

Writing case studies for publication

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للإدارة الحكومية
MOHAMMED BIN RASHID
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About the Faculty

- Assistant Professor – Health Policy and Leadership
- Health Policy Research Leader
- MPP Program Head, MBRSG
- President, AIB-MENA Chapter
- PhD was attained at the age 30.
- Trinidad & Tobago
- <https://www.google.ae/maps/place/Trinidad+and+Tobago/@20.3917871,-25.5229093,4z/data=!4m5!3m4!1s0x8c3607976350b6c5:0xff082855c639f127!8m2!3d10.691803!4d-61.222503>
- Over 13 years experience in academia
- Over 85 publications
- www.linkedin.com/in/iamoonesar

Agenda



- Key steps
- Differences between teaching/learning and research cases
- Writing and structuring a case
- What makes a good case and common mistakes
- Copyright and plagiarism
- After submission
- Resources



Registration



- In order to get the electronic certificate, we ask the participants to register at the session/workshops via:

https://dsgir.eu.qualtrics.com/jfe/form/SV_b1q22o5eSpp6lhT

Need for Research Brokering

Bringing academia and research together in the classroom

(Stephens Balakrishnan and Moonesar, 2017)



- Rising unemployment (ILO 2016; WEF 2016)
- Education is unprepared for obsolescence of jobs, rising uncertainty and need for global competencies (Javidan et al., 2010; Manning, 2003; Suutari 2002)
- Human capital (skills, experience and effort) accounts for 65% of global wealth (WB, 2017)
- Low global interconnectedness (DHL, 2016)
- Policy and academia exist on different planes (Newman et al., 2016)

Stephens Balakrishnan &
Moonesar, 2018

Teaching Case



“a partial, historical, clinical study has confronted a practicing administrator of a managerial group. Presented in narrative form to a group of managers, it provides data—uncertainty is here to stay! Need to learn from mistakes as important as learning from successes. Essential to an analysis of the situation, the presentation of alternative action programs, and for their implementation recognizing the complexity and ambiguity of the practical world.” (Barnes et al., 1994: 44)

Story-telling - a cultural art form recognized in the Middle East.

Stephens Balakrishnan &
Moonesar, 2018

What do we mean by research you can use?



Research that has an impact

What do you mean by impact?



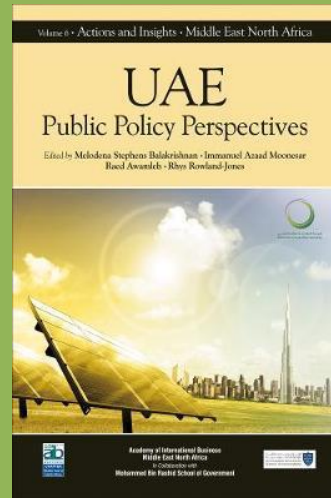
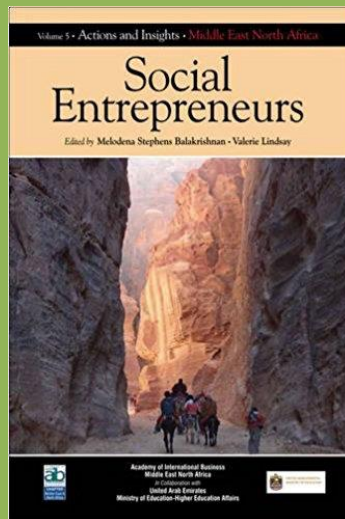
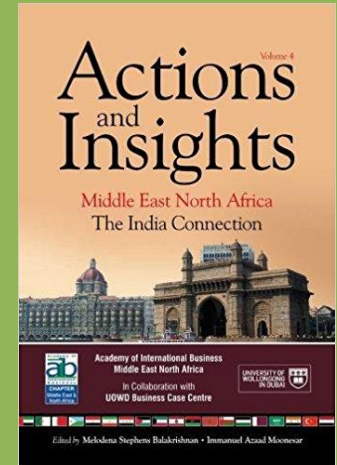
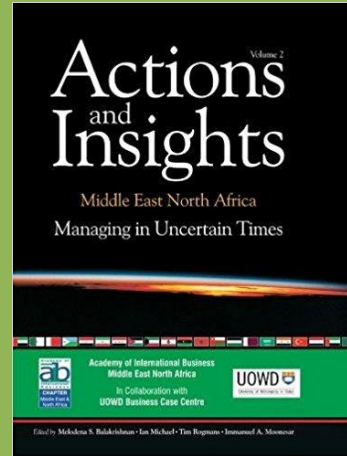
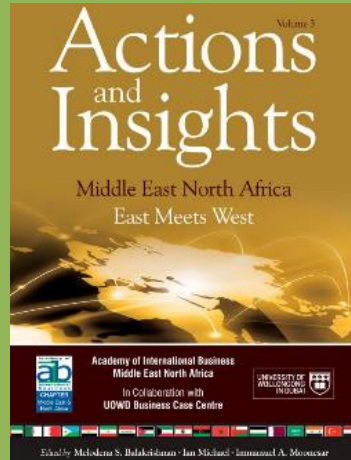
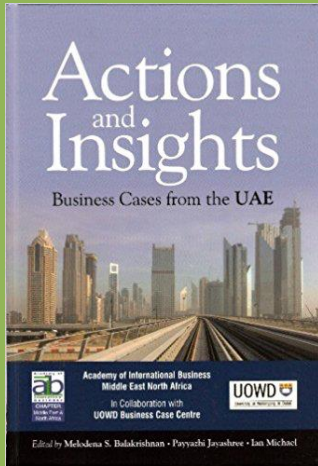
Benefits:

Organizational Point of View

- Preserve organizational memories & tacit knowledge (Dworman, Kimbrough et al., 1997; Swap, Leonard & Shileds, 2001)
- Documents people and the situation (Sierhuis and Clancey, 1997)
- Helps with dissemination of knowledge within an organization, allowing active remembering and leading to action (Bannon and Kuutti, 1996; Denning, 2001: 12).
- Brings experience back into the classrooms (Bonwell and Eison 1991)

Stephens Balakrishnan &
Moonesar, 2018

AIBMENA Case Study Collection



AIBMENA Case Study Collection



- 110 cases and perspectives since 2010
- As of Volume 6, out of 88 cases, a majority of the cases were using personal networks (62.5%), others are cold calls (25%); alumni (2.3%), and referrals (10.2%)
- 90% of the cases wrote about or worked with decision makers who were top executives within the case company
- Reach: AIBMENA has 37 cases uploaded on the Emerald Emerging Markets Case Study website. As of November 2017, these cases had a cumulative download of 25,175.
- Impact in research – research grants, publications and collaboration

Teaching/ Learning Case Studies and Emerald



- [Emerald Emerging Markets Case Studies](#) collection – a welcome addition to the emerging markets content.
- 150 + peer-reviewed teaching cases from and about the world's most exciting economies.
- All Business and Management disciplines covered.
- Partners include: CEEMAN; AIB MENA; AABS.
- EEMCS authors enjoy wide international dissemination: 11000+ downloads in the first year.



Keep the key steps in mind

1. Learning/ Research Objectives.
2. Identify Case Lead through documents, interviews, observations.
3. Establish which documents/ people you will need access and gain access.
4. Collect information on case through further documents, interviews, observation.
5. Write case and get permission to publish.
6. Write the Instructor/ Teaching Notes. Try out the case to see if there is enough information.

Teaching Cases and Research Cases

Teaching/ Learning Cases:

- facilitate training, knowledge-sharing
- have a story line that group can get immersed in and relate to
- highlight practical applications of theory
- reflect the ambiguity of the situation and need not have a single outcome, the intent being to create a dialogue, encourage critical thinking and lead to research and evaluation of recommendations.

Research Cases:

- An in depth look at a particular situation, event, entity.
- A methodology used to inform quantitative research findings/ identify areas where more quant is needed.
- Associated with qualitative research, ethnography, field study, and participant observation

Teaching Cases and Research Cases (cont...)



In both cases you should:

- Have a case study protocol (after Robert K. Yin)
- Collect relevant information from your case organization or case lead.
- Ensure you have correct documentation.
- Get permission letters.

Considering co-authorship



Where to find a co-author

- Supervisor or colleague
- Conferences
- Publications

Benefits

- First time authors
- Demonstrates the authority and rigour of the research
- Especially useful for cross-disciplinary research



Considering co-authorship Tips

- Ensure the manuscript is checked and edited so that it reads as one voice
- Exploit your individual strengths
- Agree and clarify order of appearance of authors and the person taking on the role of corresponding author
- Distributing work
- Leader
- Extending your work



Writing the case

- Past tense
- Identify and establish an issue/problem which can be used to teach/ explore a concept or theory
- The opening paragraph :
 - **WHO is the main leading role (or character)?**
 - **WHO is the key decision maker?**
 - **WHAT is the nature of the issue/problem?**
 - **WHEN did the case take place? Specify the date line in this paragraph.**
 - **WHERE did the case take place; what organization?**
 - **WHY did the issue/problem arise?**

Writing the case

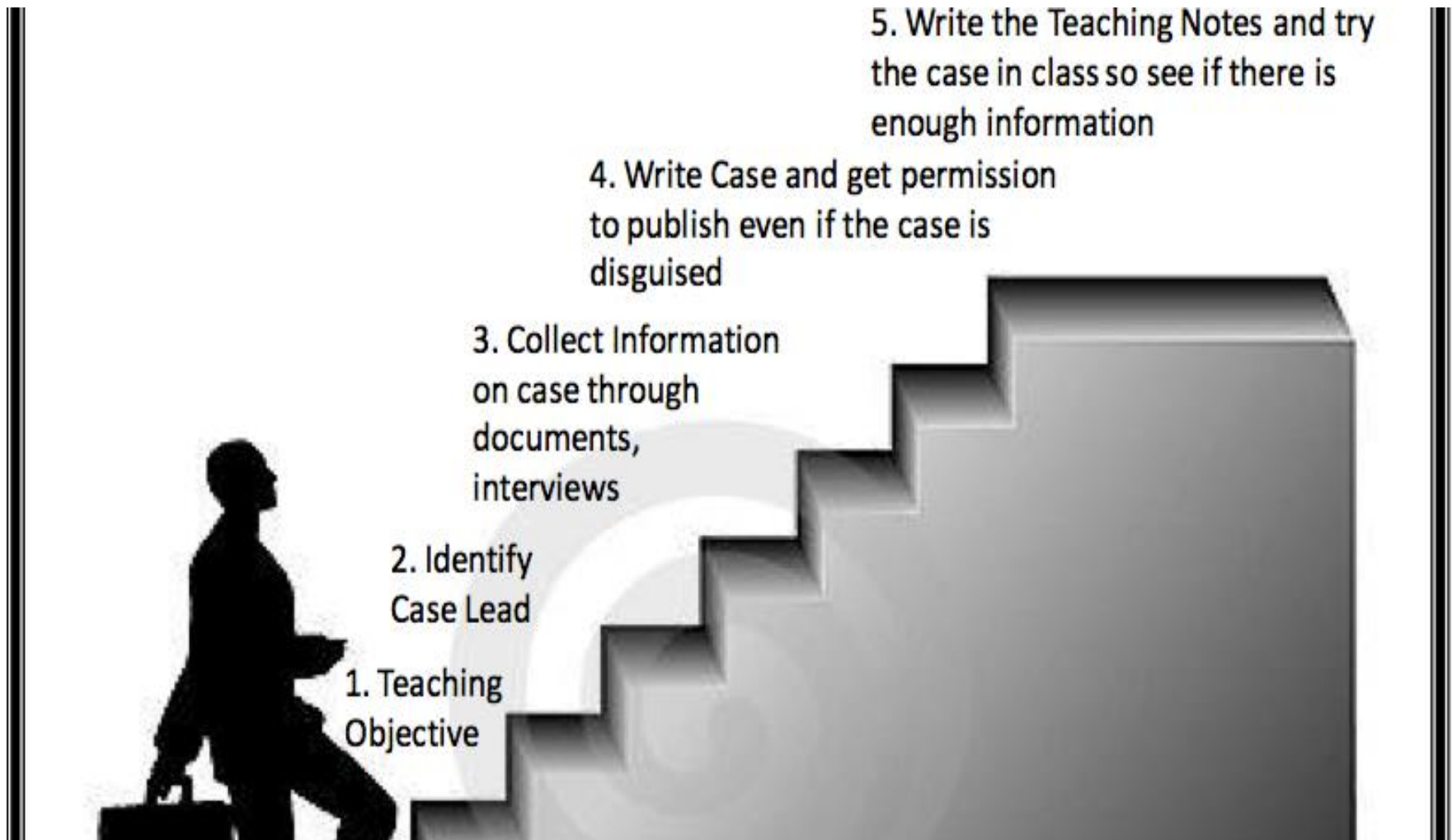
- **Body of the Case**

- Tell the whole story - usually in a chronological order
- It typically contains general background on macro environment, organisational background, and the details of the specific issue(s) faced.
- Tell more than one side to the story so that learners can think of competing alternatives.

- **Concluding Paragraph**

- Provide a short synthesis of the case to reiterate the main issues, or even to raise new questions.

PART II: Or How not to write a teaching case!



Steps to Writing a Case

I: Teaching objective



- What is this case intended to highlight from an educational point of view?
 - ☐ Subject Discipline? Across discipline areas?
 - ☐ Theory concepts?
 - ☐ Skills required? Research, writing, presentation, oral presentation? Prioritization? Sorting and aggregating similar issues? Ability to articulate specific solution that are implementable and to be able to justify them? Citations?
 - ☐ Class Size?
 - ☐ How much pre-work?
 - ☐ What method of analysis: Discussion, debate, role play, a Board plan? Why?

- What level of student expertise is it designed for?
 - ❑ Level 1 (simple): state the protagonist's solution to a problem and ask students to analyze whether it is effective. These don't require any research and are easily researchable (avoid)
 - ❑ Level 2 (medium): present the problem facing the decision maker and have students come up with solutions. This is better from learning point of view.
 - ❑ Level 3 (difficult): describe the situation that the decision maker is in and have students figure out where the problem lies and provide solutions. Much more challenging, need to take the students through the case research methodology method (about 1 hour to teach)

- What is the relevance level to the class (context...context...context)?
 - ☐ Can they relate to the context
 - ☐ Is it observable?
 - ☐ Is it researchable (not solution, but context)
 - ☐ Can you publish without repercussion? What are other issues that may come out in class discussions and how will you handle them?

• Language and Writing Style

- ❑ A short case 3 pages, long-case 30 pages (not easy to do in e.g. UAE – takes 4-5 weeks to get there)
- ❑ Readability – keep in mind your audience!!!

DECIPHERING ACADEMESE YES, ACADEMIC LANGUAGE CAN BE OBTUSE, ABSTRUSE AND DOWNRIGHT DAEDAL. FOR YOUR CONVENIENCE, WE PRESENT A SHORT THESAURUS OF COMMON ACADEMIC PHRASES

"To the best of the author's knowledge..."	=	"WE WERE TOO LAZY TO DO A REAL LITERATURE SEARCH."	"It should be noted that..."	=	"OK, SO MY EXPERIMENTS WEREN'T PERFECT. ARE YOU HAPPY NOW??"
"Results were found through direct experimentation."	=	"WE PLAYED AROUND WITH IT UNTIL IT WORKED."	"These results suggest that..."	=	"IF WE TAKE A HUGE LEAP IN REASONING, WE CAN GET MORE MILEAGE OUT OF OUR DATA..."
"The data agreed quite well with the predicted model."	=	"IF YOU TURN THE PAGE UPSIDE DOWN AND SQUINT, IT DOESN'T LOOK TOO DIFFERENT."	"Future work will focus on..."	=	"YES, WE KNOW THERE IS A BIG FLAW, BUT WE PROMISE WE'LL GET TO IT SOMEDAY."
			"...remains an open question."	=	"WE HAVE NO CLUE EITHER."

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- Evaluation

- ☐ How will you evaluate students?
- ☐ How will you record their individual contributions and evaluations?
- ☐ Remember the more older/advanced level they study, the more upset they get if they cant understand how you grade them!

- What is your teaching plan (script)
 - ☐ What is the opening discussion platform?
 - ☐ How and when do you lead the students?
 - ☐ Do you have a Board plan to joint down points?
 - ☐ What time id required for facilitation?

Steps to Writing a Case

II: Case Permission



Case Organization

- ☐ Do you have prior knowledge of the case outline you'd like to document?
- ☐ Do you have contacts?
- ☐ If not - can you disguise suitably?

- ✓ You can write a disguised case study or a real case study
- ✓ Students are very excited when they find out the case is about real people (they google the names).
- ✓ You raise your credibility when it is about real people and problems
- ✓ The more visible the company, the greater your reputation and your institutions reputation

Steps

- Get a contact address and send an email with your case outline, expectations, case release form and let them know you will record the interviews and you will not publish and quote without their permission!!!

Be ready for legal compliance!

- ☐ Revision, Revision, Revision.....(from company and from publisher)!!!!!!!
- ☐ Suggest avoid copyrighted research material unless you have to!!!

Steps to Writing a Case

III. Decision Maker (protagonist)



Who Am I

What is my name and title?
Where am I based?

What is my role in the
organizational and
responsibilities?

What is my measureable
objective that I am trying
to take a decision on?
Why?

Whom do I report to and
who reports to me?



Are there any market constraints
that I am under pressure from
(global, industry stakeholders
(competitors, distributors, suppliers
etc), customers, press/media)?

Are there any organizational
constraints that I am under pressure
from (deadline dates; past
performance, team dynamics)?

- A good case study has multiple perspectives
- This limits bias, gives students a real feel of decision making and tacit and explicit information.
- A good case gives a time frame in which to execute decisions..

IV. Case Study Format

Case Study Format

**Capturing Mind Share of Weight
Conscious: Company X, Syria**

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Company X

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Organizational Background

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

EXHIBIT 1

Title – should be interesting with an idea of what the case is about, name of organization and market

Introduction paragraph should talk about the decision maker, the problem and time frame and a brief 2 sentence background. Not more that 10 sentences

Main Body: Use sub-headings that allow students to follow the story and easily find information. This gives the context

Exhibits make the case interesting and yet let the reader know this is extra information.

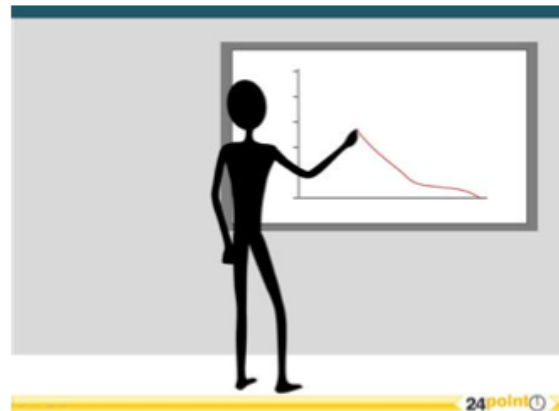
...not research facts. Emotions are important.



Building up the Context

Describe the industry of operation and especially highlight the unique quirks or issues that make the market challenging

Describe the country of origin and focal market of operation



Describe the organization, its history, its vision, its structure (large, small, diversified, SME, adaptable?) and its culture.

Describe your focus product and help the student understand its potential and its realistic performance in the market place vis a vis competitors. How is this product objective fit within the organization objective

What is the time-line for the objective? Why the urgency? What could be the possible consequences for not achieving your objective?

VI. Test your case

- ☐ Let someone else see it –and ask for their comments, advice and honest criticism.
- ☐ If you are putting currency details – do you want to write the exchange rate?
- ☐ We are always **too close** to our own work to see its failings
- ☐ **Always** proof-check thoroughly – no incorrect spellings, no incomplete references. Spell checkers are not fool-proof
- ☐ Revise teaching notes
- ☐ Test in class and get student feedback

VII. Send to case company for sign-off



- The teaching note need not be submitted for permission).
- In case they don't sign off...you might have to revise, and revise..and revise..
- Then you may have to modify teaching notes based on the case
- If you don't get the sign off you have two choices (1) wait (2) disguise the case
- Once done you can submit

Part III: Challenges to writing cases

Getting permission to document, approach the company

Access to relevant information

Permission to publish

Remember a teaching case is not case study methodology – there need not be a contribution to theory!!!!

Part IV: Publishing

- Choose a publisher
- Rewrite according to the format
- Check the checklist
- Submit And patiently wait

What makes a good case?

- ☐ Originality – what's **new** about subject, treatment or results?
- ☐ Relevance to and extension of existing knowledge
- ☐ Is your title gripping enough to increase downloads?
- ☐ Is your first paragraph interesting?
- ☐ How does it relate to your personal objective?
- ☐ Clarity, structure and quality of writing – does it communicate well?
- ☐ Will it stand the test of time?
- ☐ Global focus? How large is your target audience?
- ☐ **Adherence to the editorial scope and objectives** of the journal

Review Process!!!

ADDRESSING REVIEWER COMMENTS

BAD REVIEWS ON YOUR PAPER? FOLLOW THESE GUIDELINES AND YOU MAY YET GET IT PAST THE EDITOR:

Reviewer comment:

"The method/device/paradigm the authors propose is clearly wrong."

How NOT to respond:

✗ "Yes, we know. We thought we could still get a paper out of it. Sorry."

Correct response:

✓ "The reviewer raises an interesting concern. However, as the focus of this work is exploratory and not performance-based, validation was not found to be of critical importance to the contribution of the paper."

Reviewer comment:

"The authors fail to reference the work of Smith et al., who solved the same problem 20 years ago."

How NOT to respond:

✗ "Huh. We didn't think anybody had read that. Actually, their solution is better than ours."

Correct response:

✓ "The reviewer raises an interesting concern. However, our work is based on completely different first principles (we use different variable names), and has a much more attractive graphical user interface."

Reviewer comment:

"This paper is poorly written and scientifically unsound. I do not recommend it for publication."

How NOT to respond:

✗ "You #@%* reviewer! I know who you are! I'm gonna get you when it's my turn to review!"

Correct response:

✓ "The reviewer raises an interesting concern. However, we feel the reviewer did not fully comprehend the scope of the work, and misjudged the results based on incorrect assumptions."

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Part V. How to promote your work

- **Why?** Influence policy = credibility; Raise profile of institution and discipline area; Attract collaborators and funding; New areas and opportunities for you (consulting, media)
- **How?** Use your network, press releases, associations/societies, engage, hone your media skills, 'brand image'

Resources

- Emerald Emerging Market Case Studies Author Resources – video and written guides
- *James A. Erskine; Michiel R. Leenders; Louise A. Mauffette-Leenders*, **Learning with Cases, 4th Edition (Book) & Teaching with Cases, 3rd Edition**
- *Louise A. Mauffette-Leenders, Michiel R. Leenders, James A. Erskine* **Writing Cases, 4th Edition**

What makes a good teaching/ learning case?



1. Should be a case not a story
2. Should tackle a relevant and important issue
3. Voyage of discovery
4. Controversy (consider wisely 😊)
5. Contrast and compare
6. Currently useful generalizations
7. Data to tackle not solve the problem
8. Personal touch
9. Well structured and easy to read
10. Pertinent topic

Reference: "What makes a good case" by Prof. Derek Abell, Professor Emeritus, ESMT

Common mistakes – writing cases



- Written as a research article not a case
- “Taking sides”
- Including analysis and lessons learned
- Not following instructions – author guidelines. e.g.
http://www.emeraldinsight.com/products/new/pdf/author_guidelines.pdf
- Lack of fit (‘why was it sent to this collection’?).
- Case does not adequately suit the teaching/ learning objectives it sets out to achieve.
- Lack of permission documentation from organisation.

What makes a good teaching note



1. Case synopsis
2. Target audience
3. Clear learning objectives
4. Suggested session time, broken down by topics
5. Suggested student/ learner assignment
6. Brief description of the opening 10-15 minutes
7. Challenging case discussion questions with sample answers
8. Brief description of the closing 10-15 minutes
9. If applicable, an update of “what actually happened”
10. Supporting material – worksheets, links to videos, readings, reference material, etc.

Plagiarism and referencing



- Plagiarism is hard to detect with peer review but there are new tools to help us
- Emerald's entire portfolio is included in iThenticate web-based software from iParadigms
<http://www.ithenticate.com/>
- Emerald's Plagiarism Policy can be seen at
<http://info.emeraldinsight.com/about/policies/plagiarism.htm>
- For more general information visit
<http://www.plagiarism.org/>



Copyright



- As the author, you need to ensure that you get permission to use content you have not created as soon as your manuscript has been accepted otherwise this may delay your paper being published
- Supply written confirmation from the copyright holder when submitting your manuscript
- If permission cannot be cleared, we cannot republish that specific content
- More information including a permissions checklist and a permissions request form is available at:
 - http://www.emeraldinsight.com/authors/writing/best_practice_guide.htm
 - <http://www.emeraldinsight.com/authors/writing/originality.htm>



Consent to Publish Release Form

- It is important that the organisation you have written about is happy for the case to be published.
- Form will be sent, completed and signed by representative from firm.
- Without the form, you will need to disguise the case.

Publish Release Form



Case Company:

Case Study/Article Title:

Re: Release for Publication

Date:

This is to confirm that I on behalf of the..... (Company) have read and reviewed the case/article entitled:..... (case study/article) by(Author(s)). I confirm that I am able to give permission for the consent to publish the article and all 11 Exhibits on behalf of the organization mentioned|

I hereby authorize the use of this material written by..... (author) by giving full permission for the case/article, and the pictures and Exhibits in the case study whose copyright I own and necessary permissions received, to and her associations with **MBRSG, AIBMENA and Emerald Group Publishing.**

I provide my full permission for the case/article to be published in its entirety for the life of the work in all languages and all formats for use in teaching material in the Universities of its association, other Schools and Educational Organizations with which the Association or University operates a case exchange program, or for other organizations requesting this material for use in educational or training programs. In addition to the above, permission has been given for publishing the case in printed and electronic form for education or research. I have signed below to show approval for release in format given.

By signing this form, I warrant that I am authorized to grant full permission on behalf of the case/article.

Name of signatory:
Position:
Organization:
Address
Email
Signature:
Date of review:

How to increase electronic dissemination



- Use a **short descriptive** title containing main keyword – don't mislead
- Write a clear and descriptive abstract containing the main keywords and following any instructions as to content and length
- Provide **relevant and known** keywords – not obscure new jargon
- Make your references **complete and correct** – vital for reference linking and citation indices
- All of this will make your case more discoverable which means more dissemination



Case Study Structured Abstracts



- Subject area of the case
- Student level and proposed courses the case can be used on
- Brief overview of the case
What are the main points of the case? What is the argument you are trying to make?
- Expected learning outcomes
What should readers of this case get out of it?
- List of supplementary materials
Standard message: 'Teaching Notes are available to Faculty. Please consult your librarian.'

<http://www.emeraldinsight.com/authors/guides/write/abstracts.htm#5>

Example of a good abstract



- *Title* – Financial closure of Bengaluru International Airport Limited.
- *Subject area* – Infrastructure finance.
- *Study level/applicability* – II MBA/Executive MBA (Project Finance, Infrastructure Finance).
- *Case overview* – It is generally believed that the Indian economy is on the threshold of achieving significant growth in the coming years. The availability of adequate infrastructure facilities will play a key role in realizing this growth potential. To accelerate the process of creating infrastructure capacity, the Government of India has opened up many infrastructure sectors for private sector investment. Creation of international standard airport facilities is an important component of such new infrastructure creation.

Example of a good abstract

- ... This case study presents the initial development and financing closure of Bengaluru International Airport Limited (BIAL), the first major private sector airport in India. In retrospect, it is generally felt that BIAL was an important milestone in the privatization of airports in India. The blueprint for the greenfield PPP airport in Hyderabad was closely modelled on the BIAL project. The experience gained in the development of BIAL also played a major role in subsequent brownfield PPP airport expansion projects in Mumbai and Delhi.
- *Expected learning outcomes* – The goal of this case study is to illustrate the complexities that exist in the process of infrastructure development and financing including:
 - The importance of using an appropriate project structure.
 - The prevalence of early returns to project sponsors as compared to lenders.
 - The process of achieving financial closure.

Before you submit your case: check for errors



- Let someone else see it – show a draft to friends or colleagues and ask for their comments, advice and honest criticism
- We are always **too close** to our own work to see its failings
- **Always** proof-check thoroughly – no incorrect spellings, no incomplete references. Spell checkers are not fool-proof



Spot the error:

“A knew research methodology introduced in 2007...”

Before you submit your case: check it works



- Ask a trainer to test it.
- If they can use it with no further support or supplementary material then it works!

Call for Proposals For Case Study Book



- Deadline **May 31st 2019**
- Proposal (1-2 pages)
 - Title (include name of organization)
 - SDG of focus
 - Who is the decision maker?
 - What is the decision problem?
 - For teaching note, what is the theory?
 - Will you be able to get a case release?
 - Why is the teaching case interesting to educators, practitioners?
 - Should be factual case

NOTE: Final manuscript should be no more than 10 pages

Submission to initial feedback to authors



- Book Editorial Team: Initial checks of manuscript and permissions.
- The book editors identify and contact reviewers.
- The book editors assess the reviewers' comments and recommendations and recommend a decision.
- The editor-in-chief makes the final decision.



Possible editor decisions

You will be advised of one of four possible decisions:

- Accept
- Minor revision
- Major revision
- Reject

Request for revision



A request for revision is good news! It really is

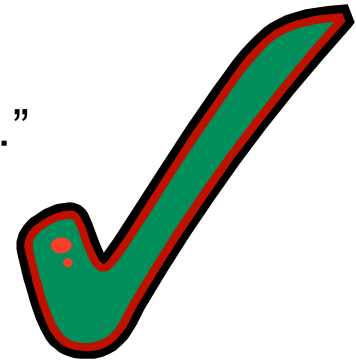
- You are now in the publishing cycle. Nearly every published case is revised at least once
- Don't panic!
- Even if the comments are sharp or discouraging, they aren't personal



How to revise your case



- ❑ **Acknowledge** the editor and set a revision deadline
- ❑ **If you disagree**, explain why to the editor
- ❑ **Clarify understanding** if in doubt –
'This is what I understand the comments to mean...'
- ❑ **Consult with colleagues** or co-authors and tend to the points as requested
- ❑ Meet the revision **deadline**
- ❑ Attach a **covering letter** which identifies, point by point, how revision requests have been met (or if not, why not)
- ❑ For example "The change will not improve the case because..."



What if your case is rejected?

- **Don't give up!**
Everybody has been rejected at least once
- **Ask why**, and listen carefully!
Most editors will give detailed comments about a rejected case.
Take a deep breath, and listen to what is being said
- **Try again!**
Try to improve the case and re-submit. Do your homework and target your case as closely as possible.
- **Keep trying!**

Positive outcomes of rejection

- Incentive to improve your work
- Valuable feedback
- Good experience of how the system works

Congratulations!!

Following a lot of hard work and at least one revision
your case has been accepted.

“In all the years I have been an editor I have not
accepted a single case study on first submission.”

Typical editor comment

How to promote your work



Why?

- Support educators/ trainers globally
- Raise your profile
- Attract collaborators and funding
- New opportunities e.g. in consulting, the media

How?

- Use your network e.g. through listservs, press releases or simply link to the case in your email signature
- Contact the authors in your reference list
- Hone your media skills and 'brand image'
- Ask the publisher to provide you with leaflets

Additional opportunities



Other important publishing work that you might wish to get involved in includes:

- Reviewing
- Journal articles
- Book authorship
- Editorial advisory board membership
- Contributing editorship
- Regional editorship
- Editorship
- Partnering organization

For details of opportunities in this area please do in touch with us!



Main points



- Have a clear idea of objectives from the start.
- Develop a productive relationship with organisation.
- Follow author guidelines.
- Use your network, publisher, editor for advice and feedback.



Registration



- In order to get the electronic certificate, we ask the participants to register at the session/workshops via:

https://dsgir.eu.qualtrics.com/jfe/form/SV_b1q22o5eSpp6lhT

THANK YOU

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