

Coaching | Theorie & Praxis

<https://www.springer.com/journal/40896>

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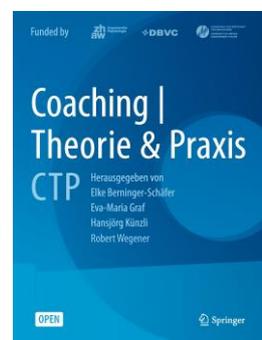
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Additional Submission Guidelines for Authors

Coaching | Theorie & Praxis

Coaching | Theory & Practice is the first open access and online first journal with a double-blind peer review process in the German-speaking area in this research field. From the very beginning, its goal has been to enable and promote a high-quality, inter- and transdisciplinary, innovative and scientific exchange, which focusses exclusively on coaching. Therefore, it contributes to a practice-oriented professionalisation and theoretical legitimisation of coaching. Despite its German-speaking origins, English manuscripts are very welcome.

These guidelines offer additional content-related information on how to create and submit a manuscript, but also on how to write and submit a review. Please also pay attention to the detailed guidelines on the journal's homepage, which are updated regularly:

<https://www.springer.com/journal/40896/submission-guidelines#Autorenhinweise>

Electronic ISSN: 2364-5148

Homepage: <https://www.springer.com/journal/40896>

Contact: coaching@aau.at

Date: October 2020

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1. Types of Articles

The following list shows the range of possible types of articles to be submitted to the journal *Coaching | Theory & Practice*; however, this list is not final. Possible types of articles include the following: **effectiveness research, process studies, process-outcome studies, case studies, pilot studies, the development of diagnostic tools, theory development, thematic reviews, meta-analyses and studies on the coaching market, on coaching training programs, on digital formats etc.**

- **Effectiveness research** tries to causally link the results of coaching with interventions. In this case, so-called RCT-studies (randomised controlled trials) are the state-of-the-art. RCT-studies, however, are difficult to realise in the field of coaching; thus, quasi-experimental designs are often used instead.
- The term **process study** is much broader than the term **process-outcome study**. Process studies do not necessarily establish a connection between the process elements to be investigated and the outcome. In contrast to that, a process-outcome study tries to establish a causal connection between process elements (success factors) and outcome. One example for a process study would be a comparative study of the use of metaphors in different coaching schools.
- The term **case study** covers a variety of possible topics and methodological approaches. The possibilities range from the exemplary description and theoretical reflection of a single case, to time-series studies with physiological indicators, to the multidimensional evaluation of the effectiveness of a single coaching session or process. Important criteria for case studies are innovation, creativity as well as the depth and quality of the description.
- A **pilot study** is usually a pre-study, which is conducted to test the operationalisation of a research method or design. Furthermore, exploratory pilot studies help to develop theories and generate hypotheses.
- The **development of diagnostic tools** and tests, e. g. to measure the effectiveness of coaching, is not yet very advanced in the field. Thus, the publication of such instruments for coaching is even more important.
- **Reviews** present the state of the art within a certain area of research. For this type of article, a complete rendition of the existing knowledge, the identification of shortcomings and gaps in research and theory as well as recommendations for further studies are expected. A **meta-analysis** is a special form of review, in which the results of several studies on the effectiveness of coaching are summarised and statistically analysed.
- **Market studies** examine, for example, the prevalence, the application, the frequency of different coaching formats or the income structure of coaches.

- Scientific articles focussing on **theory** and **theory development** take the theoretical foundation and the reflection of coaching as their point of departure in order to discuss and/or critically delineate a specific aspect or disciplinary approach.

Additionally, we would like to encourage new forms of **transdisciplinary cooperation** between coaching practitioners and researchers in our journal! In this way, by means of a theoretical underpinning or empirical analysis of interesting observations from coaching practice, both practitioners and researchers can benefit from such a collaboration.

2. Manuscript Design

2.1 Cover Page

The cover page must include the following information:

- Name(s) of the author(s)
- Title of the article:
 - The title should be informative and include all relevant key words.
 - The title should not contain subtitles or only those irrelevant for search engines.
- Affiliation(s) and business address(es) of author(s)
- E-mail address, phone number and (if necessary) fax number of the corresponding author
- Abstract:

The main text must be preceded by an abstract of 150 to 250 words both in German and English. The abstract should not include abbreviations or literature references. Information that might be considered for an electronic search (engine) is particularly relevant here. The abstract should reflect the structure of the article, i.e. introduction, methods, results, discussion, and the following information should be included:

- One sentence, if possible, about the aim/purpose of the study/article (corresponds to 'introduction'). If necessary, include concise background information on the research topic following the aim. The first sentence of the abstract should state the purpose and the scientific value/contribution and mention the type of text/article.
- In case of an empirical study: description of samples, especially age, gender, etc. as well as the methods and research design used (corresponds to 'methods').
- In case of a literature review: details about how the relevant literature was selected.
- Pivotal results; in case of empirical studies, significant vs. non-significant results and/or effect size (corresponds to 'results').
- Consequences, implications or applicability of the research (corresponds to 'discussion').

- Keywords:

Include 4 to 6 keywords in both German and English. These keywords should not be composed of parts of the article's headline but rather add to it thematically.

2.2 Text

References

Here are some examples for (in-text) references from the field of coaching research:

Journal articles: Reference: Grant, A. (2018). Zielperspektiven in die Coaching-Praxis integrieren. *Coaching | Theorie & Praxis* 4, 1-15. **In-text citation e.g.** (Grant 2018, p. 10)

Online first articles: Reference: Rojon, C., Bode, N., McDowall, A. (2020). What clients want: A conjoint analysis of precursors to coach selection. *International Journal of Evidence Based Coaching and Mentoring*. doi:10.24384/68qj-0r87. **In-text citation e.g.** (Rojon et al. 2020)

Book/edited volume: Reference: Cox, E., Bachkirova, T., Clutterbuck, D. (ed.). (2018). *The complete handbook of coaching* (3rd edition). London: SAGE. **In-text citation e.g.** (Cox et al. 2018)

Book chapter/Chapter in an edited volume: Abbott, G. (2018). Cross-cultural coaching: A paradoxical perspective. In E. Cox, T. Bachkirova, D. Clutterbuck (ed.), *The complete handbook of coaching* (3rd edition) (p. 378-397). London: SAGE. **In-text citation e.g.** (Abbott 2018, p. 378-381).

Gender-neutral Language

Please pay attention to using gender-neutral or gender-inclusive language. This includes the use of gender-neutral nouns whenever possible, as well as the third-person pronoun *they/their* (used in the singular) to include all genders. Including a statement that the generic masculine form will be used for reasons of readability or simplicity is not permitted.

Length of Manuscripts

The text should not exceed 45.000 characters (including blank spaces and excluding reference list entries). Upon consulting the editors, exceptions may be possible (see 5.1. contact).

Transcriptions

For transcripts used in linguistic articles, please include information on the transcription conventions at the end of the text, e.g. according to a conversation analytical tradition (Jefferson 2004, available at: <http://liso-archives.liso.ucsb.edu/Jefferson/Transcript.pdf>); or (for German texts) according to *linguistische Gesprächsanalyse* (cGAT available at: http://agd.ids-mannheim.de/download/cgat_handbuch_version_1_0.pdf); or using a multimodal transcription (e.g. Mondada 2019, available at: <https://www.lorenzamondada.net/multimodal-transcription> etc.).

Tables

Example of a table including its legend according to the submission guidelines to be found online (taken from Niedermeier & Schaper 2017: <https://link.springer.com/article/10.1365/s40896-017-0019-3>):

Tab. 2 Das Vier-Facetten-Modell der Emotionalen Intelligenz (Mayer und Salovey 1997)

Facette der Emotionalen Intelligenz	Definition
<i>Emotionswahrnehmung</i>	Emotionen bei sich und anderen wahrzunehmen
	Richtige von unaufrichtigen Gefühlsausdrücken zu unterscheiden
	Emotionen adäquat auszudrücken bzw. Bedürfnisse zu verbalisieren, die mit diesen Emotionen in Verbindung stehen
<i>Emotionsnutzung</i>	Emotionen nach Bedarf willentlich zu generieren, um Situationen (bei anderen) besser verstehen und bewältigen sowie Emotionen zur Unterstützung kognitiver Prozesse zu nutzen
<i>Emotionswissen</i>	Emotionsrelevante Informationen sowie die Zusammensetzung von (komplexen) Emotionen und deren mögliche Weiterentwicklung zu verstehen
<i>Emotionsregulation</i>	Offen für Gefühle zu sein
	Sich auf Gefühle einzulassen, oder sich von ihnen zu lösen
	Gefühle in Beziehung zu sich selbst und zu anderen reflexiv zu betrachten
	Gefühle bewusst bei sich und anderen zu regulieren, um emotionales und intellektuelles Wachstum zu fördern, sodass emotionale Reaktionsmuster und Strategien der Emotionsregulation zu entwickeln. ^a

^a Emotionsregulation stellt einen zentralen Bestandteil des Vier-Facetten-Modells von Mayer und Salovey (1997) dar.

Figures

Please submit each figure as a separate file (in addition to the text file). In this way, a high-quality depiction can be ensured in the final version of your article. Please do not include any legends or captions in the image file. Use 'Fig' and the number of the illustration as the file name (e.g. Fig1.eps), so that a clear allocation is possible.

Example of a figure including its legend according to the submission guidelines to be found online (cited from Bachmann et al. 2019: <https://link.springer.com/article/10.1365/s40896-019-00031-y>):

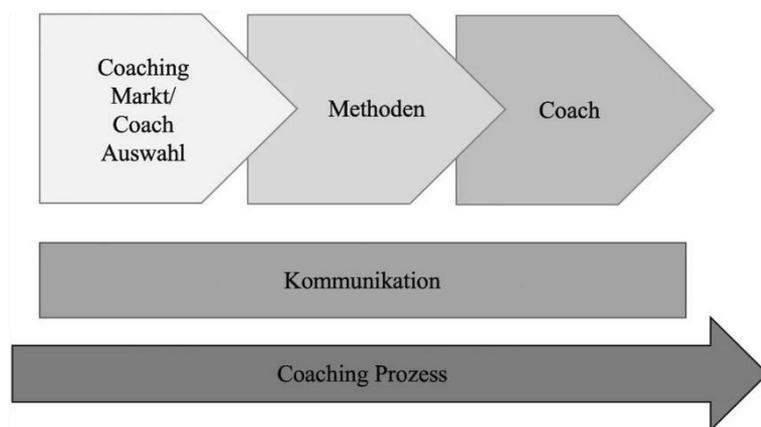


Fig. 1. Sectors of digitalisation in coaching

In the online submission guidelines, *lettering* or *labelling* is used for text that appears within figures or illustrations themselves. The term *legend* or *caption* is used to refer to figure titles.

Image size: For *Coaching | Theory and Practice*, please use the following measurements: 39 mm, 84 mm, 129 mm or 174 mm wide and not higher than 234 mm.

3. Manuscript Submission

Please make sure to fulfil all (formal) guidelines (including citation method) of the journal.

3.1 Submission

Manuscripts are submitted using the Editorial Manager (which can be found via the following link: <https://www.editorialmanager.com/cthp/default.aspx>). After registering as an author and logging in successfully, select "New Submissions" and click on "Submit New Manuscript" in the navigation bar at the top of the page. After that, follow the instructions on the screen to upload your manuscript step-by-step. First, you will be asked to make an "Article Type Selection", although only the type "Original Article" is available here. Subsequently, you will be asked to upload your article in parts (saved as Word files) under "Attach Files". The most important parts are: "Title Page", "Blinded Manuscript",

“Table” and “Figure”. Should you encounter problems with the Editorial Manager, please find help on the login page under “Author Tutorial”. Please distinguish upon submission, whether your article forms part of the thematically open part of the journal or whether it is a part of a topical collection (e.g. “Interventionen im Schreibcoaching”) (see screenshot below).

The screenshot shows a web form with two sections, each containing a required question and radio button options. The first section asks, "Does this manuscript belongs to a topical collection? Gehört Ihr Manuskript zu einem Themenschwerpunkt?" with options "Please select a response", "Yes", and "No". The second section asks, "Please select the special issue your manuscript belongs to." with options "Please select a response" and "S.I. : Interventionen im Schreibcoaching". Both sections are marked as "Answer Required:".

Please Note:

An additional prerequisite is that the author(s) must be willing to submit the entire manuscript electronically and must be able to follow the English instructions of the content management system so that the review process as well as layouting and publication can be handled via the Editorial Manager. Please also state whether a conflict of interest exists (see 5.2.).

3.2 Double-Blind Peer Review

After submission via Editorial Manager, the manuscript will be forwarded to two independent reviewers from the respective (sub-)field of study. The reviews focus on coherence and cohesion, the relevance of the topic and the literature used, a clearly defined problem or research question, the correct implementation of terminology and concepts, the description of the data/sample, the method(s) applied, the conclusion as well as the limitations of the article.

You will be informed about the status of your submission via the Editorial Manager system. Once the reviews have been completed, you will be notified if and to what extent your article has to be revised in order to be published.

A peer review should include the following points:

- A short summary of the article in 2 to 3 sentences.
- A critical overview in 2 to 3 sentences judging the relevance and the overall quality of the article/manuscript.
- A detailed statement (including positive points as well as possible major concerns) following, for example, the structure of the article (abstract, introduction, research question/hypothesis, methods, results, discussions etc.) AND/OR more general criteria, e.g. coherence of the

research story, extent and scope of the literature review and the state of the art, appropriateness of the sample/data, adequacy of the method, the correct use of terminology, logical conclusions etc.

- If any, minor concerns (such as formalities, gender-neutral language etc.)

4. Information for Reviewers

If you agree to review an article for the journal *Coaching | Theory & Practice*, as a first step, you will be officially invited via e-mail by the Editorial Manager. Please follow the link that confirms that you agree to a review (“If you would like to review this paper, please click...”). Said link directs you to the Editorial Manager page, where you have to log in as a reviewer (and possibly create an account first). In the ‘Reviewer Main Menu’ you can then see your ‘Pending Assignments’. A click on ‘Pending Assignments’ will direct you to the article you want to review. If you then click on ‘Action Links’ or use the small plus symbol, you may view or download the anonymised version of the article, and you can also upload your review. If you click on ‘Submit Recommendation’ you will find information about what your review should include (see also: ‘Double-Blind Peer Review’ above); therefore, consider consulting this page previously to submitting your review.

To submit your review, go to the ‘Reviewer Recommendation Page’ (Action Link > Submit Recommendation). Choose one of the options in the drop-down menu (accept, minor revision, major revision, reject) and answer the questions asked by the Editorial Manager system. Additionally, you can contact the author or leave a confidential message for the editor-in-chief. Upload your review as an anonymised PDF file via ‘Upload Reviewer Attachments’ and click on ‘Proceed’ to get to a page that summarises your entries/submissions. Complete your submission by choosing ‘Submit Review’. Upon completing this process, you will receive an automated thank-you letter via e-mail. An English Tutorial can be accessed via the following link: <https://www.ariessys.com/wp-content/uploads/EM-Reviewer-English.pdf>. However, it is rather a general description and not particularly tailored to the journal *Coaching | Theory & Practice*.

5. General Information

5.1 Contact

The editorial team is happy to answer any questions concerning the scientific focus, the content, the design or the revision of your submission. Please contact coaching@aau.at if you need any help.

5.2 Conflict of Interest

Definition of a conflict of interest: A conflict of interest exists whenever an author has financial or personal relations with third parties, whose interests might be affected in a positive or negative way by the content of a contribution:

- financial ties to companies, whose products are directly or indirectly affected by the article, e.g.: A pharmaceutical company that produces or distributes a particular drug or a competing product mentioned in the article.
- employment relationships
- consulting activities
- shareholdings
- remuneration for speeches or presentations
- reimbursement of travel expenses
- study sponsorship or similar third party/external funding
- connections to public health insurance companies, political or other interest groups
- non-material conflicts of interest exist, whenever close relationships to individuals, whose financial or non-material interests are affected by the article, are maintained (partnership, family relations, etc.).

The declaration of a potential conflict of interest (concerning the present and the past 5 years) is therefore a crucial part of any article submission. Authors are explicitly asked to report any personal or financial relationships to third parties, whose interests could be positively or negatively affected by the content of their article, even if – from the author’s point of view – no influence or conflict exists. This declaration is in line with the ‘Uniform Requirements for Manuscripts Submitted to Biomedical Journals’ of the *International Committee of Medical Journal Editor* and is thus a common publishing practice, which contributes to scientific transparency. Obviously, a conflict of interest does not per se contradict the scientific assertions and contributions made in an article. Even if no conflict of interest exists, this must be explicitly stated by the author(s).

Examples

Conflict of interest: J. Doe, J. Bloggs and J. Sample state that there are no conflicts of interest.

Conflict of interest: J. Doe works as a consultant for company X /receives an advisory fee from firm Y. J. Bloggs was until recently in an employment relationship with firm X. J. Sample declares that there is no conflict of interest.