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TITLE (MAXIMUM 20 WORDS)

AUTHOR NAME;

IE-CPI AFFILIATION / INSTITUTIONAL ORIGIN;

ORCID / institutional email

Thematic axis

NUMBER OF PAGES OR MANUSCRIPT PAGES: 10-15

NOTE: 1 PAGE OR MANUSCRIPT PAGE CONTAINS 350 WORDS

ABSTRACT (UP TO 0.5 MANUSCRIPT PAGES. Approximately 170 words. Use present simple tense in general. When referring to the methodology, use past tense).

The abstract must present, implicitly, a clear and coherent narrative including:

- Context. Provide a brief description of the circumstances surrounding a particular situation, both regarding the knowledge field and the subject of study, so that the reader can situate the study.
- Problem. These circumstances should be translated into a problem and/or research question to be solved as the basis of the ESSAY.
- Purpose. State the purpose of the ESSAY as an integrative research strategy that seeks to present and discuss processes or methodologies applied on the basis of the state-of-the-art research and its context.
- Methodology. Describe the process used to answer the research question formulated as the basis of the problem. Mention the year in which the study was conducted. Explain how the documentary research was carried out, which models, authors, suggested sample size, etc., are most relevant in relation to the discussion section.
- Theoretical and Practical Findings. Emphasize how the research findings contribute to the object of study or theory (Scientia) and to the subject of study or practice (Praxis) as a result of the discussion, highlighting the originality of such contribution.
- Originality. Emphasize why the ESSAY is valuable, highlighting an original and unique point of view in its contribution, based on interdisciplinarity.
- Conclusions and limitations. Present the conclusions or the main conclusion of the research, as well as the limitations as opportunities for future studies.

Keywords (1-5)

1. INTRODUCTION (UP TO 0.5 MANUSCRIPT PAGES; approximately 300-400 words, in present simple tense)

This section is an invitation to read. It begins with a powerful phrase, a surprising statistic, a relevant quotation, or an intriguing question that delimits a context based on current knowledge and a relevant problem to be solved, thereby capturing the reader's attention and motivating further reading. It therefore relates the rationale of the document to the relevance of the problem addressed, explicitly articulating three fundamental components:

a. The scientific importance of the topic.

b. The state of the question or contextual framework linked to the subject of study, and

c. The state of the art that reflects the current level of knowledge regarding the object of study.

From this analytical integration, the existing knowledge gap is clearly delimited, formulated as a research problem, and used to justify the need to address it through the argumentative development of the essay.

Relevant previous studies should be briefly summarized (literature review in past tense), indicating periods, years, dates, etc., regarding what has been discovered and which questions remain unanswered. This helps demonstrate the current state of knowledge and the gaps that the research intends to fill.

The objective or purpose of writing the essay and what is expected to be found as results should be stated. Important note: the findings or results are not mentioned here; they are presented in the abstract but not in the introduction, in order to generate expectation and curiosity.

The introduction ends either with the formulation of a research question and/or the precise statement of the problem to be solved. It emphasizes why the research is valuable and original.

2. DEVELOPMENT (3-5 MANUSCRIPT PAGES; approximately 1,200-2,000 words, in simple past tense)

Present, by way of a brief introduction, how the study was approached. For example: The following sections will present the context and problematization, background, theory, methodology, and results obtained.

2.1. Context and problematization

This section constitutes a critical exercise that examines, questions, and redefines a problem located within a specific context, considering its historical, social, political, technological, or cultural dimensions. The analysis begins with an understanding of the environment in which the problem emerges, identifying the structural and situational factors and the tensions that shape it.

Problematization makes it possible to unravel the complexity of the phenomenon addressed, specifying its causes, consequences, and possible solution alternatives. Beyond describing a fact, it involves formulating fundamental questions that guide academic reflection, articulating the problem with the relevant reference frameworks.

This section should conclude with a critical question that confronts assumptions, dominant discourses, and traditional approaches, opening the way to new ways of understanding the situation from a scientific and innovative perspective.

2.2. Background and state of the question

Describe, as fully as possible, the subject of study. The content should be presented as subtopics and include official sources, such as global reports from the WTO, WHO, GINNI, IMF, McKinsey, etc., or national sources such as SICYT, CANIETI, IJALTI, regulations, standards, etc.

2.2.1. Global

2.2.2. International

2.2.3. Mexico

2.3. Description of the state of the art, theoretical framework, and conceptual framework

This section must comprehensively develop the state of the art, as well as the theoretical and conceptual frameworks of the object of study. The exposition must be supported by updated scientific literature, prioritizing sources published within the last ten years (at least 90% of the references), and must integrate the main conceptual definitions as well as the relevant scientific-academic relationship models.

The following guidelines are recommended:

- Demonstrate theoretical relevance, highlighting the coherence among the approaches, scope, and the research problem formulated.
- Organize the exposition into subtopics that facilitate a logical and progressive structure of the theoretical analysis. For example:

    - Subtopic 1.
    - Subtopic 2.

- Justify the contribution of the essay by explaining, in an argumentative manner, its academic value through the proposal of new alternatives, approaches, points of view, or improvements to current scientific-academic concepts and models.

Theoretical / conceptual model

The document must include the formulation of a theoretical-conceptual model that meets the following criteria:

- It proposes a conceptual framework that includes the definition of at least four variables (three independent variables and one dependent variable), with their respective indicators and support from recognized authors.
- It derives from the above an original model represented by a diagram or figure.
- It identifies at least three independent variables with their corresponding indicators.
- It defines one dependent variable with clear and measurable indicators.
- It establishes explicit, coherent, and well-founded hypothetical relationships among the variables.
- It supports the model with recent and relevant scientific literature.
- It proposes an appropriate analysis technique (for example, reflective PLS-SEM).
- It argues the conceptual innovation of the proposed model.
- It links the model to the knowledge gap identified in the state of the art.

3. METHODOLOGY (1-1.5 MANUSCRIPT PAGES; approximately 600-800 words, in simple past tense)

Present, by way of a brief introduction, the proposed methodology. For example: The following sections present the justification of the methodological approach, the analysis techniques used, and the preliminary results.

Justify how it contributes to the gaps detected (knowledge, experience, contribution to the state of the art) and how it builds its proposals through analysis techniques and argumentative resources.

Elements that must be included:

3.1. Justification of the methodological approach

Explain why a given methodology is chosen (qualitative, quantitative, or mixed), using arguments based on cause-effect, authority, analogies, or examples that reinforce the relevance of the approach.

3.2. Analysis techniques used

Describe and articulate the techniques applied, such as:

- Bibliometric analysis (identifies gaps, key authors, etc.).
- Expert consultation or focus group (validates from experience).
- Problem-solution tree (organizes causes and proposals).
- Design of experimental protocols (supports hypotheses).
- Brief description of various techniques proposed for implementation, such as:

    1. Quantitative analysis for the creation of instruments such as questionnaires and scales, with a brief description of the statistics.

Interdependent techniques (multivariate exploratory techniques)

These techniques are used when there is no defined dependent variable, and their main objective is to identify latent structures, association patterns, or similarities among variables or observations.

They include:

- Exploratory Factor Analysis (EFA)
- Principal Component Analysis (PCA)
- Correspondence Analysis (simple and multiple)
- Multidimensional Scaling
- Cluster Analysis

These techniques are fundamentally exploratory and descriptive, although they may rely on auxiliary statistical criteria for decision-making.

Dependent techniques (inferential and explanatory)

These techniques are characterized by the existence of one or more clearly defined dependent variables and are oriented toward explanation, prediction, or hypothesis testing.

This category includes:

- t-test
- Analysis of Variance (ANOVA) and MANOVA
- Chi-square test
- Correlation analysis
- Simple and multiple linear regression
- Logistic regression
- Multiple discriminant analysis
- Confirmatory Factor Analysis (CFA)
- Structural Equation Modeling (SEM)

These techniques have an inferential character and may be univariate, bivariate, or multivariate, depending on the number of variables analyzed simultaneously.

2. Qualitative analysis for the creation of questionnaires, with a brief description of the techniques to be employed, such as grounded theory, argumentation, interviews, argument analysis, discourse analysis, ethnography, etc.
3. Qualitative-comparative analysis, with a brief description of techniques to be used, such as fsQCA or csQCA, etc.
4. Quasi-experimental analysis, with a brief description of techniques such as causal inference, randomization, propensity score matching, difference-in-differences, instrumental variable estimation, regression discontinuity, etc.
5. Experimental analysis, such as: controlled laboratory experiment, field experiment, factorial experiment, randomized controlled trial (RCT), simulation experiment, longitudinal experiment, natural experiment.

- Comparative tables (pros/cons, SWOT, previous studies, etc.).

3.3. Preliminary results

Inputs that anticipate the critical discussion are integrated, such as:

- Comparative tables or diagrams.
- Descriptive lists of reviewed literature.
- Proposal of a theoretical or conceptual model.
- Proposal of a questionnaire for measuring variables through indicators, which must correspond to academic and/or gray literature references.

- These pieces of evidence make it possible to apply contrastive, visual, and structural argumentation techniques.

Writing recommendations

- Use argumentative connectors such as therefore, in contrast, this evidence suggests, based on.
- Avoid listing without explanation: each technique must be linked to the purpose of the argument.
- End with a synthesis showing how the selected methods strengthen the foundations for the subsequent discussion.

4. DISCUSSION (4-6 MANUSCRIPT PAGES; approximately 1,500-2,400 words, in present simple tense)

Present, by way of a brief introduction and based on the initial results of the DEVELOPMENT section and the REFERENCES (90% less than 10 years old), what will be presented as a debate, dissertation, exposition of ideas, or analysis of weaknesses, strengths, opportunities, threats, risks, omissions, etc., regarding how the current processes, methodologies, regulations, or standards of the proposal work or do not work, whether they can be designed and implemented, or whether they should be confirmed, adapted, or updated to function better, measure adequately, respond to artificial intelligence, the new normal, etc.

4.1. Subtopics are presented. It is suggested here to include diagrams from statistical software for discussion, both regarding the state of the question and the state of the art that support the DISCUSSION, for example:

Subtopic 1

Subtopic 2

4.2. Final results of the DISCUSSION are presented, such as comparative tables of advantages vs. disadvantages, pros vs. cons, strengths vs. weaknesses, opportunities vs. threats, etc.; descriptive tables such as lists of articles addressing the central topic; or trend tables, etc.

4.3. The section closes by answering the research question through the formulation of a base model for the DISCUSSION.

4.4. Two types of contributions will be presented at the final closing:

a. Theoretical contribution (SCIENTIA). Emphasize how the contribution of the ESSAY improves the state of knowledge, or the object of study, through the proposal of its theoretical-conceptual model, whether by combining it (or not) with others, or by proposing a new model (even if based on others), for example, in the creation of social impact indicators in a public research center, etc., that is original and unpublished.

b. Practical contribution (PRAXIS). Emphasize how the contribution improves the state of the question or the subject of study.

5. CONCLUSION (1-2 MANUSCRIPT PAGES; approximately 300-400 words, in present simple tense; future recommendations)

Finally, this stage must be brief, clear, and concise in describing at least three main aspects:

5.1. How the base research question of the ESSAY is answered

How was the research question answered? How was the problem formulated resolved? This stage must emphasize what should be established as new knowledge based on the study, relating it to the introduction and the research question. It highlights why the research has been valuable and original based on the multidisciplinarity of innovation for sustainable development.

5.2. Findings of the ESSAY

In this section, the main research findings must be summarized based on the evidence found and the arguments of the previous discussion. Emphasize the theoretical contributions (Scientia) to the state of the art (object of study) and the practical contributions (Praxis) to the state of the question or context (subject of study).

5.3. Final scope and future recommendations of the ESSAY

This section closes with a reflection on the scope and/or limitations of the study, for example, the lack of greater variability in the subjects of study, the lack of experimental conditions, lack of time, human, technical, or financial resources, lack of access to the subjects of study, or new environmental, political, economic, etc., conditions for establishing future studies based on the current results.

6. REFERENCES (1-2 MANUSCRIPT PAGES; approximately 300-500 words; approximately 90% less than 10 years old)

All references must be associated with their corresponding DOI or URL in APA 7th edition.

7. GENERAL INSTRUCTIONS

- All tables, diagrams, graphs, drawings, etc., must be numbered and named at the top, and must include the source from which they come at the bottom.
- All tables, diagrams, graphs, drawings, etc., must be cited within the document (e.g., See Table 1, See Graph 1, See Diagram 1, etc.).