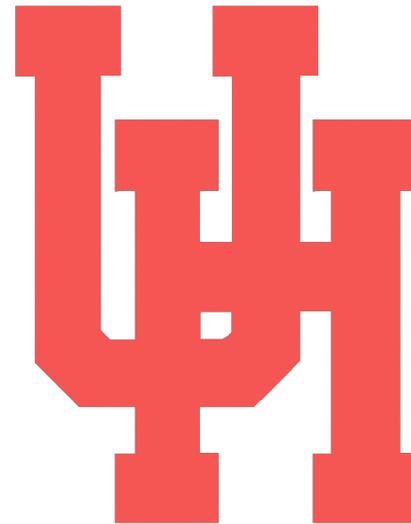




Recognizing and Avoiding the Pitfalls of the Publication Process

Leanne Atwater
and
Derek R. Avery



UNIVERSITY OF HOUSTON

Learning. Leading.

Basic submission and review process



UNIVERSITY OF HOUSTON
Learning. Leading.

- Write a paper
- Have the paper reviewed by your professors or colleagues
- Incorporate as much feedback as possible
- Make the paper the best it can be and **PROOFREAD IT** more than twice
- Decide on an appropriate publication outlet
(professors and colleagues can help)



Before you write a paper



UNIVERSITY OF HOUSTON

Learning. Leading.

- You have an idea for a paper
- Write an outline and run it by those familiar with the area...are you on to something?
- For a theory paper...is your idea unique and timely? Does it have potential testable ideas that can develop theory in your area? **GET FEEDBACK** before you read 200 papers in the area
- For an empirical paper, review the literature, outline your hypotheses, design, measures and proposed analysis...**GET FEEDBACK** at this stage



Preparing your paper



UNIVERSITY OF HOUSTON
Learning. Leading.

- Select an outlet by reviewing the types of papers that journal publishes to see if your paper seems to be a fit
 - No cites often means a bad match
- Ensure that your paper meets the style guidelines for that journal
- Submit your paper (most journals require online submissions now)
- Your paper will go to an editor...the editor will assign reviewers to critique your paper



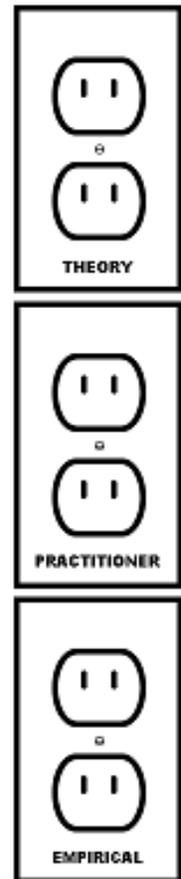
Research Outlets



UNIVERSITY OF HOUSTON

Learning. Leading.

- There are 3 types of outlets (i.e., theoretical, empirical, practical) with varying levels of prestige largely depending on the quality of the papers they publish and the extent to which the papers in the journals are cited.
- For instance:
 - Top theory journal (e.g. *Academy of Management Review*)
 - Top empirical journals (e.g., *Journal of Applied Psychology*, *Academy of Management Journal*)
 - Top practitioner journal (*Academy of Management Perspectives*)



What happens after I press “send”?

- Those reviewers will be “blind” meaning they do not know who you are and you will not know who they are
- Most journals use 2-3 reviewers
- The editor will also review the paper (he or she is not blind to your identity and you are not blind to his/hers)
- The editor will write you a letter evaluating your paper and will include the comments from the 2-3 reviewers.
- This review process can take from 2-6 months depending on the journal and other factors.



UNIVERSITY OF HOUSTON

Learning. Leading.



Decisions

- If your paper clearly doesn't fit, you may get a “desk” rejection.
- If you are fortunate, you will receive a “revise and resubmit” where the editor and reviewers will spell out the ways in which they believe your paper can be improved.
- If you are less fortunate, you will receive a rejection letter stating that the journal is not interested in publishing your paper.
 - Remember, top journals reject around 90% of submissions.



UNIVERSITY OF HOUSTON

Learning. Leading.

Stu's Views © 2002 Stu All Rights Reserved www.stus.com



Revise and Resubmit



UNIVERSITY OF HOUSTON

Learning. Leading.

- Thank you for submitting your work to GOM. Two reviewers and I have reviewed your paper “Contextual and Individual Difference Factors Predicting Individuals' Willingness to Participate in an Upward Feedback System (2002-108). Both reviewers saw merit in the paper and I would like to invite you to revise and resubmit the manuscript. However, both reviewers had concerns that you will need to address. Please let me know within the next few weeks if you plan to do that.

Reject



UNIVERSITY OF HOUSTON

Learning. Leading.

- *Group and Organization Management (GOM)* has completed the review process for your manuscript 2003-123 “The Relationship Between XXX and XXX ” Two anonymous reviewers and I have reviewed your paper. The reviewers were somewhat split in their evaluation. Both reviewers found the sample creative and interesting, though both saw theoretical and methodological weaknesses with the piece. I also reviewed the paper and must agree that the theoretical and methodological weaknesses are such that I cannot accept this paper, nor will I be asking you to revise it for resubmission.

Sample negative reviewer comment



UNIVERSITY OF HOUSTON

Learning. Leading.

- Reviewer A
- Despite sounding initially exciting and promising to promote our understanding of an area about which much still remains to be learned, the present study left me feeling quite discontent for the following reasons:
- (a) The author\’s point to several distal and proximal factors likely to affect the willingness to participate in an upward program. Yet, these types of factors have been widely investigated in an attempt to discover their impact on performance rating behavior. A wealth of publications exists from which the author\’s could have drawn inferences pertaining to- their theme. Specifically, previous studies have amply documented the effect on various measures of rating behavior of self-efficacy as rater (similar to perceived ability to rate), attitude toward the organization (resembling perceptions of top management support and departmental support), beliefs about performance appraisal system (similar to perceived usefulness), political considerations, and confidence in the performance system (consistent with fear of retaliation). This rich and vast amount of research from which the authors could have benefited, was completely-disregarded. Consequently, the presmt study emanates from very shaky theoretical underpinnings. I would recommend that the author\’s do an in-depth reading of Tziner el al (2002) and Tziner et al's (2001) articles in the International Journal of Selection and Assessment, chapter 6 in Tziner (2002) HRM and Organization Behavior. Selected perspectives. Aldershot and Jim Jawahar's recent paper in Jq. (2001, 86, 875 -883).

Addressing the Revise and Resubmit



UNIVERSITY OF HOUSTON

Learning. Leading.

- You will read the critiques and feel somewhat bummed that you have more work to do on the paper before you can resubmit it
- **BUT YOU MUST DO IT NOW.** Put down the more fun things you will be working on and make your R&R your first priority
- Address each and every one of the editor's and reviewer's concerns. Try to agree with everything they say at least to some degree
- Resist the temptation to argue with what they say unless they have really made a mistake (and you can prove it beyond a shadow of a doubt)



Sample revision response to editor



UNIVERSITY OF HOUSTON

Learning. Leading.

I would also like to echo Reviewer 1's comments and concerns about the "why" issue. Given the limitations associated with the measurement of key study variables and analysis, this becomes an even more critical (although in fact it is **always** critical!). For instance you note on the bottom on p. 3 that you "extend this literature by elucidating the psychological process that underlies these linkages." But I do not think you do. So again, do you have any additional data or information in your data set that can speak to the "why" issues?

We acknowledge the key importance of this issue, particularly given the publication aims of the journal. In response, we utilize just world theory to explain why racial and ethnic groups differ in their responses to discrimination. Numerous studies show that Blacks report significantly less belief in a just world than other groups, suggesting greater sensitivity to racial injustice. Accordingly, we predict that discrimination will be more strongly and negatively related to job satisfaction among Blacks than Whites and Hispanics. We cover this material on pages 6-8.

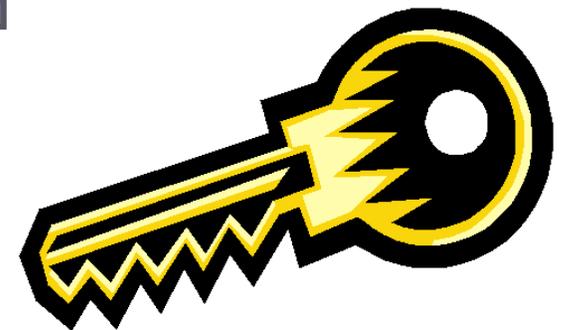
(you would then repeat what is in the text here)

Key Point



UNIVERSITY OF HOUSTON
Learning. Leading.

- If you are very thorough in your response, a reviewer may not feel the need to re-read your entire paper. That can work in your favor as a new read might lead them to find “new concerns.”
 - Be clear about what you changed
 - Provide excerpts where possible



What about that rejection?



UNIVERSITY OF HOUSTON

Learning. Leading.

- Feel bummed for a few days
- Then read all the comments and figure out what you can fix and fix those things immediately
- Read the reviews for consensus...are there two reviewers providing the same suggestion (e.g., use a different analysis, do an additional analysis)?
- Anything suggested by more than one reviewer you should try to address even if it is hard as it will likely come up again
- If they suggest literature to consider...try to include it in your next version
- **Get the paper back out to another journal...** do not feel the need to address each reviewers concerns because the next set of reviewers will likely have different ones
- Almost every paper will find a home if you persist



How much research should I have going?



UNIVERSITY OF HOUSTON
Learning. Leading.

- The rule of 3: Your pipeline should include:
 - 3 papers you are working on (e.g., data collection, lit review, writing first draft)
 - 3 papers under review
 - 3 papers you are revising either first or second revision
 - YES, you may be asked to revise a paper 2 or even 3 times. Generally, revisions are less cumbersome with each go-round



Key Point

- Sequencing...the point of conference presentations is to get feedback about how to make the paper better to get it published.
 - Always remember that conference papers should not be your goal... pubs are your goal



UNIVERSITY OF HOUSTON
Learning. Leading.



How do I publish in top outlets?



UNIVERSITY OF HOUSTON
Learning. Leading.

- Look at the topics and methods that are being published in the best journals. How can you contribute?
- Study different journal's styles and preferences (e.g., do they like long theory sections or short theory sections?; do they publish mostly field studies?; do they publish any papers that are not quantitative?; what makes them unique?)
- Peer reviews, peer reviews, peer reviews!
 - Get feedback from those who know



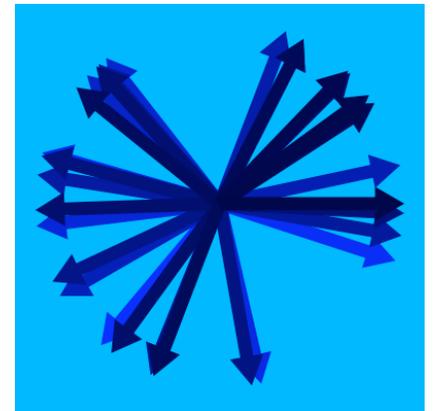
Random thoughts



UNIVERSITY OF HOUSTON

Learning. Leading.

- You must have thick skin to be in this business...our jobs as teachers and scholars are to critique in order to improve and educate. That is what the peer review process is intended to do
- Do not take on too many new projects all at once
- Do not get involved in longitudinal studies until you have tenure
- At times, the review process may seem random...one reviewer loves your paper another hates it...that's life
- THE TENURE CLOCK IS FAST....you cannot procrastinate
- When a paper is “ready”, click send! No paper is perfect



What are reviewers thinking?



UNIVERSITY OF HOUSTON

Learning. Leading.

- Your goal as a reviewer is to not only identify substantive problems with a manuscript, but also help the author to figure out how to fix the manuscript (if possible). Being critical is important, but also be constructive and instructive.
- Help authors to understand your major issues versus your minor concerns. Be sure the author understands what is essential versus what is suggested.
- Try to be specific in your comments.
- Include positive comments in your review or in your opening/summary statement.
- Be sure that it is clear to the author that you have thoroughly read their manuscript.
- Be sure your comments to the author line up with your overall evaluation of the manuscript. For example, don't come across like you love the paper if you are recommending a rejection. Also, don't explicitly relay your recommendation in the review.

Concluding thoughts



UNIVERSITY OF HOUSTON
Learning. Leading.

- What could be better than a job where you can work any 60 hours a week you want on virtually any subject that interests you and be able to share all your insights and brilliance with students in the classroom who are at your mercy 😊😊😊
- You must enjoy the ride

