for content generated by artificial intelligence

The AI content search module is available after being enabled by customer support. The module allows checking any type of work for AI-generated content. If the module is set in the "Available by default" mode in the customer's settings by the support service, the user will see the AI slider in the off position when uploading a document for checking (including Assignments). To enable AI checking, the user must move the slider to the right. If the module is in the "Enabled by default" mode, the document will be automatically checked for plagiarism after being uploaded. The user will be able to disable AI checking by dragging the slider to the left. (read user manual)

Once the document has been checked for AI content, the system generates a report which is available in the Interactive Similarity Report under AI content detection.



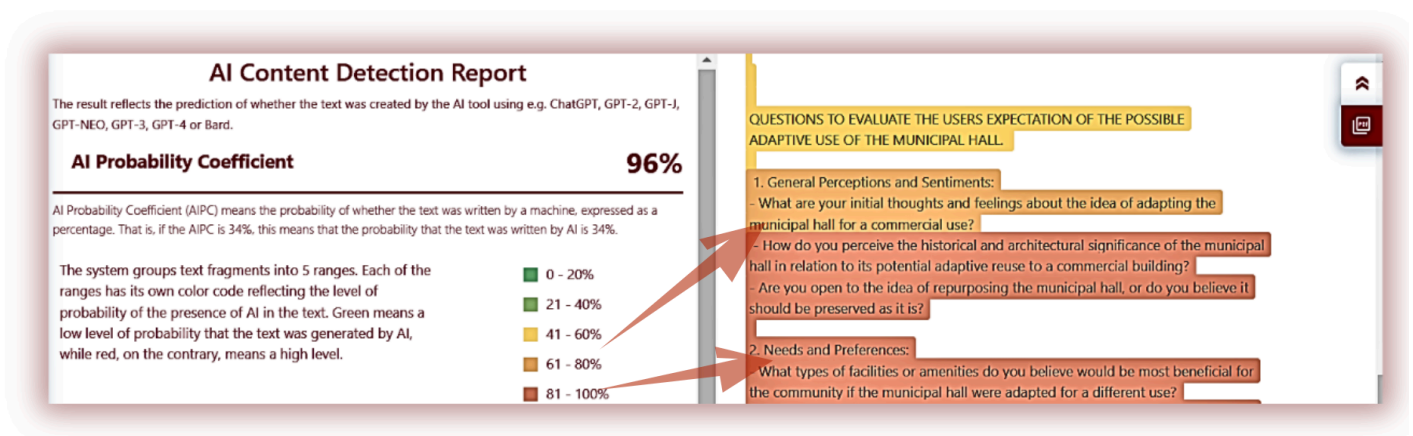
### 8.1. AI content probability (probability coefficient)

The first section presents the probability of using AI for given text fragments as a percentage, from 0 to 100%. The overall indicator shows the average



probability of using AI for the entire text analyzed. The results for individual fragments are indicated at the Details below.

**Important! This section does not reflect the amount of text written by AI, but the probability of its use.**



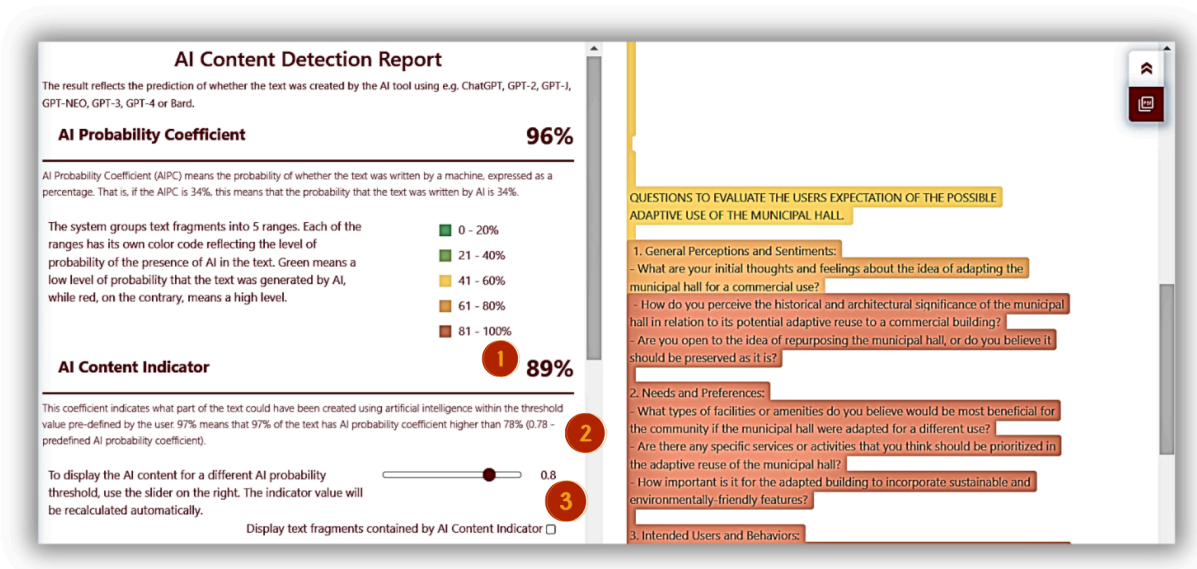
To facilitate a quick assessment of individual fragments of the work, a legend has been introduced for marking fragments according to 5 percentage ranges, each of which is marked with a different color. The content of the analyzed document is displayed on the right side of the screen and is marked with the color assigned to the appropriate range. After hovering the mouse cursor over a specific fragment, information about the exact probability for a given fragment will be displayed.

## 8.2. AI content Indicator

To see in the report only the fragments with high probability of AI we designed an additional tool. The user can now easily display only those fragments which are mostly interesting for analyzing, for example, those where the AI probability coefficient exceeds 60% or even 80%.

The second section shows AI content Indicator (option 1). This coefficient indicates AI text within the AI Probability Threshold Coefficient predefined by the user (option 2). By default, the threshold value is set at 0.8 which means 80% of AIPC (scale from 0 to 1).

Using the slider (option 2) located in this section, the user can change the threshold value, and the system will automatically recalculate the result.



The new section also includes a function (option 3) that allows you to reflect in the report only the text (remove the rest of the text from the report) that "AI content Indicator" contains.

By clicking on the checkbox, the system will leave only the fragments that are included in the "AI content Indicator" colored.

### 8.3 Details

The third section provides a list of text pieces sorted from fragments with the highest probability coefficient to fragments with the lowest. The magnifying glass option ("Show in text") allows the supervisor to quickly move to a specific fragment for detailed analysis. For visual highlighting, the font of the found fragment is bolded.

**Important! To download the AI content detection report, use the save to PDF option available in the toolbox on the right side of the screen.**

**Details**

Below is a list of fragments ranked by AI probability, from the fragments with the highest probability to the fragments with the lowest AI probability.

NO	FRAGMENT	AI CONTENT PROBABILITY	NUMBER OF WORDS	SEARCH
1	QUESTIONS TO EVALUATE THE HISTORIC AND ARCHITECTUR...	99%	257	<a href="#">Q</a>
2	- How do you perceive the historical and architect...	99%	313	<a href="#">Q</a>
3	1. General Perceptions and Sentiments: - What are...	79%	25	<a href="#">Q</a>
4	- Are there any challenges or threats to the build...	76%	14	<a href="#">Q</a>
5	If yes, what are they, and how do you think they s...	56%	29	<a href="#">Q</a>

show in the text

We recommend that you pay attention to texts that exceed a 50% AIPC. However, if a text fragment has similarities found in any source but the AIPC exceeds 50%, it means that the system does not respond correctly to this text fragment.

In case the text is not recognised by the AI content search module or the AIPC is zero, the system informs the user as follows:

**AI content detection**

An integrated module of AI content search. Click on Details to know more about result and algorithm of search.

No AI-generated fragments detected

To use the AI-generated content search module, please contact support.

## 9. Assignments Module and the Cross-Check

System allows the organization of documents uploading by creating Assignments. The Assignments can be created by any user except students. The papers uploaded within an assignment will be cross-checked amongst themselves automatically with the Cross-Check function and the results of this comparison will be shown in a separate section of the reports:

Similarities within the assignment (Cross check)				
This section contains statistics for similarities with other documents uploaded within this assignment. Please note that depending on the topic, there may be cases where some similarities cannot be avoided (e.g. biographies of the same person).				
NO	TITLE	NUMBER OF IDENTICAL WORDS (FRAGMENTS)		SHOW RESULT OF COMPARISON
1	Plagiarism in wikipedia Sam	362 (2)	33.96 %	
2	Plagiarism in wikipedia Nick	350 (11)	2.38 %	

Click on Show Comparison to get a report with texts of two authors from the Assignment with their similar fragments. The two texts are highlighted in blue for an easier comparison:

**Sam**  
Plagiarism in wikipedia

employees upon separation from the firm if the employee has worked long enough to earn ownership of the stock. Question3

3.1  
Flextime schedules: A plan whereby employees' workdays are built around a core of mid-day hours, such as 11:00 a.m. to 2:00 p.m. Workers determine their own starting and stopping hours.

Compressed workweek schedules: A plan in which employees work fewer days each week, but each day they work longer hours.

**Job sharing: Allows two or more people to share a full-time job.**

**Work sharing: A temporary reduction in work hours by a group of employees during economic downturns as a way to prevent layoffs.**

**Telecommuting: When employees are outside the traditional workplace using e-mail, smart phone chat and video apps.**

3.2  
Flextime schedules: The working hours of employees are still the same as the traditional timetable.

**Compressed workweek schedules: A full-time employee can work 4-10 hours a day instead of 5-8 hours a day.**

Job sharing: One person may work in a certain position on Thursday and Friday, and another may hold the same position on Monday and Tuesday.

Work sharing: Two staff members share the responsibilities of a full-time position.

Telecommuting: Work at home or close to home, such as a coffee shop, library, or co-working space. Question4

4.1

**Jack**  
Plagiarism in wikipedia

2. Speak clearly.  
Take your time and think through each sentence. The more extra words you say, the less clearly you express your thoughts. 3. body language  
One of the first things you will notice about a charismatic leader is their warm, open and positive body language. They make eye contact with their interlocutors, they smile and introduce themselves to strangers with sincere joy at meeting them, they compliment them at work and in life. 4. Self-confidence  
It goes without saying that charismatic leaders are truly confident. These people are comfortable with who they are. They understand themselves well and don't try to be someone else. And people are drawn to those who are really sincere and not fake. Charismatic leaders are confident enough to feel comfortable in their own skin. **Job sharing: Allows two or more people to share a full-time job.**

**Work sharing: A temporary reduction in work hours by a group of employees during economic downturns as a way to prevent layoffs.**

**Telecommuting: When employees are outside the traditional workplace using e-mail, smart phone chat and video apps.**

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FOOTNOTES

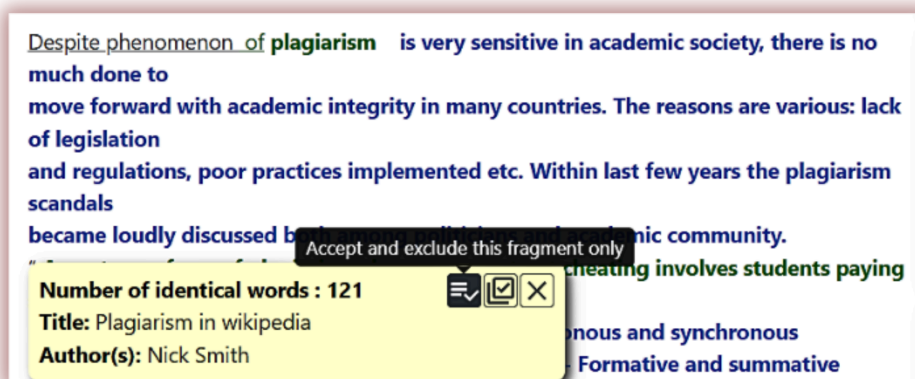
1. Bassiouni 2003, p 348; Sayapin 2014, p 9  
2. David 2009, pp 436-558  
3. Sadoff 2016, pp 389-550

Cross-Check is a function that allows the comparison of a set of documents among themselves and that shows the similarity of the displayed document and every other document in the set without influencing the similarity coefficients.

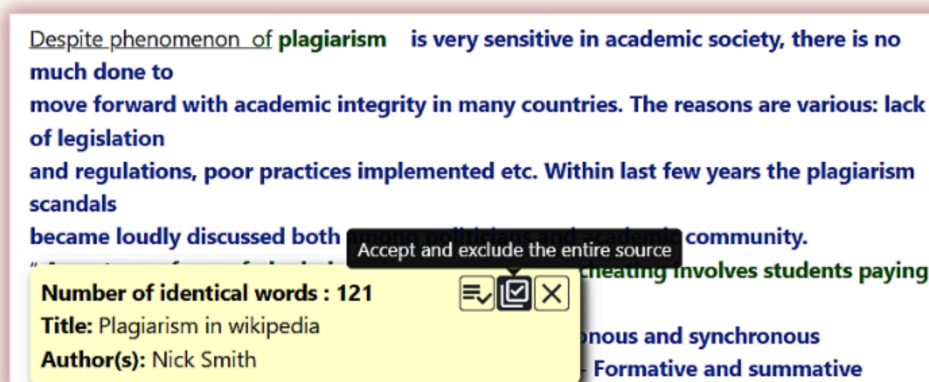
The Cross-Check function can be used in the Assignments module described above or it can be used for other sets of documents that have a common parameter. For example, Cross-Check can also be used for comparing papers that were defended in the same year.

## 10. Excluding fragments

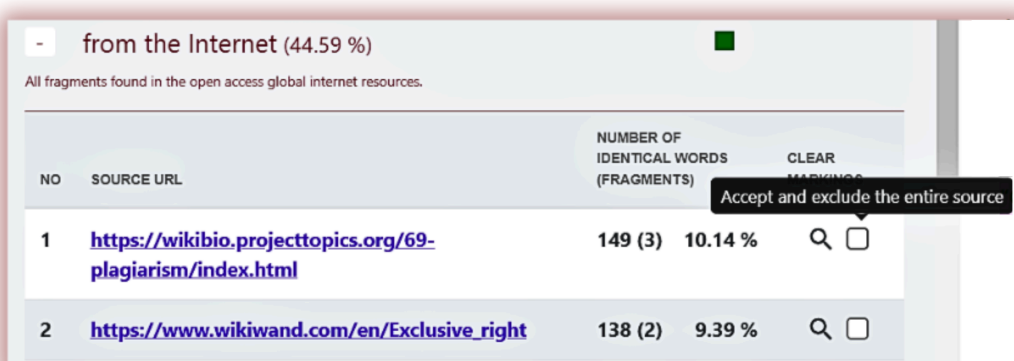
The role of the Interactive Report is to help with the evaluation process. Meantime, the supervisor can exclude some fragments from the similarity coefficients that are considered acceptable by him. In the interactive report, the supervisor can accept each fragment by using the option that appears when clicking on a fragment:



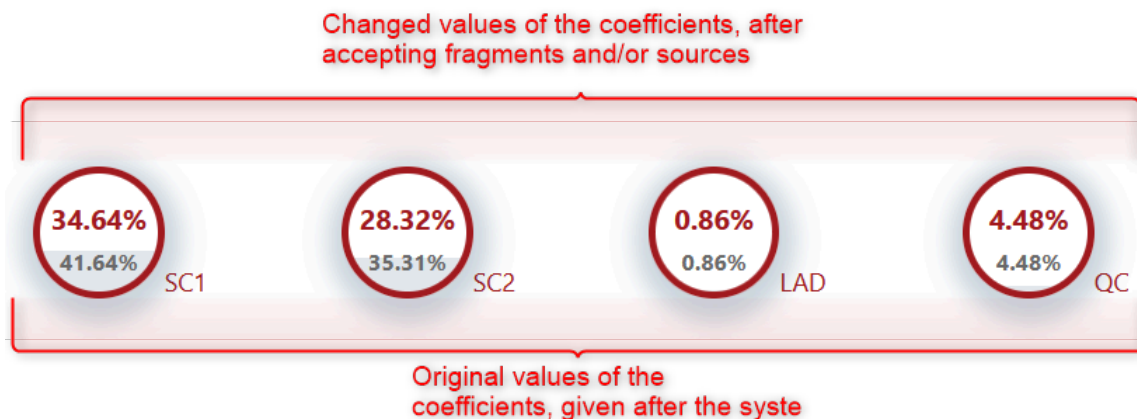
Or they can accept an entire source using the option next to it:



Entire sources can also be accepted by clicking on the checkbox next to them, in the lists of similarities:



When fragments or sources are accepted, the accepted text turns bold black and the percentages of the coefficients are changed. The new values will be shown in red, while the original values will stay grey:



Accepted fragments and sources will be numbered under the Lists of Similarities, in a new list in the left part of the report.

If fragments were accepted accidentally, you can click on search to jump to that part of the text:

**List of accepted fragments**

NO	CONTENTS	NUMBER OF IDENTICAL WORDS (FRAGMENTS)	
	<a href="https://digital.csic.es/bitstream/10261/15309/2/...">https://digital.csic.es/bitstream/10261/15309/2/...</a>	96 (1.01%)	
1	A more surprising result, however, is that neutrally buoyant particles may als...	96 (1.01%)	
	Composition and sequential organization of song ...	568 (5.99%)	

and then click on the restore option in order to revert the fragment back and remove it from the list of accepted fragments:

" An extreme form of plagiarism, known as contract cheating involves students paying someone else, ...

Number of identical words : 14

<https://alchetron.com/Plagiarism>

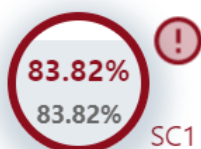
announc.ement areas, e-mail, chat, forums etc. The content development and

Restore this fragment only

← X



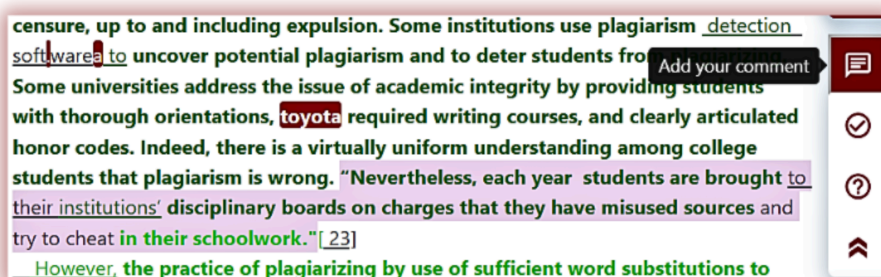
Some educational institutions are setting threshold values for different types of documents. If you see the blinking icon on the right top side of SC then the system detected the fact of exceeding the SC threshold value.



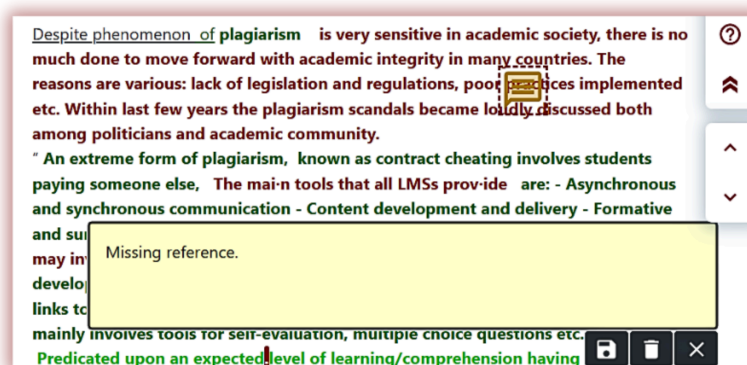
## 11. Adding comments

The interactive report allows the supervisor to add comments in the text of the report in order to facilitate communication with the author of the text regarding the changes that need to be made.

In order to add a comment in the report, click on the icon at the right-side bar:

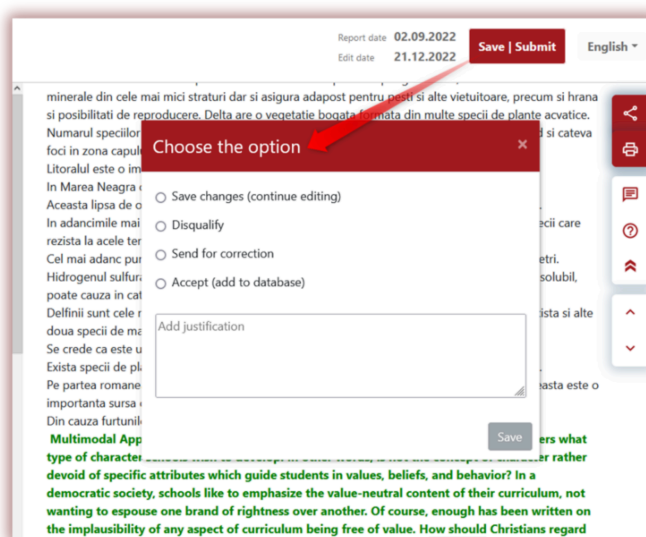


and then on the fragment in the text that you want to add your comment to, afterwards clicking on the save icon:



## 12. Saving and final decision


The Interactive Report allows the supervisor to save the changes made in the report and to take a final decision regarding the evaluated document. The options are available by clicking on the SAVE/SUBMIT button at the header of the report:



The options are:

- **Save changes (continue editing)** – if you want to save what changes you have made and return to the evaluation at a later time;
- **Disqualify/Reject** – if the document receives a negative evaluation;
- **Send for correction** – if the author needs to make corrections;
- **Accept (add to the database)** – if the document is accepted for publication or defence, it will be automatically added to the database.

Under the options there is also a text box for the evaluator to add their comments regarding the decision taken.

If the paper was not yet evaluated supervisor will see this icon  on the top right side of the report. Once paper is evaluated this icon will disappear.



## 13. Sharing the report

If you want to send the Similarity Report to people who do not have access to the system, but need to share their opinion, for example, reviewer or expert, you can use the Share option at the right-sidebar of the report.

**Share an Interactive Similarity Report**

**View mode only**

This link displays the Similarity Report in a view mode only. No edition is possible at this mode.

<https://lmsapi.plagiat.pl/report/?shareId=7118fc5f-9fa4> **Copy**

Enter email address(es) **Send by email**

**Edition mode**

This link allows to access and edit the Report by adding the comments, acceptance of the passages, etc. Please, be careful while sharing the report! The link is active 48h.

<https://lmsapi.plagiat.pl/report/?shareId=c3cb2b68-785> **Copy**

Enter email address(es) **Send by email**

You can share the report in two versions:

1. **View mode only**, which is meant to only be viewed and does not allow accepting fragments/sources or adding comments.
2. **Editable mode**, which is meant to edit and add comments if necessary. This mode is not available at the Assignments.

The Report can be sent either through copying and sending the shown link or through entering the e-mail addresses you want the report to be sent to. Please, take note that reports shared with other people are only available for a limited time.

## 14. Excluding quotes

To remove quotes or quoted text found in all sources available to the system from the value of similarity coefficients, click on the icon  on the right side of the Interactive Similarity Report.

After clicking on the icon, the values of the Similarity Coefficients will be recalculated. If you click on the icon again, the similarity coefficients will return to their original value.

Changes made are saved after the document is accepted or added to the database.

## 15. Comment Tags

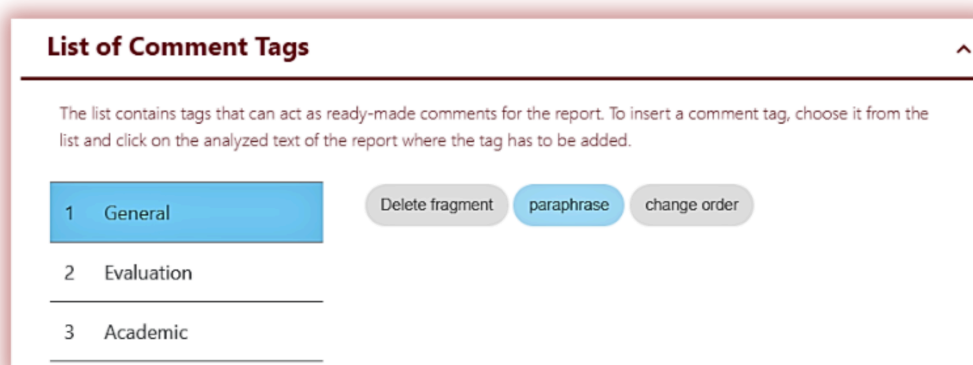
Comment tags are created to add ready-made comment templates and explanations to them into the text of the similarity report.

By creating a comment tag, the teacher will be able to use comments from the list of pre-created comments.

Such templates are convenient when you don't want to add the same comment again and again, for example, in the form of "delete fragment" or "paraphrase text".

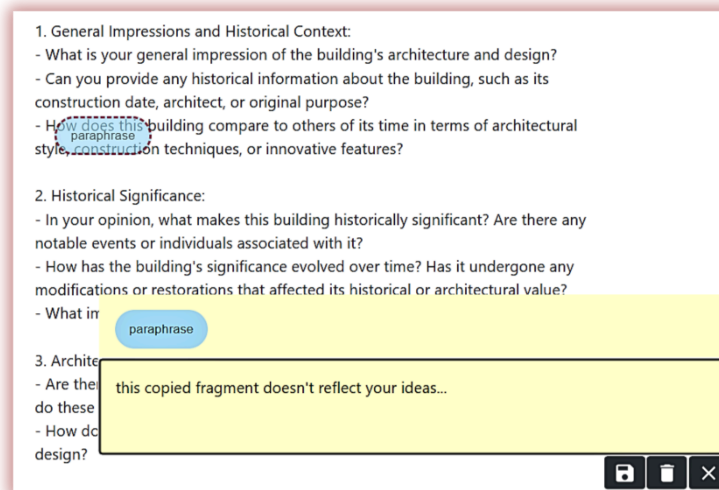
To create a new comment tag the user has to contact the Administrator. The lecturer, deanery and unit administrator will soon have a possibility to create their own library of comment tags.

All comment tags entered will appear in the Interactive Similarity Report. Students will see comments added by the lecturer to the similarity report. Moreover, explanations for Comment Tags will be available to the lecturer and student in the list of comments of the similarity report. Once the similarity report is open, click on the **List of Comment Tags**, and then on the **Group Name**. The system will light up the Group Name and a chosen Comment Tag in blue.

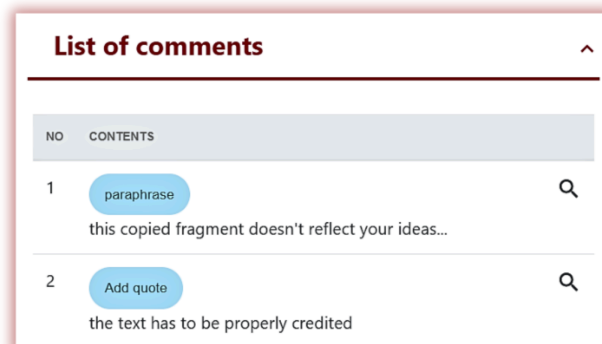


This will mean that the Comment Tag has been activated and can be added to the text of the Similarity Report.

Click on the piece of text you are interested in paying attention to. The Comment Tag will stick to this text fragment. The Comment tag is semi-transparent and allows you to see the text behind it. Add clarification to the comment so that the student better understands the reason for the action and your intentions.



After you enter a comment and explain it, it will appear in the list of comments on the left side of the Interactive Similarity Report.



You can edit the Tag Comments just like the regular comments available at the Similarity Report by Saving, Deleting and keep Editing:





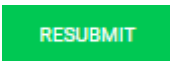
## 16. Evaluation process


To evaluate the work for plagiarism, the teacher (expert) can use the Save | Submit, which is located in the upper right corner.

By clicking on this button, the system will open a dialog box with four solution options:

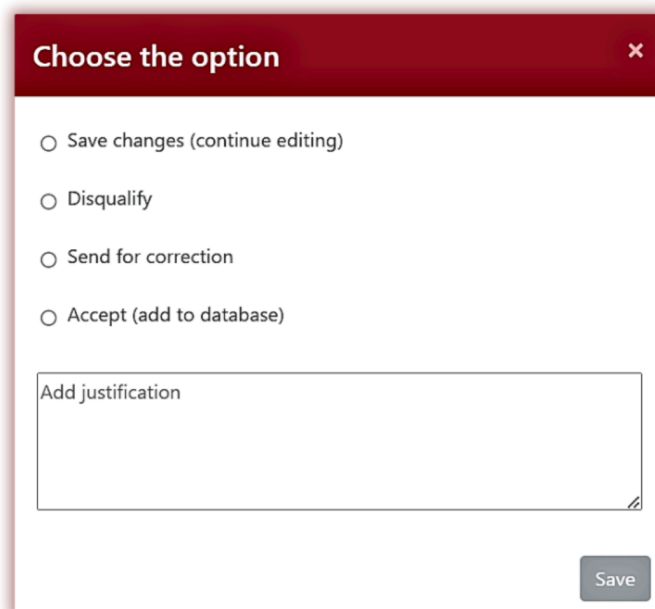
1. Save changes (continue editing),
2. Disqualify the paper,
3. Send (return) to the author for correction,
4. Accept and add to the database.

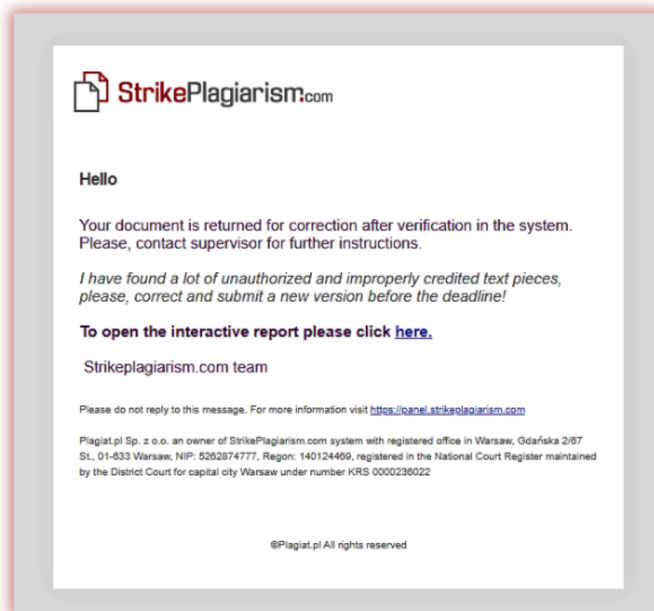
When you select the first option, the Save | Submit closes and the teacher can continue editing the work. When choosing the second option, the teacher disqualifies the work, and accordingly the status of the document changes to - Rejected. 

When you select the third option, that is, send for correction, the system changes the status of the document to “Sent for correction.”  In this case, the student in the StrikePlagiarism.com system panel can upload a new version of the paper instead of the old version by clicking on the  button. The system will not show 100% similarity with the previous version.

When the educator selects the fourth option - “accept paper”, the status of the document is changed to Accepted, the document is added to the database. 

If evaluation is made in StrikePlagiarism.com Assignments module, the system will send a notification with information about the status of the document to the author who uploaded the document when selecting the last three options, as well as the information added to the justification field located under the Accept option.



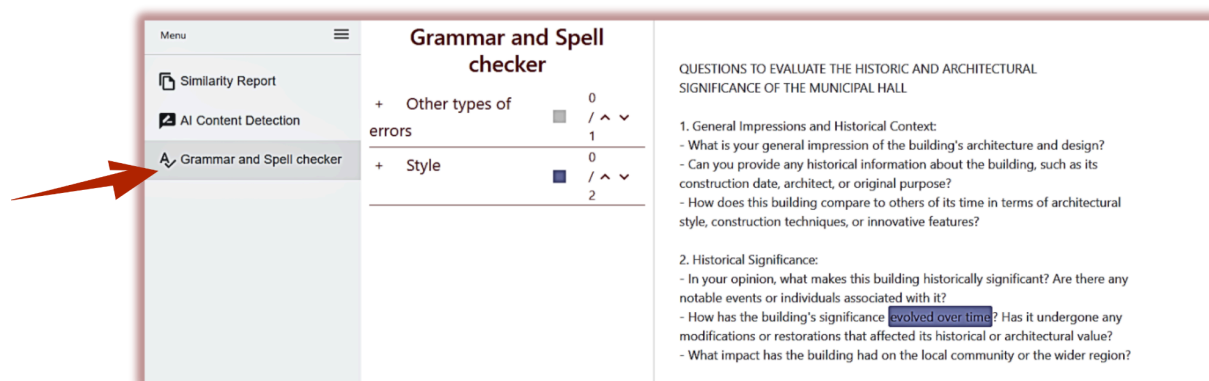


Save | Submit button can be removed from the Interactive Similarity Report if it is not useful at the academic and evaluation process. To remove the Save | Submit, the system administrator must contact the customer support department.

Some LMSs have a Save | Submit button missing or replaced with other feedback buttons. But they may additionally have a field for scoring (marking). The score field may also be available when using the StrikePlagiarism.com system panel. To enable this option, please contact Customer Support.

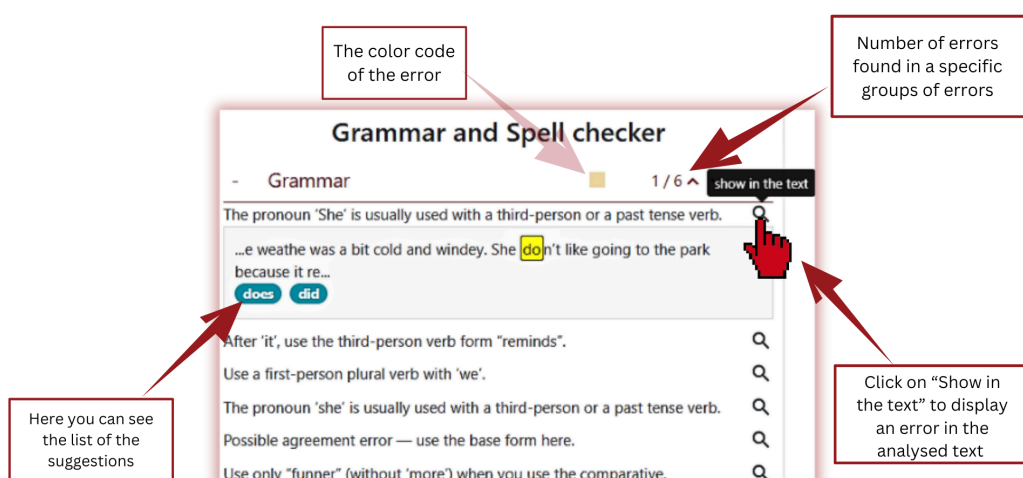
## 17. Grammar check

If your organization uses the grammar check functionality, you will see an additional section in the report called "Grammar and Spelling checker".

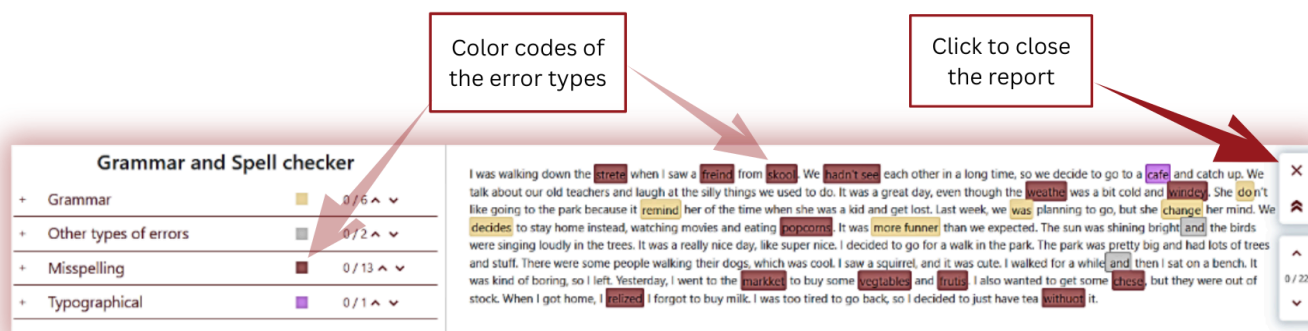


The system will open a report where on the left side you will see the results of the check, and on the right side - the text and errors, highlighted in different colors. Each color represents a group of errors. For example, grammar errors are indicated in dark yellow, and spelling errors are indicated in purple.

By clicking on a group of errors, the system will show a list of all errors related to this group. Next, by clicking on a line with a phrase indicating the error, the system will display a suggestion and the word (phrase) that was written incorrectly.



Click "Show in text" to display the location of the error in the analyzed text.



## 18. Additional Functions

1. **Omitting References** – the references or bibliography can be ignored by the system during the analysis in order to prevent influence on the percentages of SCs. This option can be activated by the administrator of the account and it will work for numbered lists (styles „1., 2., 3.“, „1, 2, 3“ or „[1], [2], [3]“) that start with one of the following keywords: Bibliography, Theme, Essays, Papers, Articles, Studies, Web resources, Web pages, Books, Journals. Once this mode is on, the system will skip bibliography at all uploading papers.

2. **Change report language** - to change the report language, click on the upper right corner of the similarity report.

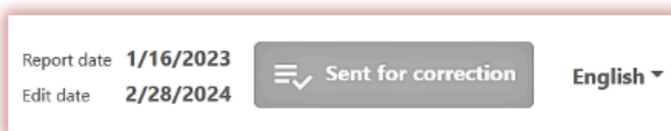


3. The report date and edit date reflect the date the similarity report was generated and the date the last changes were added to the similarity report, such as adding comments or excluding sources. This information is also present in the upper right corner of the similarity report.

Report date 1/17/2024  
Edit date 2/21/2024

4. Warning for similar documents already checked – an option that can be activated by customer service, it informs users if documents with the same title or author were already uploaded into the system.
5. **Protocols**– if your institution requires creating documents that include details taken from the similarity reports, we can add the templates of the documents in the system and they will be automatically issued with the data from the reports. The protocols are the additional documents that can be printed and signed by the supervisor.
6. **Translations**– the system has a function that detects similarities in translations. This function can be activated by the customer service. The translation report is interpreted in the same way as the original report, with the difference that the report will be for the translated text, in the language combination that was selected by the user. For more details, please read the User Manual or contact us through email or phone. If the report

is based on a translated version that on the top right side of the report system will display the language combination used:



## 19. Interpretation of the Similarity Report

To make a precise interpretation of the Similarity Report, the following steps can be taken:

- Remember that values of SCs don't reflect plagiarism. Fragments found similar are not automatically considered as plagiarized.
- Some of the text fragments cannot be treated as subject of copyright and cannot be credited.
- Supervisor needs to pay attention to whether student credited copied fragments even if they were paraphrased.
- Sometimes educational institutions are setting a threshold value for essays or term papers, in such cases, supervisors need to pay attention to the SCs and whether some of the fragments shall be accepted and extracted from the SCs.

## 20. Basic information about the interpretation of the Similarity Report

StrikePlagiarism.com is a tool for verifying the originality of checked documents. Its purpose is to determine the fragments found similar at the open internet sources and the databases available for the system, and in the meantime, the proportion of the possible similarities of the verified text.

The system provides the above information, allowing an independent assessment on the legitimacy of borrowings found in the verified document. The purpose of the system is not to declare whether the text was written independently or not, but to provide the needed materials in order to form an opinion regarding its originality. Therefore, the Similarity Report should always be examined by a competent person. In particular, a document must not be assessed based solely on the percentages of the Similarity Coefficients. It is necessary to check the document's content - if quotations are marked and if they come from documents listed under references.



StrikePlagiarism.com does not determine which document was created first - the one analyzed by the system or the one found that is considered the source. In case of doubts, the user can not establish, solely based on the Similarity Report, which of the documents is the original and which was copied. This conclusion can only result from a detailed analysis of both documents.

Due to the methods used to analyze similarities, the system will also detect certain phrases that are often used, such as: "As I have mentioned before" or "We are able to conclude that", name of institutions, book titles, etc.

The analysis conducted by our company shows that when texts contain a large number of phrases taken from a professional field, the similarity coefficient increases significantly. As a result, some documents may obtain relatively high percentages, although a detailed analysis of the Similarity Report will show that it does not contain unauthorized borrowings.

**High values of the Similarity Coefficients cannot automatically be considered cases of plagiarism! We do not recommend setting threshold values for the Similarity Coefficients because those values don't reflect the quality of the written text.**

## 21. Contact:

If you have any problems, please contact our Customer Service Department at:

E-mail: [contact@strikeplagiarism.com](mailto:contact@strikeplagiarism.com).