

Introducing the Journal Article Structure Template (JAST) Approach to Getting Your Paper Published

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Abstract

This paper introduces a new approach to support academic writing: the Journal Article Structure Template (JAST). In an ever-more competitive publishing landscape, academics face increasing pressure to produce high-quality papers quickly. The writing process can be time-consuming and being faced with a blank page can prove daunting. While submission guidelines typically outline formal requirements, the more nuanced stylistic and structural expectations of journals can be harder to discern. This is particularly apparent for the growing number of researchers working across disciplines. Shifting publishing trends within journals, evolving editorial orientations and tacit knowledge add further complexity. This article outlines the development of JAST, a set of Open Educational Resources designed to support researchers, particularly those new to academic writing, to identify, explore and understand journal expectations in a more nuanced way beyond author guidelines. The paper provides an overview of the rationale for, and development of, JAST. Guidance is offered on how to use the stepwise template-based approach, along with the tool's applications to date and feedback from scholars across a range of disciplines. Users consistently report that JAST is effective, time-efficient and flexible, helping them navigate structural conventions, stylistic preferences and content trends.

Introduction

The threat to 'publish or perish' generates an unrelenting pressure on researchers to produce articles for high-impact, peer-reviewed academic journals (Adom, 2024). Having a strong and sustained publication record is regarded as crucial to securing or retaining employment and/or research funding, as well as to career advancement (Ecarnot et al., 2015; Edwards, 2020; Neill, 2008; Rawat and Meena, 2014). In the UK, the Research Excellence Framework (REF, 2025), designed to assess the quality of research in UK Higher Education institutions, perpetuates this pressure (Edwards, 2020; Kandiko Howson et al., 2018; Weller, 2023). Meanwhile, the process of publishing is becoming all-the-more competitive. Academic journals have reported an

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increase in submissions over time, particularly during/since the pandemic (Barnett et al., 2019; Clark, 2023; Edwards et al. 2022; Squazzoni et al., 2021).

Against this background of an increasing pressure to publish, there are a number of features of academic writing that make it particularly challenging for early career researchers (ECRs). The craft of writing takes time and, for those new to the process, being faced with a blank page can be extremely daunting. As a process, writing often evokes strong emotional responses (French, 2018). Stress and panic may lead to 'writer's block' or 'writer's paralysis', which is often preceded by overwhelming feelings about the enormity of the task (Bergen et al. 2020). This can act as a temporary or permanent barrier to successfully completing a writing task (Bane, 2010; Cayley, 2018).

To maximise the chances of having a paper accepted for publication, it is important to understand the requirements of the target journal, including the remit, style, disciplinary or methodological expectations, and what the journal currently and commonly publishes. With interdisciplinary work now commonplace, researchers working across disciplines face particular difficulties in keeping abreast of content trends and understanding the shifting substantive and methodological orientations and expectations of different journals. As Bergen et al. (2020) write in relation to postgraduate students, "The question of how to effectively support writing as a social practice is particularly perplexing within interdisciplinary doctoral programs, given the often conflicting, overlapping or blurred disciplinary perspectives that address a shared area of research" (p.2). There is, in particular, insufficient guidance available for how to write up qualitative findings, especially in medicine and other scientific fields in which the authors of this paper have experience. More consistency in the writing up of qualitative data, including more detailed accounts of the analysis process, and well-structured findings sections would significantly improve the transparency of much of the qualitative work published in these and other fields (Polat, 2025).

Guidance on writing for publication does, of course, exist (see for example Ecartot et al., 2015; Modesitt et al., 2022; Savage and Yeh, 2019; Swales and Feak, 2004). Such guidance tends to have several specifics that limit its generalisability across academic disciplines and fields and its application within the pressures placed on academics' time. In summary, existing guidance is aimed primarily at those for whom English is an additional language who need/want to write academic texts in English. It tends to be specific to the discipline of its origin – and different disciplines write differently. In the case of Swales and Feak (2004), the guidance is presented in a book which includes exercises for students to practice different types of writing and has a focus on vocabulary, style and grammar, etc. All of this is valuable but represents a challenge for those under time pressure. This suggests there is a need for guidance that is generic across disciplines, accessible and quick to assimilate, and that allows writing that closely mirrors the style and content of the target journal or output format.

Within any journal, expectations, thematic orientations and methodological trends evolve over time, though the instructions for authors may remain unchanged. As one contributor to Dwivedi's (2022) consultation on desk rejection experiences indicated, "it has become very clear that certain editors and associate editors have their own preferences (or dare I say fetishes) when it comes to what they want to see in a paper" (p. 2). Some journals also report rising numbers of submissions that sit outside their stated scope (Edwards et al., 2022). Again, these findings suggest the need for writing support that reflects the changing fashions and preferences of editorial boards of academic journals.

This article outlines the development, delivery and evaluation of a set of Open Educational Resources (OERs) – the Journal Article Structure Template (JAST) – a pragmatic tool designed to support researchers to understand journal expectations and produce a structured template for the paper they wish to write. Filling gaps left by previous guidance, we suggest that JAST is valuable for use across languages, as it can be applied to writing for publication in any academic discipline and offers techniques that can be acquired speedily. Journals' author guidance and paper-writing conventions help researchers to ensure the correct ingredients are included in an appropriate order; the JAST approach supports researchers to understand the subtlety of the recipe and how it must be adapted to suit different tastes, before crafting their own paper. These

subtleties include undocumented expectations, evolving trends, active debates and orientations, and other tacit understandings of a journal's preferences. JAST guides writers to harness the strengths of well-written articles from their target journal and plan the purpose and content of each paragraph of the paper they want to write, filling the blank page and reducing the chance of writer's block.

This article begins by describing the catalyst for the development of the JAST approach. We then provide an overview of the key components, before presenting our evaluation and critical reflections. By outlining the insights we have gathered from developing and trialling an approach to supporting researchers with academic writing, we do not wish to add fuel to the 'publish or perish' phenomenon. Rather, it is through our collegial experience of developing this set of OERs globally that we have become acutely aware of the geographical disparities in opportunities to publish research, as well as the lack of free-to-access resources to support the process.

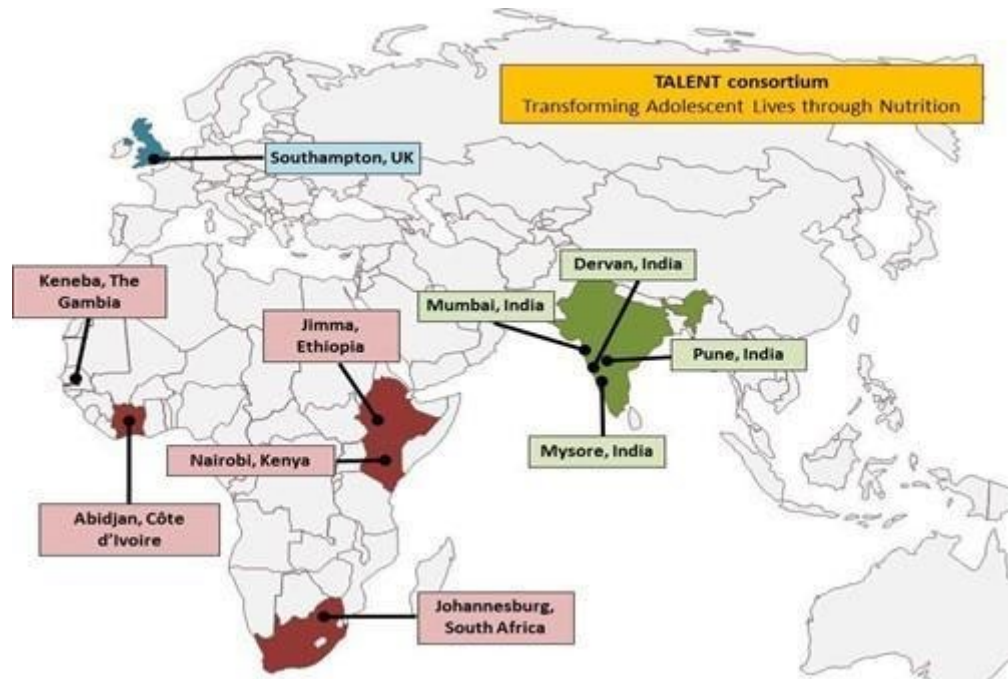
TALENT Case Study: The Development of JAST

JAST was originally created to support the academic writing capacity of a cohort of ECRs; specifically a network of biomedical researchers working in a range of international contexts and with backgrounds in epidemiology, biostatistics, psychiatry, psychology, musculoskeletal health, nutrition, and medicine, the majority of whom had never written a qualitative research paper before. The approach was developed in 2019 as part of a training programme delivered by the authors of this article for the Transforming Adolescent Lives through Nutrition (TALENT) consortium (Barker et al., 2021; Weller, 2021). TALENT involved multidisciplinary research teams in eight Low-and Middle-Income (LMIC) sites in sub-Saharan Africa, (Abidjan, Cote D'Ivoire; Jimma, Ethiopia; Keneba, The Gambia; and Soweto, South Africa), in India (Dervan, Mumbai, Mysore, Pune) and in the UK (Southampton) (see Figure 1). The aim of the qualitative component of TALENT was to work with adolescents and caregivers to understand their priorities and values in relation to adolescent diet and physical activity. Teams from each site participated in three week-long workshops to learn about, share and develop qualitative research skills and practices, and to design projects suited to each context. The workshops focused on qualitative data generation (in Dervan, India), analysis (in Johannesburg, South Africa) and writing (in Southampton, UK).

Focus group discussions with adolescents and caregivers were carried out by ECRs in each site and analysed thematically. These analyses were brought to the final workshop by ECRs from each of the eight sites and were used as the basis for the papers they drafted during the workshop. All manuscripts were to be submitted to the journal *Public Health Nutrition* for consideration for publication in a special issue. Production of a draft manuscript in five days is a challenging feat, even for experienced researchers. Although many of the TALENT ECRs had written or been involved in paper writing, few had led the writing of a paper and none had experience of writing about qualitative research. Polly Hardy-Johnson and Susie Weller devised JAST as a practical resource to use during the workshop to make the writing process as accessible as possible, breaking down the paper into small component parts and guiding participants through the process of preparing a paper and understanding the conventions, style and language associated with presenting findings from qualitative health research. The approach had to be pragmatic given the time constraints within which we were working and had to support colleagues who were from a wide range of disciplines and new to qualitative research. In addition, the international nature of the TALENT consortium meant that English was not the first language of most of the workshop participants. JAST was designed to move beyond the standard submission guidance for authors provided by journals and to support participants in understanding the expectations and implicit preferences of a journal.

To meet these needs, we designed a two-step process (outlined in full below) that encouraged researchers to examine and record in detail, with the aid of flexible templates, the structure, composition and style of recent papers published in their target journal. Researchers are then tasked with outlining briefly each paragraph of each section of their proposed paper, based on the content of these paragraphs in the published papers they had studied.

Figure 1. Map of TALENT consortium sites



TALENT Writing Workshop: JAST in Practice

Before the writing workshop in March 2019, TALENT researchers were assigned the pre-arrival task of completing their thematic analysis, drafting a description of their themes, and elucidating key messages from the analysis. They were also sent two qualitative research papers identified by the workshop facilitators that had been recently published in the target journal, *Public Health Nutrition*, and were asked to complete the first template, JAST Part One (Appendix A), for those two papers. On the first day of the workshop, researchers were encouraged to review their pre-arrival task and present their views on the strengths and weaknesses of each component of the two selected papers. They then completed JAST Part Two to create a structure for their own papers. As a group, we reviewed and discussed the various elements of the papers we each planned to write that week, following the JAST templates (see Appendix A and Appendix B). Daily morning and afternoon check-ins focussed on reviewing writing progress throughout the week. This was supplemented with one-to-one support from the workshop facilitators and discussions with other experienced qualitative researchers. Participants were encouraged to work through the JAST process to structure and develop each section of their paper in the following order: Findings, Methodology and Methods, Introduction, Discussion and Conclusions, Abstract.

The writing workshop and use of JAST was successful in supporting all eight researchers to produce a full draft of their papers that, following revisions completed with co-authors from the TALENT team, were submitted to *Public Health Nutrition*. Seven of the 8 papers were published (Abera et al., 2021; Banavali et al., 2021; Chopra et al., 2021; Jana et al., 2021; Jesson et al., 2021; Joshi-Reddy et al., 2021; Wrottesley et al., 2021). One manuscript was rejected because of concerns about the sample size.

JAST – how to write a paper for publication in a specific journal

What is JAST?

JAST is a set of OERs that can be used to facilitate the effective planning and structuring of a piece of academic writing tailored to produce a particular scholarly output such as a journal article reporting on empirical research. We now outline our guidance for researchers for following the two-step process.

JAST Part One

Following completion of the analysis and identification of key findings, the first step toward progressing with JAST is the selection of an appropriate journal. This selection should be guided by the intended audience and the scholarly debates or (inter)disciplinary fields with which the author wishes to be engaged. It is important to ensure that the proposed manuscript aligns with the journal's stated aims and scope. Once a journal has been identified, two or more recent articles from that publication should be selected. Though these articles need not address the same substantive topic as the intended manuscript, it is helpful if the selected papers are methodologically similar to the proposed article (e.g., quantitative, qualitative or mixed-methods) or have used, for example, the same qualitative analysis method. We encourage researchers to select papers they find engaging or intellectually stimulating, particularly those that embody qualities they aspire to incorporate into their own academic writing.

Figure 2. Initial questions for identifying papers

Questions that it might be helpful to ask whilst identifying these papers:

- How are the arguments formulated?
- How clear is the writing style?
- How similar/different is this to the way I wish to present my work?
- When were the papers published in the target journal?

We recommend choosing recent papers, published in the two years prior, to ensure that they reflect current editorial board and reviewer expectations and preferences.

Once the two papers have been selected and the researcher has become familiar with them, the next step is to explore papers via questions like the ones in Figure 2 and eventually complete the JAST Part One template (Appendix A). This template takes the writer through the process of understanding the composition, style and structure of these successfully published papers. It comprises a table in which information about the selected papers can be recorded systematically, section by section, paragraph by paragraph. In each cell of the table a short description is added which summarises qualitatively the nature of the points made. Comments on the writing style and language used may also be helpful. Documenting quantitative information can be useful; the number of paragraphs in a section and the word count allocated to each paragraph is an indication of the weight given to different sections of the paper. For example, some journals expect a lengthy and detailed description of the methodology and methods, whilst others prefer a more concise account. Importantly, JAST differs from other guidance on writing in that the idea is not just to quantify aspects of the content but instead to focus on the 'meaning' or the message behind what is being presented that will be helpful to you in planning your paper. Table 1 provides example notes documenting the first two paragraphs of an introductory section.

Table 1. JAST Part One: Example notes

| | Paper citation |
|---------------------|--|
| INTRODUCTION | |
| Word count | 800 |
| Paragraph count | 4 |
| 1st paragraph | The authors have opened with an impactful first sentence about the scale of the problem, thereby establishing the territory. Following this they have presented global health statistics and national health statistics relevant to the particular health issue to emphasise the extent of the issue, carving out the niche. |

| | |
|---------------|---|
| | Although this paragraph sets the scene, it provides limited detail and assumes a strong foundation in the topic. Only a few references have been included. There aren't dense lists of citations. |
| 2nd Paragraph | The authors then expand on the issues a little more. Again, this isn't detailed and there aren't dense citation lists. There is an absence of thick description and the authors seem to assume the reader is familiar with the literature. Terms are introduced with the briefest of definitions. The focus is on tensions in current debates. Terms such as 'gaps in literature' have not been used. |

We also suggest that researchers make notes on elements of the selected papers they find particularly effective and wish to emulate in their own work, as well as aspects they would prefer to avoid. An example of this is identifying papers that present participant stories in a way that is sensitive and meaningful, and that aligns with the researcher's desired approach.

By analysing two or more papers using the Part One template, it is possible to: develop an understanding of the style, structure, composition and orientation of successfully published work; appreciate the relative weighting of different sections, such as the scope of the introduction; determine the level of detail expected in the methods or methodology section; and observe common approaches to presenting findings/results.

JAST Part Two

Researchers can then proceed to complete the second template (see Appendix B) and begin applying the process to their own manuscript, drawing on insights gained regarding the ingredients and subtleties of the recipe identified in Part One. This step involves carefully planning the style and content of each paragraph and each section. This can be as detailed as feels appropriate.

Table 2. JAST Part Two: Example planning

| | |
|-----------------|--|
| INTRODUCTION | |
| Word count | 700-800 |
| Paragraph count | 4 |
| 1st paragraph | <p>Based on the papers studied, the introduction tends to be quite short and to the point. The style and tone suggest the authors assume the readership are familiar with the substantive focus so I don't need to go into too much detail about the wider context.</p> <p>In this first paragraph, I will outline briefly why this topic is one of the most pressing global health issues at present and will include some key statistics. I will aim for 150-200 words. I will write in a similar style/tone to paper 2, although the subject matter is very different.</p> <p>I will cite the literature selectively, focusing on key authors, and will conduct a targeted search of the journal for recent publications on this topic.</p> |

We have found that some researchers prefer to complete JAST in great depth, covering each detail including the types of references, the structure, and the way in which arguments are formulated and presented in each paragraph. Others prefer to take a more broad-brush approach, making note of the key messages/purpose and approximate length of each paragraph, without much detail. Both approaches are acceptable. JAST is designed to be used in any way that writers find helpful; it is inherently flexible. There is no set order of completion, although for papers that focus on reporting empirical results or findings, many people find it easiest to begin with the findings/results and methods sections, before moving through to the introduction and finishing with discussion and conclusions, in a conventional IMRaD structured paper (Introduction, Methods, Results, and Discussion).

Application of JAST since its development

JAST has proved to be adaptable. In the five years since it was developed, JAST has been used by academics across a variety of disciplines working in different international contexts. By identifying two closely related examples of the intended piece of writing and editing the templates to reflect the structure of that specific writing task, colleagues have used the approach to produce journal articles, grant applications and lengthy research reports, whilst students have used it to aid dissertation writing. The approach and accompanying OERs were designed deliberately for flexible use in both individual and group learning contexts. Individuals can engage with the materials independently as part of self-directed learning, while educators can incorporate the approach and tools into courses, workshops or other capacity-building initiatives. For example, JAST has become a core component of the University of Southampton (UK) Faculty of Medicine's bi-annual writing retreat, where approximately 100 postgraduate students and staff have been introduced to the approach.

Evaluating the approach has been a fundamental part of the development of JAST and the writing of this paper. We have been gathering informal feedback (in-person, online and non/anonymously) on the acceptability and value of JAST since its launch in 2019 and have adapted the process and associated training in response. TALENT workshop participants contributed to the development of the method through feedback on its first use, and participants in a writing workshop at the University of Agder (Norway), which comprised applied health researchers, suggested incorporating a section for figures and tables, a feature that has since been added (see Appendix A). We also sought feedback from the University of Southampton Qualitative Research Support Network (UK) while preparing this paper. Participants include ECRs and more established scholars from a diverse range of disciplinary backgrounds including Education, Health Sciences, Medicine, Psychology and Sociology. Overall, the response to JAST has been overwhelmingly positive. Some examples of the feedback received are given in Table 3.

Table 3. Feedback from JAST users

'I recommend all my PhD-students to use JAST when they are starting to work on a paper. I think all of them do. They find it extremely helpful, both regarding how to structure the different sections, but also as a way of getting started with writing the paper. They keep coming back to their JASTed version. In our department and in our research centre, JAST is a part of our way of writing. I use part of the JAST when writing papers, and it has made me more conscious on deciding what journals to consider early in the writing process. JAST generally eases the writing process and makes it more effective and quicker, I would say.'

Prof Nina Cecilie Øverby, Professor at the University of Agder, Norway

'What I remember from this experience a few years ago is that it helped me a lot to draft my first qualitative paper, and that it helps with reducing a lot the "burden" of writing. By burden I mean that sometimes you could spend a lot of time in front of a white page, not knowing how to start, or look for additional literature, additional articles that you don't really need at this stage of the

writing, just to "do something". I think this might have been the paper that I wrote the fastest, in the most enjoyable way.'

Dr Julia Jesson, Inserm Research Officer at University of Toulouse, France and part of the TALENT team.

'I started using JAST when I wanted to write papers from my PhD. As a PhD student, it was invaluable to help structure the paper according to the journal that I was aiming for. I started to train other colleagues to use JAST because I could see how productive it was in getting papers written. In my postdoctoral researcher role, I am writing a paper for a medical anthropological journal which doesn't have the 'usual' sub-headings (introduction, methods, results, discussion). I found two articles from the journal I wanted to submit to and used JAST to understand what sub-headings and paragraphs are needed and in which order. I couldn't have drafted the paper without JAST.'

Dr Daniella Watson, Research Fellow at Imperial College London, UK

'I mostly use it in my supervision...I recommend and demonstrate what it is to my Master's students and PhD students when they are to write scientific papers. Also, I recommend using it when they write up their dissertation; e.g. I tell them to pick three (minimum two) papers that are relatively new from the journal they intend to publish in and use the template to fill in info before writing up their own template. I recommend this because I think it is a powerful tool for inexperienced writers to become more confident and to overcome writer's block, as it works as a recipe for papers (at least in the field of the natural sciences). It works in the same way as "modelling" or example essays they typically have at high schools, but "JASTing" is taking this a bit further. So, overall, there are several benefits, but doing it properly is labour-intensive, and I think that often my students use it 'half-way', that is, they use parts of the method. It could be good, I think, to have two versions: a full "JASTing" and a rapid version, for those who do not feel they have time to do the full thing.'

Dr Anine C Medin, Associate Professor at the University of Agder, Norway

Anonymous feedback from a qualitative writing workshop in Uganda

'The world of Journal Article writing has been simplified. JASTing takes away the daunting task of figuring out how to write a journal from scratch. Kudos to the brains behind the development of JAST.'

'JAST is a super helpful tool. Articulates and summarises the essentials of academic writing and generally allows you to work relatively fast. I definitely would be using and recommending JAST to other young researchers.'

'JAST a very useful tool. I love the fact that it breaks down the sections into paragraphs. Each paragraph can be fleshed out using a smaller amount of time. Overall, it gets the job done quicker.'

'JAST is impressive! It is the best guideline on article drafts that I have come across. I am going to use it a lot!'

Discussion

Overall, JAST addresses the need for academic writing resources that are relevant across disciplines and research approaches. It offers accessible guidance that is easy to assimilate while supporting researchers, especially those new to academic writing, to be attentive to the style and content of their target journal or output format.

Utility for working across disciplines and fields

Whilst there are a wide range of valuable writing guides available, these often focus on generic writing skills (for example, many contain explanations of the IMRaD structure), or provide advice tailored to specific kinds of research or disciplinary expectations (e.g. Ecarnot et al., 2015; Modesitt et al., 2022; Savage and Yeh, 2019; Swales and Feak, 2004). In contrast, we argue that JAST offers a methodological advance by providing a practical, stepwise approach to crafting a paper that is both systematic and adaptable. JAST encourages authors to be attentive to the current trends, active debates and orientations in a specific journal/output and to have the likely audience and reviewers in mind from the outset. We have found this to be particularly beneficial for those who are new to academic writing, and those who work across multiple fields or disciplines, where it is not always possible to keep abreast of debates in different areas of research. It is also particularly useful in areas where there is limited guidance for writing up specific methodologies, for example, in qualitative research. The success of the TALENT workshop highlights the value of JAST in supporting researchers from diverse disciplines to write and publish academic work.

Attentiveness to journal preferences

JAST fosters a deeper understanding of how to write for specific scholarly outputs and audiences without encouraging formulaic writing. It encourages researchers to look out for the subtleties and tacit expectations of a journal. This includes identifying rhetorical moves such as: what knowledge is assumed and what requires elaboration; the preferred approach to citing literature (e.g. the inclusion of few key sources or an extensive list); the level of methodological detail provided; the degree of boldness permitted in claims of novelty; and how strengths and limitations are typically framed. Its structured yet flexible design leaves room for creativity, while helping align writing with the specific style and priorities of the journal. As the TALENT workshop and examples from other writing workshops demonstrated, JAST helps researchers take the often difficult first steps toward writing a paper, while increasing its potential appeal to editors, reviewers and the journal readership. It can also help with crafting persuasive cover letters, by engaging researchers with both relevant content and journal-specific argument structures.

Capacity for rapid assimilation

JAST is an efficient approach, particularly for researchers who are time-poor and may not have the capacity to engage with more in-depth writing literature. The primary audience for JAST is researchers who produce academic papers and other scholarly writing but are not subject specialists in language or communication. Rather than offering abstract advice, JAST provides a clear and practical framework. Its systematic planning of each section and paragraph promotes a structured 'chunking' approach. By focusing on one element at a time, researchers can integrate writing tasks more easily alongside other commitments. Breaking the process into manageable chunks also helps reduce the risk of writer's block. This is illustrated by its application in the TALENT programme, where it enabled eight ECRs to produce a full draft of their first publishable qualitative paper within five days. Furthermore, through various writing workshops JAST has proved to be a useful/teaching/capacity-building resource for more established scholars.

Accessibility as a resource

In the spirit of promoting collegiality and of ensuring that limited resources are not a barrier to writing, JAST is a set of OERs consisting of two templates that can be modified by anyone for any type of writing they wish to complete. This sets JAST apart from other approaches. For example, many training programmes aimed at supporting students and ECRs to write (e.g. Think Write) operate behind a paywall and either require academics to attend a course or subscribe for content. JAST was developed in response to a real-world capacity-building need. By producing OERs, our hope is that JAST may play a small role in helping to address well-documented inequities in access to paper-writing interventions and support resources, particularly in LMICs.

Limitations

While our experience using JAST and introducing this method to international, multidisciplinary colleagues and students over the past five years has been overwhelmingly positive, we

acknowledge some limitations in its usefulness and applicability. To date, we have only received feedback from colleagues across Health (including Biomedicine, Medicine, Nutrition) and Social Science (including Psychology, Sociology) disciplines, and have not evaluated its use beyond these disciplines. Also, although we know that JAST is used for a variety of different paper types, including quantitative research and systematic reviews, we have not officially assessed its applicability and publication success beyond qualitative paper writing.

Although JAST is more succinct and practical than many approaches, Part One can initially be time-consuming compared to simply reading submission guidelines, as it requires focused analysis of other papers. While some authors may find this off-putting, others consider it time well spent. User feedback strongly indicates that completing Part One ultimately saves time by reducing uncertainty and avoiding the paralysis of a blank page.

It is also important to note that this method is not going to be appropriate for every piece of writing. Rather, it is only suited to outputs where existing examples of published work or similar outputs, such as successful funding applications, can be studied. Our experience thus far suggests that JAST predominantly benefits academics earlier in their career or those writing for a journal and/or audience the conventions of which they are less familiar with.

In one last note, we urge authors to be mindful of the dangers of potential plagiarism when using JAST. In Part One, authors may inadvertently lift text directly from the content or, as a result of familiarity with the text, emulate elements too closely. Including annotations in the Part One template to indicate the use of quotes/extracts or closely paraphrased text can help to reduce the potential for plagiarism.

Conclusions

In a world where researchers are under increasing pressure to publish, JAST offers an approach and set of OERs that can help researchers mitigate some of the challenges associated with the writing process. We argue that JAST is a methodological advance in that it moves beyond the commonplace criteria and formatting instructions outlined in the guidance for authors provided by publishers. It is also more focussed and less time-consuming than other approaches (e.g. in-depth genre-based). Rather, JAST provides a practical, step-by-step and systematic planning process for crafting a paper that is tailored to the contemporary concerns and expectations of the target journal.

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Contribution List

P.H-J. and SW trained the TALENT site researchers in qualitative data collection, analysis and writing (using the JAST approach). P.H-J and SW created the JAST tool and led the delivery of further training using the tool and collection of evaluation feedback. PH-J and SW were responsible for drafting and editing the paper, and managed feedback and edits from other authors.

M.B. supervised the TALENT qualitative training, analysis and provided comments and edits to this paper. M.B also contributed to the evaluation of JAST.

S.S. assisted with the initial stages of TALENT training, has delivered JAST training during writing workshops, and provided comments and edits to this paper.

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Ethical Statement

This paper focusses on the development of training resources and therefore did not require ethical board approval.

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Appendix A – JAST Part One

Journal Article Structure Template: the JAST approach to paper writing

Paper One title:

.....

Paper Two title:

.....

Please fill out the table below thinking about how the two example papers from *Journal of International Business Studies* have been structured. Each box needs to represent the type of information that the authors have included in these papers. **Note.** We are **not** looking for a detailed account of the study findings etc.

Example:

| | Paper One (<i>insert author et al</i>) | Paper Two (<i>insert author et al</i>) |
|-----------------|---|--|
| Abstract | | |
| Word count | 349 | 351 |
| Objective | Authors have included a brief statement outlining the main objective of the study. It is two sentences long but very concise. | Authors have stated the study aims in one long sentence. Slightly less concise than paper one but in a similar format. |

JAST

| | Paper One | Paper Two |
|-----------------|-----------|-----------|
| Abstract | | |
| Word count | | |
| Objective | | |
| Design | | |

| | | |
|---------------------------|--|--|
| | | |
| Setting | | |
| Subjects | | |
| Results | | |
| Conclusions | | |
| Introduction | | |
| Word count | | |
| Paragraph count | | |
| 1 st paragraph | | |

| | | |
|---------------------------|--|--|
| | | |
| 2 nd paragraph | | |
| 3 rd paragraph | | |
| 4 th paragraph | | |
| 5 th paragraph | | |
| Methods | | |
| Word count | | |
| Sections | | |
| Section 1 | | |
| Section 2 | | |

| | | |
|------------------------|--|--|
| | | |
| Section 3 | | |
| Results | | |
| Word count | | |
| Sample characteristics | | |
| Theme 1 | | |
| Theme 2 | | |
| Theme 3 | | |
| Theme 4 | | |

| Discussion | | |
|-------------|--|--|
| Word count | | |
| Paragraph 1 | | |
| Paragraph 2 | | |
| Paragraph 3 | | |
| Paragraph 4 | | |
| Paragraph 5 | | |
| Paragraph 6 | | |
| Paragraph 7 | | |

| | | |
|------------------------|--|--|
| | | |
| Paragraph 8 | | |
| Conclusion | | |
| Word count | | |
| Paragraph 1 | | |
| References | | |
| Number | | |
| Dates of references | | |
| Tables | | |
| | | |
| Figures | | |
| | | |

Appendix B JAST Part Two

Journal Article Structure Template: the JAST approach to paper writing

Working title of paper:

Please fill out the table below thinking about what is going to go into each section of your paper.

Edit the section numbers etc as necessary.

Example:

| | |
|-----------------|---|
| | Paper |
| Abstract | |
| Word count | Aiming for 350 words |
| Objective | Brief statement of the main objective of the study, aiming for 1 or 2 concise sentences (i.e. our overall aim). |

JAST

| | |
|-----------------|-------|
| | Paper |
| Abstract | |
| Word count | |
| Objective | |
| Design | |
| Setting | |
| Subjects | |

| | |
|---------------------------|--|
| Results | |
| Conclusions | |
| Introduction | |
| Word count | |
| Paragraph count | |
| 1 st paragraph | |
| 2 nd paragraph | |
| 3 rd paragraph | |
| 4 th paragraph | |

| | |
|---------------------------|--|
| | |
| 5 th paragraph | |
| Methods | |
| Word count | |
| Sections | |
| Section 1 | |
| Section 2 | |
| Section 3 | |
| Results | |
| Word count | |
| Sample characteristics | |

| | |
|-------------------|--|
| Theme 1 | |
| Theme 2 | |
| Theme 3 | |
| Theme 4 | |
| Discussion | |
| Word count | |
| Paragraph 1 | |
| Paragraph 2 | |
| Paragraph 3 | |

| | |
|-------------------|--|
| | |
| Paragraph 4 | |
| Paragraph 5 | |
| Paragraph 6 | |
| Paragraph 7 | |
| Paragraph 8 | |
| Conclusion | |
| Word count | |
| Paragraph 1 | |
| References | |
| Number | |

| | |
|---------------------|--|
| Dates of references | |
| Tables | |
| | |
| Figures | |
| | |