

## International Journal of Mentoring and Coaching Guidelines for Authors

The International Journal of Mentoring and Coaching is a journal from and for Coaches, Mentors, Supervisors, Researchers, Human Resource Professionals, and Training Institutes, published by EMCC.

Papers are published on-line on an on-going basis and once a year are bought together in an annual edition. The journal consists of the following sections:

### THE REVIEW SECTION

Personal views - a personal statement about a topical issue in the fields of coaching, mentoring, and coach/mentor supervision. It should be opinionated but informed. It may be controversial or speculative. (1,500-3,000 words)

Research - represent research projects of interest to those involved in theory, policy, and practice in the coaching, mentoring, and coach/mentor supervision fields. (3,000-5,000 words).

Debate - either responses to articles which have appeared in previous issues of the journal or designed to start a debate. (750-1,500 words).

All articles in this section are double blind peer reviewed and must follow standard academic conventions.

### THE PROFESSIONAL SECTION

Articles in this section address coaching, mentoring, and coach/mentor supervision practice from the professional practitioner perspective.

Professional skills - descriptions and comments on new or experimental tools, techniques, models, or practices, which will help individual practitioners to reflect on their own practice. (1,500- 3,000 words).

Cases of practice - case studies which raise issues of a general nature (1,500 – 3,000 words).  
Focus - in-depth opinions and views on one theme or country. (1,000 – 1,500 words).

All papers in this section are editorially reviewed and must be clearly and coherently written.

### BOOK REVIEWS

Book reviews are not published in our quarterly newsletter. Articles in this section review content, style and merit of books published around the topics of coaching, mentoring, and coach/mentor supervision. Addressing the strengths and weaknesses of the book, the articles reflect the personal opinion of the reviewer. (250 – 500 words).

Please contact us before reviewing a book to make sure that the book has not been reviewed before.

Email your submissions to [administrator@emccglobal.org](mailto:administrator@emccglobal.org)

### GENERAL GUIDELINES

Articles should be original, if any material overlaps with material which the author has published or is submitting elsewhere this should be made clear when the article is submitted.

Email your submissions to [EMCC.Administrator@emccouncil.org](mailto:EMCC.Administrator@emccouncil.org)

When sending the manuscript, make sure to indicate section and category for which you want your paper to be considered.

- Write in a clear and straight-forward style - active tense as much as possible
- Raise and discuss the implications for coaching, mentoring, and coach/mentor supervision as much as possible
- Use only non-discriminatory language
- Summarise detailed statistical evidence
- Use only relevant tables, charts and other graphics.

#### First page

- Title
- Name of author(s) including affiliation/company and country

#### Second page, at the beginning of the article

- Title
- Abstract (50 - 100 words)
- Originality/value of your article for the readers (coaches, mentors, researchers, Human Resource professionals, training institutes) (30 - 50 words)
- Keywords (3 - 5).

#### Main text of the article

##### *Introduction*

A short introduction of the text in which the project subject or theme is described, placed in a broader context (what was the immediate cause?), and a research question is formulated. In the introduction, the scientific and social relevance of the study are described as well.

##### *Theory*

This part serves as an introduction to the problem. In order to do so a theoretical framework or the scientific background is described, including references to literature, if necessary with a subdivision in subparagraphs. The general problem, as formulated in the introduction, is specified and put into practice in research questions. When an experimental study is concerned, hypotheses are formulated.

##### *Method*

For both an experimental and an explanatory study, this paragraph describes which way (so using which method) the student thinks to answer the research questions and hypotheses. This includes the following points of interest:

- Research set-up: Is it an experimental or explanatory study? Does a particular model have to be developed and/or tested? Is it an evaluation? Is there a particular order (phasing) and do particular distorting factors need to be taken into consideration? How can this be verified? For an experimental study, an illustration of the design can be given.
- Description of test subjects: Who is the focus of the study? Give the number of test subjects and, if necessary, any particular features of the research population and, if applicable, a random sample survey. With a project outside the institute, it could be useful to describe particular features of the company or institute, at least if relevant to the study.

- Instruments: How are the concepts from the research proposal put into practice? Which instruments (questionnaires, and such) are used, what do they measure, what is their reliability, validity of the questionnaires?
- Procedure: What is the research procedure? Is there are particular order (phasing) and what are the exact instructions? How was the random sample survey carried out?
- Statistical analysis: How is scoring and (statistical) analysis conducted? Are there any criteria for interpretation of the results?

### *Analysis*

Summarise detailed statistical evidence if applicable. .

### *Results*

### *Discussion*

Raise and discuss the implications for coaching, mentoring, and coach/mentor supervision as much as possible.

### *Conclusion*

#### At the end of the article

- References (bibliography)
- About the author(s) (30 - 75 words)
- Include your e-mail address if it is okay for you to be contacted by the readers.

#### Document format

Microsoft Word. Do not save your files as 'text only' or 'read only'. Please make sure that all text is left-bound and that there are only single spaces after punctuation.

#### Copyright

It is a condition of publication that authors vest copyright in their articles, including abstracts, to EMCC. This enables us to ensure full copyright protection and to disseminate the article, and the journal, to the widest possible readership in electronic formats as appropriate. Authors may, of course, use the article elsewhere after publication without prior permission from EMCC, provided that acknowledgement is given to the Journal as the original source of publication, and that EMCC is notified so that our records show that its use is properly authorised.

#### Client material

Care must be taken to disguise the identity of clients. Where case-study material is presented on a particular client, which may enable the client's identity to be recognised by him/herself or by others, written consent must be requested from the client concerned. Assurance that such consent has been obtained should be provided to the editor, and should also, where appropriate, be mentioned within the article as part of the description of the methodology used. Any liability to clients on the grounds of infringing confidentiality belongs to the author(s).

## **ADDITIONAL GUIDELINES FOR ARTICLES IN THE REVIEWED SECTION**

References should follow the adapted form of Harvard Style as described below. Free information on the style can be found on the Internet.

All publications cited in the text should be listed following the text in the bibliography; similarly, all references listed must be mentioned in the text.

### Within the text

References should be indicated by the author's name and year of publication in parentheses, e.g. (Folkman, 1992) or (Sartory & Stern, 1979), or if there are more than two authors (Gallico et al., 1985). Where several references are quoted consecutively, or within a single year, within the text, the order should be alphabetical, e.g. (Mawson, 1992; Parry & Watts, 1989) and (Grey, 1992; Kelly, 1992; Smith, 1992). If more than one paper from the same author(s) and year are listed, the date should be followed by (a), (b), etc., e.g. (Cobb, 1992a). Do not indicate page numbers.

### Bibliography

The references should be listed alphabetically by author on a separate sheet(s) (double spaced) in the following standard form, capitalisation and punctuation:

#### *For periodical articles (titles of journals should not be abbreviated):*

BALK, D. (1979). How teenagers cope with sibling death. *School Counsellor*, vol. 10, no. 31, pp. 150-158.

#### *For books:*

LOWENFELD, M. (1979). *The World Technique*. Chicago: Phoenix Books.

#### *For chapters within multi-authored books:*

BEDNAR, R.L. & KAUL, T.J. (1978). Experimental group research: current perspectives. In S.L. GARFIELD & A.E. BERGIN (Eds), *Handbook of Psychotherapy and Behaviour Change* (pp. 75-89). Chichester: Wiley.

#### *For webpages:*

EMCC (2011). Guidance for authors. [http://www.emccouncil.org/eu/en/e-journal/guidance\\_for\\_authors](http://www.emccouncil.org/eu/en/e-journal/guidance_for_authors) [Accessed 20/11/2011].

Avoid unnecessary references or referencing only your own work.

### Tables, charts and figures

Supply these as tiff or eps files if possible, otherwise on separate sheets with maximum size. They should be numbered consecutively in the text in Arabic numerals (e.g. Table 3 or Fig. 3). Their approximate position in the text should be indicated. Units should appear in parentheses in the column heading but not in the body of the table. Words or numerals should be repeated on successive lines; 'ditto' or 'do' should not be used.

### Reviewing

We double blind peer review all papers published in the Reviewed Section. In some cases the author(s) will receive feedback on their paper from the editor first. The paper is then sent to two independent referees. Their comments are then forwarded to the author(s) for revision. The author(s) then return the revised paper to the editor. The editor's decision on publication is final.

To enable the reviewing procedure to be anonymous and impartial, the name(s) and institution(s) of the author(s) should only be typed on page 1 and not be included at the head of the article.

## PRE-SUBMISSION CHECKLIST

We have put together a checklist for you that allows you to prepare your paper in a way that is relevant, interesting to the reader and follows the above guidelines? Use the checklist below to make sure that your paper fulfils all the requirements.

| Check   | Suggestions/Other   |
|---|---|
| Is your research suitable for being published in this journal?  | Does the journal publish this type of article (pure theory, empirical, a note, pedagogical, etc.)? Is the length correct for this journal? Does your article extend work already published in the journal? If so, would you please refer to these articles!   |
| Does your paper have a clearly stated purpose in the first few sentences of both the abstract and the introduction? | Particularly academic papers require that a purpose, most of the time as research question, is stated. But also in the articles for the professional section a purpose needs to be included.  |
| Does the paper provide a contribution to knowledge or practice?   | Is the paper or article providing new information? What is different to what readers can already find in other publications? What do they learn?  |
| Did you put a unique selling point into both the abstract and the first paragraph of the article?                   | Even excellent ideas do not sell themselves. So, you must give the sales pitch, the contribution, the unique data, the natural experiment, the current practitioner application, the follow-up to something in that journal, or whatever it is that pulls in the referee, the editor, and the journal readership. What have you done and why does it matter? Who cares about this work? |
| Literature review   | Is the professional/research literature that generated your questions/hypotheses up to date and does it meet academic/professional standards?   |
| Have you included methodology, findings and discussion?   | Particularly when you write an academic paper, it is important to include those aspects. Are your methodological decisions supported? If the research is empirical are your research rational and model clearly presented? Do your findings directly address the research questions/hypotheses? Is the discussion critical and supported by your findings?                              |
| Have you proofread the article repeatedly to ensure logical flow, sound arguments, and clear exposition of ideas?   | Has a colleague read your article and given critical feedback? Did they critique the flow of ideas, logical arguments, etc.?  |
| Did you check spelling, punctuation, grammar, syntax, fonts, and references?  | To meet the style requirements of the journal. Watch particularly the referencing style in the text and in the bibliography   |
| Did you include and polish your cover letter?   | Is it short/sharp enough? Does your sales pitch include the unique selling point you used in the article? Did you state where the article has been presented? Has a colleague read your cover letter with a critical eye?   |
| Can you identify potential reviewers for this article?  | Name potential reviewers  |