NOTE ON
RESEARCH REVIEW
AND PUBLICATION

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This note provides some information regarding research review and publication.

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Research Review Process

The research review process (See Figure A) is the interaction between the author and the reader that could happen directly or through a peer review process. The peer review process of a peer-reviewed journal (PRJ) involves an editor, an editorial board and reviewers. Reviewers prepared anonymous reviews to help the editor in the decision to publish or not in the PRJ. Reviews will include comments and suggestions to improve the article / paper or to critique the work presented. Review is at the core of the publishing process (McKercher, Law, Weber, Song and Hsu, 2007).

Figure A – Research Review Process

Peer review process

Peer-Reviewed
Journal (PRJ)

Reader

Reviewers — Editor

Reviews

Editorial Board

article / paper
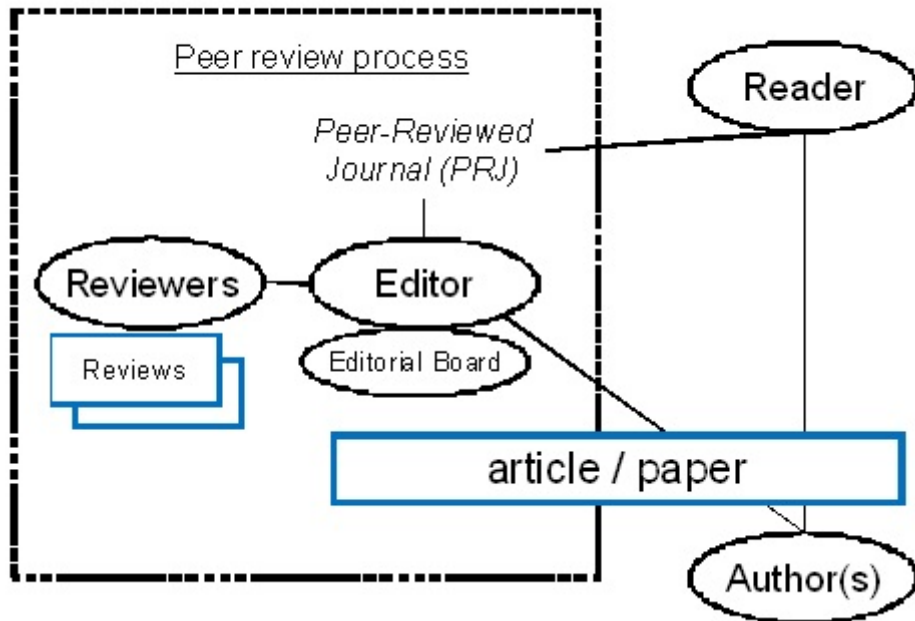
Author(s)

Research as a Conversation

Perry, Carson and Gilmore (2003) refer a PRJ article as part of a conversation. An analogy may be a conversation at a cocktail party. Authors "have to identify which conversations to participate in, who are the important conversants, what they are interested in now, and what are the most interesting things they can add to the conversation using the same style of speaking that the conversants are using (based on Huff, 1999)" (Perry, Carson and Gilmore, 2003, p.652).

Publication Process

It is important to understand the publication process (Dalton, Harp, Oler and Widerner, 2016). Elson and Brouard (2012) have presented the various key steps in the process of journal publication (see Table 1). The key steps in the process of journal publication could be divided in six main phases: 1) research and writing, 2) submission and initial decision, 3) review, 4) decision, 5) revisions, and 6) acceptance, editing and publication.

Table 1: Key phases and steps in the process of journal publication

Phases	Steps	Responsibilities		
		Author (s)	Editor	Reviewers
A	**RESEARCH AND WRITING**			
1	Research work	x		
2	Selection of the journal	x		
3	Read standards of the journal	x		
4	Article writing	x		
5	Dissemination at conferences and circulation to peers	x		
B	**SUBMISSION AND INITIAL DECISION**			
6	Submission to a journal	x		
7	Receiving a submission		x	
8	Initial decision - Initial rejection - Request for initial reviews and search for reviewers - Sending to reviewers		x	
9	Receipt of the decision of initial rejection or required revisions	x		
10	Second submission to the journal, if any	x		
C	**REVIEW**			
11	Selection of reviewers		x	
12	Article rating and review			x
13	Reviews writing			x
14	Submission of reviews			x
15	Receipt of reviews by editor		x	
16	Consolidation and analysis of the reviews		x	
D	**DECISION**			

17	Decision
	- Acceptance without modification
	- Revise &Resubmit (R&R)
	   - Acceptance with minor modifications
	   - Acceptance with major revisions
	- Rejection
			x	

18	Receipt of the decision by author	x		
E	**REVISIONS**			
19	Preparation of requested revisions	x		
20	Resubmission of the revised article with the revisions requested and justifications	x		
21	Receipt of the revised article with the revisions requested and justifications		x	
22	Examination of the acceptability of revisions		x	
F	**ACCEPTANCE, EDITING AND PUBLICATION**			
23	Final decision		x	
24	Receipt of the final decision, by author	x		
25	Supervision / monitoring of journal editing		x	
26	Approval of edited article for publication		x	
27	Publication of the article		x	
28	Dissemination	x	x	

(Adapted from Elson and Brouard, 2012, p.81)

Phase A: Research and writing

Quality research is the basis of a paper and writing skills need to be developed. Before starting a research study, a number of questions need to be addressed, namely: "Why am I doing this study?", "Has anyone else addressed this question?", "Will the answer to the question I am asking improve some aspects of" knowledge? (Stout, Rebele and Howard, 2006, p.94). The methodology to answer the research question will follow, as the study itself and its reporting.

Research

In planning the research, it is useful to identify a title, a potential abstract, a structure (preliminary table of contents), a conclusion, some keywords (Perry, Carson and Gilmore, 2003).

The title will provide a first look at the content of the article. The structure of an article generally include the following sections: abstract, introduction, literature review, conceptual framework, methodology, analysis of data, discussion, and conclusion. It may be useful to allocate a number of pages in the table of contents for each section to help in planning the whole article.

Doing research with co-authors may be more fun, assuming working in a good atmosphere, and produce more articles for a level of effort, assuming everyone contribute. Choose them carefully with the same values, but different and complementary skill sets (Hermanson, 2018). The force of a group is also a strength. Order of co-author (who is the first author?) may be a challenge. Solutions may be list alphabetically (a great option if your name start with B like Brouard ☺), alternate on various papers, or flip a coin.

Suggestions:
- Join the conversation.
- Listen before speaking.
- Use of headings, sub-headings, sub-sub-headings (1, 1.1, 1.1.1).
- Collaborate with co-authors.
- Maintain rigor.
- Be organized.
- Keep working on your research.
- Have fun

Writing skills

The article should present a story. Gopaldas (2016) distinguishes four major parts of an article, the frontend, the methods, the findings, and the backend.

Perry, Carson and Gilmore (2003) suggest the content of the *abstract* with a sentence to present the general issue, present the objective, justify the importance of the research, the methodology, the results and findings, and implications.

The frontend may include several aspects such as description of the phenomenon, research question, theoretical problem (problematization, gaps), research motivation (potential contribution), roadmap (outline of content), literature review, and theoretical perspective (Gopaldas, 2016).

Perry, Carson and Gilmore (2003) suggest the content of the *introduction* which could be seen as an executive summary. Six parts are proposed: establishing the field, summarizing previous research, gaps addressed by the article, research question, reader's benefit and contribution, outline of the paper (Perry, Carson and Gilmore, 2003).

The *literature review* is a synthesis of the previous work to position the study. It is an analysis of what we know so far. "The literature review is a means to an end, not an end in itself (Perry, Carson and Gilmore, 2003, p.660). "Common ways of organizing literature are by chronology, discipline, level of analysis, methodology or theoretical perspective." (Gopaldas, 2016, p.116)

The *conceptual framework* is a presentation of the relevant theories in previous work and the framework chosen to support the study. The theoretical lens shed lights on the theoretical problem, but also for the data analysis. Figures of the framework may help.

The methods may include several aspects such as research context, data collection and data analysis (Gopaldas, 2016).

In the *methodology*, the methods used are described and the justification of why it was chosen will be described. It could be qualitative, quantitative or mixed methods. Data collection methods involve sampling, strategies and tactics. Data analysis methods include procedural aspects, for example categorization and coding.

The findings are the answers to the research question and may include several aspects such as figures, quotes, tables, hypotheses conclusions and theorizing (Gopaldas, 2016).

In the *analysis of data* section, population and sample are presented; data are presented; patterns are described, tables and figures are included. Descriptive profile and statistical results are presented. Keeping in mind the research questions in the analysis is important as an answer (or not) for each one is necessary.

The backend may include several aspects such as discussion, contributions, implications, limitations and future opportunities (Gopaldas, 2016).

In the *discussion section*, linking the findings and the previous literature should be included. In the discussion, theoretical contributions followed the findings.

Perry, Carson and Gilmore (2003, p.658) suggest the content of the *conclusion* to include a summary of "what has been done and found" in addition to some sentences to "tie everything together". Practical implications for researchers, practitioners, policy makers are presented as well as limitations and future research.

Perry, Carson and Gilmore (2003) suggest various drafts (see Table 2). The various drafts will cover writing and editing, which are two separate steps.

Table 2: Draft versions

Draft 1	Filling out the table of contents structure fast stage "written quickly without worrying too much about details of style or references"
Draft 2	Structure and flow stage "about structure or getting the flow right"; "linking sections well"
Draft 3	Style stage "getting it read right"; "cumbersome expressions are fixed"; "spelling is checked"
Draft 4	Editing stage "editing the article to meet the journal's house style for referencing and headings, numbering tables and figures, ensuring all references are there and correct"

(Adapted from Perry, Carson and Gilmore, 2003, p.660, 662-663)

Suggestions:
- Take care of writing and editing.
- Use tables and figures.

Getting feedback and comments

Circulating your manuscript to get comments and suggestions is crucial (Dalton, Harp, Oler and Widerner, 2016). Get comments from colleagues (friendly reviewers) before submission. Try out your ideas at workshops, seminars and conferences with preliminary writing. Ask colleagues, doctoral students, member of researcher network, researchers cited in your references.

Writing for a specific journal

Choosing a journal is an important decision, which may have consequences on the level of difficulty in publishing, but also on hiring, tenure, and promotion decisions. There is a need to understand the publication process and tailor the paper to the target journal (Dalton, Harp, Oler and Widerner, 2016). "Authors must position their manuscripts for the intended audience" (Stout, Rebele and Howard, 2006, p.94). A number of journals are available with their own characteristics such as audience (scholars, practitioners), discipline, quality, prestige (ranking A*, A, B, C, D, unranked). Each journal has their own house style and rules for references, citations in text, headings, etc. Oler and Pasewark (2016, p.221) note: "publishing in 'for-pay' journals that have only a superficial - or no- review process can be damaging to his reputation" (known as predatory journals).

Suggestions:
- Select a relevant target journal and a back-up journal.
- Know the target journal aims and requirements.
- Use the specific house style of the chosen journal (references, headings, tables, figures).

Phase B: Submission and initial decision

After research and writing, submission of the article and the initial decision that will follow are the next phase.

Preparation before submission

Careful preparation should be taken care before submission to a journal (or a conference) (Dalton, Harp, Oler and Widerner, 2016). The finishing touches include beginning-to-end integration to have a coherent manuscript and editing (Gopaldas, 2016). "After all co-authors have checked the final version of the paper, including that it is formatted according to the journal guidelines, it is ready to be sent off to the editor of the targeted journal." (Perry, Carson and Gilmore, 2003, p.663) Stout (2018) suggests a checklist for development of research manuscripts (See Table 3). Kumar, Mittal and Morgan (2018) offer a checklist of questions for colleagues who look at it from a reader's perspective (See Table 4).

Suggestions:
- Importance of anonymity of the article in the blind review process
- Deliver what you promise.
- Proofread your article (typos, bad English, grammar).
- Position the study in existing literature.
- Clearly articulate the contribution.

Initial decision = Desk Reject

A first step in the publication process is to avoid desk rejection. "The major mistakes that annoy editors are: inappropriate topic; no abstract; no conclusions; nothing new being added to the conversation (that is, no new knowledge); incomprehensible writing; author's identity in the paper; incorrect format and style." (Perry, Carson and Gilmore, 2003, p.663) Other mistakes include "the paper is not a research paper", "the paper does not make at least an incremental contribution to the literature that is pertinent to the journal and its readership", "the paper does not have general interest beyond the country in which the author is located", "premature submission to journal, and or failure to ... send the paper to the right journal in the first place" (Dalton, Harp, Oler and Widerner, 2016, p.249). Kumar, Mittal and Morgan (2018) suggest five elements to avoid desk reject letters: positioning the study in the literature, formulating research questions well articulated, stating clearly the study purpose ad expectations, identifying contribution of the study, offering benefits of the study (relevancy, rigor, insights, actionable implications, close gaps). Oler and Pasewark (2016, p.222) indicate: "sloppy formatting is generally a signal of sloppy work in other areas of the paper". Oler and Pasewark (2016, p.223) note: "while a desk rejection initially seems harsh, it benefits the editorial process by expediting a highly probable negative outcome". Kilduff (2007) offer the top ten reasons why your paper might not be sent out for review (See Table 5).

Suggestions:
- Avoid desk rejection.

Table 3: Checklist for development of research manuscripts

Themes	Questions
Motivation	Does the study exhibit a strong motivation (based on prior research or theory)?
	Does a persuasive reason for doing the study exist?
	Does the study clearly exhibit how/why it adds to our knowledge?
	Does the study deal with an important issue? Convincing argument?
Background	Does the study appropriately cite the relevant literature
	Has something similar been published?
	Is the incremental contribution of the study to the literature stated clearly?
Design Issues	Is the research method the most appropriate for the research problem?
	Is the underlying model appropriate and complete?
	Are variables definitions and measurements consistent with theory-specified (or hypothesized) measures?
	Are measures used in the study valid? Are psychometrics properties of the measures clearly established /discussed?
	Is the experimental design flawed or deficient?
	Is the sampling plan used in the study appropriate?
	Has appropriate ethics approval been secured?
Statistical issues	Does the study use appropriate statistical tests to analyze the data?
	Do the statistical tests on the data exhibit adequate test power?
	Does the study address key underlying assumptions of the statistical tests used?
	Do the authors focus on practical significance of results?
Conclusions	Do the study stated conclusions derive from the analysis of data?
	Are the data persuasive (i.e. sufficient to support stated conclusions)?
	Are the implications of the study meaningful or important? How? Why?
	Does the study clearly state its limitations?
	Are results applicable to a wider context beyond the context used?
Writing	Is the manuscript prepared using style guidelines required by the journal?
	Is there a smooth 'flow' across sections of the manuscript
	Is the overall writing of high quality?

(Adapted from Stout, 2018, p.83)

Table 4: Checklist of questions for colleagues who look at it from a reader's perspective

Questions
What is the research question addressed, who cares about this question - and why?
What does the study reveal about the phenomenon / theory that was not known before, why is that important, and to whom?
Who should do what differently, and why, as a result of the study?
What new questions does the study suggest are now important / worthwhile for future research that were not considered so before?
If this manuscript were to be rejected by the 'journal' review team in this round, what do you think the most likely reason would be?

(Adapted from Kumar, Mittal and Morgan, 2018, p.8)

Table 5: Reasons why paper might not be sent out for review

Reasons (for Academy of Management Review)
Reviews of the literature
Practitioner papers (for an academic journal)
Introductions for the uniformed
No organizational relevance
Targeted at another discipline
Replica of already published work
Uninvited resubmissions
Empirical research for at theory journal
Guideline violations
No theory

(Adapted from Kilduff, 2007, p.700-702)

Phase C: Review

"Invitations to review should only be accepted if the researcher has the skill, time, objectivity, and inclination to do a quality review." (Oler and Pasewark, 2016, p.219) Skills refer to subject matter and methodology expertise, such as knowledge of the literature and of statistical methods. Time refer to turnaround time of the review process by the editor, associate editor and reviewer. The reviewer may be responsible of 75% of the total review time. Objectivity refer to double-blind conditions with anonymity of authors and institutions. Inclination refers to interest in accepting or declining the offer to review. It may depend on the connection with the journal, multiple requests. "Some researchers may feel that declining an invitation will hurt their reputation, but anecdotal evidence from our conversations with editors suggests that it is far more damaging when a reviewer accepts an assignment, postpones a response, and then ultimately admits not being interested in doing the review (or does a sloppy job). In our opinion, a Ph.D. student should consider carefully before declining an offer to review paper, because building and maintaining a reputation as a good reviewer is vital. As her career progresses, a researcher must balance review requests with her own research agenda, teaching, and service requirements. Accepting all offers can have negative effects because of time constraints and burnout - it may be better to accept fewer invitations and do a good job on them." (Oler and Pasewark, 2016, p.225-226)

Depending on the paper, its complexity and the requirements, a review for a journal may take 3-8 hours, maybe less for a conference. The experience of reviews may vary depending on the research methods, such as archival, experimental, interview-based, survey (Hermanson, 2018) or type of study, such as empirical, conceptual, analytical (Kumar, Mittal and Morgan, 2018). Kumar, Mittal and Morgan (2018) offer common issues per type of study (See Table 6).

The study by Gans and Shepherd (1994) regarding rejected classic articles by leading economists is a good example of the fallible aspect and imprecision dimension. The orientation of the review process is highly negative where rejection is the norm and acceptance rate is around 10%-30% (McKercher, Law, Weber, Song and Hsu, 2007).

Steps in assessing a manuscript

Oler and Pasewark (2016) suggest some steps in the assessment process. In the first look, a big picture view is preferred with examination of title, abstract, interest and expertise in topics, expertise in methodology, introduction, tables, references are considered. Following the request by an editor and acceptance by the reviewer, there is a commitment by the reviewer to deliver before the due date. The review process may take 3-4 months (even years in worst case!).

Criteria of evaluation

A number of considerations in reviewing a manuscript could be listed (See Table 7): overall, title, abstract, motivation and literature review, hypothesis development, sample / subjects / data, instrument, experiment, methodology and analysis, results and contribution, conclusions.

Table 6: Specific issues by study type

Types	Issues

Empirical studies	- Self-selection bias
	    (nonrepresentative sample, participation decided by participants)
	- Unobserved heterogeneity
	    (unmeasured variation among cases or among relevant but omitted variables)
	- Endogeneity
	    (unobserved variable also correlates with the independent variable)
	- Field experiments
	    (difficulty in controlling extraneous variables)

Conceptual studies	- Does not justify the selection of constructs - No valid arguments for the propositions / hypotheses - Lacks information on how to measure the constructs - Needs additional insights - Does not include the study benefits / beneficiaries
Analytical studies	- Does not validate the assumptions - Lacks managerial insights - Implementation is not feasible - Lack of empirical / simulation support - Lacks added complexity in derivations

(Adapted from Kumar, Mittal and Morgan, 2018, p.4-6)

Table 7: Checklist - Considerations in reviewing a manuscript

Themes	Questions
Overall	Is the manuscript content consistent with the mission of the journal?
	Will the subject matter be of interest to the journal audience?
	Does the manuscript adhere to the prescribed journal format?
	Is the quality of the writing effective?
Title	Does the title adequately describe the subject matter?
	If applicable, doe the title identify the participants and findings?
	Is the title specific and concise?
Abstract	Is the purpose of the manuscript adequately identified?
	If applicable, are the participants, methodology, and findings identified?
	Is the usefulness of the results to practitioners and future researchers identified?
Motivation / Literature review	Is a specific problem identified and supported as important?
	Have the conclusions of past research been accurately represented?
	Is the literature review adequately extensive and current?
	Are the research questions or hypotheses developed from the theory represented in the literature review?
	Is the identified literature pertinent (rather than a laundry list of prior publications without proper links to the proposed study)?
	Is the motivation for the study clear by the end of the literature review?
Hypotheses Development	Are the hypotheses or research questions based on theory from previous work?
	Does the study attempt to anticipate findings based on the findings of previous research?
Sample /Subjects / Data	Are the data from an appropriate source?
	Is the data source reliable?
	Are the data or participants free from bias? If bias exists, does it potentially affect the results?
	Is the sample randomized and stratified?
	Are non-responses or eliminations adequately justified?
	Are the sample demographics adequately described?
	Is the sample size adequate?
	If human participants were utilized, was adequate consent obtained?

Themes	Questions
Instrument	Has the full instrument been provided for observation?
	Is the question format appropriate?
	Do the questions demonstrate adequate content validity?
	Does the instrument contain sensitive inquires that potentially bias results?
Experiment	Are participants selected in a random manner?
	Are treatments alternated?
	Are administrators properly trained and unbiased?
Methodology and Analysis	Are proper statistical methods utilized?
	Has statistical significance been properly established?
	Are the tables describing the results comprehensive and descriptive?
	Do the statistical results properly relate to the research questions or hypotheses?
Results and Contribution	Are the results related to the purpose of the study?
	Are the results sufficiently generalizable to the external environment?
	Are the results described in perspective to previous studies?
Conclusions	Are the conclusions supported by the analysis?
	Are the limitations of the study discussed?
	Are implications for practitioners and future research adequately addressed?

(Adapted from Oler and Pasewark, 2016, p.233-234)

Deficiencies

McKercher, Law, Weber, Song and Hsu (2007) distinguish paper deficiencies in two broad groups: structural deficiencies and content deficiencies (See Table 8). Structural deficiencies include methodological issues, sampling issues, significance and/or 'so what' issues, quality of writing, organization, and rigor. Content deficiencies include literature review, analysis, discussions, and conclusions, and other issues.

Kumar, Mittal and Morgan (2018) offer survival tips for the first round: provide adequate definition and measurement of constructs, include some level of analysis, generate novel insights, have a clear and well-written manuscripts, highlight the study contributions, demonstrate generalizability, provide clear data sources, report effects with the levels of significance.

Table 8: Main deficiencies in manuscripts

Groups	Issues	Examples
Structural deficiencies	Methodological issues	- Methods not explained, explained poorly or in a confusing manner - Terms not defined well - Method chosen is weak, unreliable, or problematic for the problem being studied - Research instrument or questionnaire not explained or explained poorly
	Sampling issues	- Sample size and/or population poorly explained - Sample too small
	Significance and/or 'so what' issues	- Study fails to make a significant contribution to literature and/or lacks 'so what' implications - Nothing new and/or replication of other work
	Quality of writing, organization, and rigor	- Poor sloppy grammar, punctuation, spelling, proofreading - Inappropriate wordings and/or terms used
		- Tables, figures, and diagrams presented poorly
		- Contains factual errors, unsubstantiated arguments, or misleading information - Overall lack of rigor
Content deficiencies	Literature review	- Failure to place the study in a broader context - Failure t establish theoretical framework, if needed - Old and/or outdated sources
	Analysis, discussions, and conclusions	- Results interpreted incorrectly - Mode of analysis poorly explained - Does not answer question
		- Unsubstantiated claims or editorial comments made
		- No implications stated and/or weak conclusion - Conclusions not warranted from data
	Other issues	- Poor or incomplete references - Manuscript inappropriate for the journal - Failed to follow the journal's guidelines

(Adapted from McKercher, Law, Weber, Song and Hsu, 2007)

Evaluation report

Oler and Pasewark (2016) offer suggestions on the evaluation report. The report will include different parts. After identifying the paper (title) and some information about the review (reviewer #, due date), summary of evaluation by key areas, decision (acceptance without modification, acceptance with minor modifications, acceptance with major revisions, rejection), confidential comments to the editor, comments to authors. It could have an overview of the article and its results, positive and negative important elements of the paper, and minor elements. Another structure is to identify general, specific and format comments. Providing constructive suggestions may help the authors and the editor. Appendix A provides an example of the content of an evaluation report (used in ANSERJ process). The report may be a couple of pages long. If it is too short, it may signal absence of care (reading?) of the reviewer. In the report, avoid broad generalizations and criticism without evidence, be careful about research bias, avoid cheap shots,

keep and open mind (Oler and Pasewark, 2016). Don't include recommendation in the comments. The decision for publication is the editor's responsibility.

Suggestions:
- Be fair and objective.
- Respect the due dates (or at least keep the editor informed of delays).

Phase D: Decisions

Beside of the desk reject, the decision following the review may be 'acceptance without modification', 'revise and resubmit' (acceptance with minor modifications or acceptance with major revisions), 'rejection'. Dalton, Harp, Oler and Widerner (2016, p.239) distinguish the editorial decisions as "acceptance", "conditional acceptance" (minor modifications), "revise and resubmit" (major revisions), "reject and resubmit" ('opportunity to resubmit again a 'new" paper), and "reject".

Reasons for paper rejection decision

It is important to remember that "all researchers receive rejections. Do not take rejections personally" (Dalton, Harp, Oler and Widerner, 2016, p.239). Problems and key reasons explaining paper rejection are listed in Table 9. Stout, Rebele and Howard (2006) also offer reasons for rejecting research manuscripts (See Table 10 for a more comprehensive list). The most frequently primary cited reasons are: Flawed or poorly planned research design (#5), paper does not represent a meaningful contribution to the literature (#14), insufficient evidence/data are not persuasive (#15), not interesting or relevant to the readers/reviewers (#1).

Table 9: Problems and key reasons explaining paper rejection

	Description of problems
P1	"the reviewers cannot tell what conversation your paper is joining"
P2	"the conversation that your paper is joining does not belong in the journal"
P3	"the paper reviews the conversation without identifying any major gaps, problems or questions"
P4	"you do not have the data to answer your research questions"
P5	"your findings are too descriptive and you have not made theoretical claims"
P6	"your theoretical claims state how things are, but not why things are the way they are"
P7	"your theoretical claims are illustrated by vivid data, but not supported by theoretical argumentation"
P8	"your paper does not make a significant contribution to the conversation"

(Source: Fisher, Gopaldas and Scaraboto, 2017, p.61-64).

Table 10: Reasons for rejecting research manuscripts

Themes	#	Reasons
Motivation / Background	1	Not interesting or relevant to the readers/reviewers
	2	Not consistent with the journal's objectives/paper is too 'general'
	3	Poor 'Motivation' (no reason for doing the research)
	4	Failure to position' the paper vis-à-vis the existing literature / lack of originality of thought / similar paper published elsewhere
Research Design Issues	5	Flawed or poorly planned research design
	6	Theory is unreliable / lack of ex ante or ex post theory / inappropriate theory relied upon to address research question
	7	External validity/generalizability issues
	8	Measurement (of dependent and/or independent variables) is unreliable
	9	Variable definition and measurement not consistent with theory/hypotheses
	10	The model used is incomplete or misspecified
Statistical issues	11	Use of inappropriate statistical procedures/failures to test underlying assumptions of statistical models used to draw inferences/missapplication
	12	Invalid inferences (i.e. making claims beyond those the data support)
	13	Inadequate statistical test power
Results, Implications, and Conclusions	14	Paper does not represent a meaningful contribution to the literature
	15	Insufficient evidence/data are not persuasive
	16	Failure to adequately address implications /no action-oriented recommendations
Poor Organization	17	Poor linkage across sections of the paper/material does not flow logically
	18	Not preparing the manuscript the manuscript according to the journal's guidelines
Poor Writing	19	Lack of focus
	20	Lack of sufficient detail/incompleteness (not rich enough to 'tell a story')
	21	Poor readability /ideas not clearly expressed
	22	Grammatical /construction problems
Problems to Resubmission	23	Did not adequately address /ignored the reviewers' concerns
	24	Did not complete the revision in a timely manner
Other	25	Manuscript length - too long given the contribution of the paper

(Adapted from Stout, Rebele and Howard, 2006, p.83)

Revise and resubmit (R&R)

"A revise-and-resubmit is a positive outcome where the editor will allow you to make revisions in accordance with the editors and the reviewers' comments and then resubmit the paper" (Dalton, Harp, Oler and Widerner, 2016). There is no guarantee of future acceptance.

If you received a revise and resubmit (R&R) from the target journal, revise the manuscript and resubmit. If it is rejected, revise and resubmit to another journal. Timing is also an important factor. Don't take too long.

Dalton, Harp, Oler and Widerner (2016, p.245) cited some special cases: where "the editor communicated extreme doubt about the outcomes", where "one reviewer is positive and one is very negative", and "the endless process". Those situations need careful attention in deciding the course of action, but persist.

Suggestions:
- Persevere through multiple rounds.
- Consider all changes suggested.

Phase E: Revisions

Revisions are a big part of the publication process. Revisions and suggestions are most of the time relevant, done by conscientious reviewers, and will improve the final article. "While no review is perfect, almost all reviews are helpful. Authors of published manuscripts, after a few years, almost always attest that the review process, though arduous, improved the manuscript in many different ways." (Kumar, Mittal and Morgan, 2018, p.7) Consider all comments and revise the paper for resubmission, as you may get the same reviewers at another journal (Dalton, Harp, Oler and Widerner, 2016).

Reactions to reviewers's comments

Agarwal, Echambadi, Franco and Sarkar (2006) offer some advices to 'REAP REWARDS' from reviewer comments, namely Read the reviews, Emote, Arrange reviewer comments, Parse responsibility, Revisit the manuscript, Evaluate each comment, Write responses, Argue among yourselves - play devil's advocate, Rewrite the manuscript, Direct reviewer attention to responses, Submit the revised manuscript and responses to the reviewers.

Reactions to reviewers will bring emotions in the publication process. It is never easy to received critics of our work. "Once you have received and read the reviewers' comments, and they have requested revisions as they usually do, put the comments in a drawer for at least one week to 'cool' down, allow yourself to get used to the idea of making changes to your original article." (Perry, Carson and Gilmore, 2003, p.664)

Responses after revisions

Responding to the editor and reviewers is a crucial part. Reviewers may be asked to look again at the revisions of the Revise and Resubmit new revised paper. Authors should write a letter to explain the changes made following the revisions suggested by reviewers's comments. You should include in your new version as much suggestions as possible. If you disagree with some suggestions, explain why and support your position. Communication with the editors should be done promptly.

"The authors, following guidance from the editor, should provide a detailed memo discussing how they dealt with each review point." (Oler and Pasewark, 2016, p.230). The authors will explain how they have responded to the various comments. Not all point need to be accepted, but justification is required for the comments not followed. Kumar, Mittal and Morgan (2018) offer various advices to address reviewer comments. Authors should "provide a summary of the overall revision strategy" (1-2 page "summary of major changes"), use the editor "letter as a revision roadmap", "provide a response to each reviewer comment", "go above and beyond what is asked for, without inundating the reviewers", "review and proofread the revision notes", "treat the review process as a development dialogue" (Kumar, Mittal and Morgan, 2018, p.6-7).

Suggestions:
- Take a break and cool down.
- Revise the article based on reviewers' comments before re-submission.
- Consider whether making extensive changes is worthwhile.
- Be careful with your correspondence.
- Respond to all comments.
- Don't ignore comments.
- Don't debate with reviewers, just support your argument.
- Revise diligently and promptly.
- Be concise.

Phase F: Acceptance, editing and publication

The last phase is acceptance, final editing and publication. Following publication, help disseminate your publication with social media or other means. Enjoy and repeat.

Suggestions:
- Make final changes requested.
- Review carefully page proofs

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Appendix A: Confidential Report to the Editor / Rapport confidentiel à l'éditeur

Reviewer / Évaluateur no :	R####_____	Date review due / de retour:	_____ 20___

Article Title / Titre:	_____

1. EVALUATION / ÉVALUATION

		Poor / Faible				Excellent	N/A S/O
		1	2	3	4	5	
1.1	Interest and originality — Intérêt et originalité						
1.2	Conceptual framework — Cadre conceptuel						
1.3	Quality of literature — Qualité de la documentation						
1.4	Methodology — Méthodologie						
1.5	Global structure — Structure d'ensemble						
1.6	Arguments and coherence — Arguments et cohérence						
1.7	Quality of style / language — Qualité du style et de la langue						
1.8	Provides new knowledge — Nouvelles connaissances fournies						
1.9	Issues relevant for policy-makers and practitioners — Thèmes pertinents pour praticiens et l'établissement de politiques						
1.10	Suitable with the scientific objectives of the journal — Conformité aux objectifs scientifiques de la revue						

2. GLOBAL EVALUATION / SYNTHÈSE DE L'ANALYSE

Accepted without change Admission en l'état	Minor revisions* Remaniement léger*	Major revision* Remaniement profond*	Reject Rejet

* Please add revisions needed or additional comments for the authors.
* Veuillez ajouter les remaniements suggérés ou tous autres commentaires aux auteurs.

3. CONFIDENTIAL COMMENTS TO THE EDITOR / COMMENTAIRES CONFIDENTIELS À L'ÉDITEUR

Report to the Authors / Rapport aux auteurs

4. COMMENTS FOR THE AUTHORS / COMMENTAIRES AUX AUTEURS

4.1 General comments

4.2 Comments regarding content

4.3 Comments regarding presentation