Type of the Paper (Article, Review, Communication, etc.)

Title

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**Abstract:** A single paragraph of about 200 words maximum. For research articles, abstracts should give a pertinent overview of the work. We strongly encourage authors to use the following style of structured abstracts, but without headings: (1) Background: Place the question addressed in a broad context and highlight the purpose of the study; (2) Methods: briefly describe the main methods or treatments applied; (3) Results: summarize the article’s main findings; (4) Conclusions: indicate the main conclusions or interpretations. The abstract should be an objective representation of the article and it must not contain results that are not presented and substantiated in the main text and should not exaggerate the main conclusions.

**Keywords:** 3-5 keywords in alphabetical order.

0. How to Use This Template

The template provides a comprehensive overview of the components that can be incorporated into a text. It is essential to observe that each element is accompanied by a corresponding style, which may be in Word's "Styles" menu. Please follow the framework provided for all articles.

1. Introduction

The introduction should concisely situate the study within a broader context and emphasize its significance. It should define the purpose and importance of the task. The current state of the research field should be thoroughly examined, and essential publications should be referenced. When necessary, please highlight controversial and divergent hypotheses. Lastly, concisely describe the primary purpose of the work and emphasize its key findings. Please maintain the introduction as accessible to scientists outside your field of study. ALBUS follows the APA style in text and references. References must follow these examples (Author, year); (Author & Author, year); (Author, year; Author & Author, year; Author, year – please alphabetical order and no more than 3 authors). For quotes, please use the following: By the mid-2000s, researchers had begun to characterize SETs in terms like “…the predominant measure of university teacher performance […] worldwide” (Pounder, 2007, p. 178). According to Theall (2017), “Faculty evaluation and development cannot be considered separately ... evaluation without development is punitive, and development without evaluation is guesswork” (p. 91).

2. Literature Review

A literature review is an in-depth analysis of studies and research relevant to your research topic. It provides context for your research and demonstrates how reflections on the same topic have evolved, enhancing your understanding. A literature review can also identify research gaps and areas for further study. When you analyze previous research, you examine the quality of the experiments, and you can use this to explain why your approach to the topic is distinct. If your literature review is part of a more significant research endeavor, it should follow the introduction. Most academic writers use the literature review to define terms within the research topic and provide their analysis of sources; they then discuss the research question in the section that follows the literature review. Please use the reference format indicated above.

3. Material and Methods

The Materials and Methods section should contain enough information for others to replicate and build upon the published results. New methods and protocols should be described in detail, whereas well-established methods may be described briefly and cited appropriately.

4. Results

This section is suitable for subheadings. It should provide a succinct and accurate description of the empirical results, their interpretation, and the conclusions that can be derived from the study.

3.1. Subsection

3.1.1. Subsubsection

Bulleted lists look like this:

* First bullet;
* Second bullet;
* Third bullet.

Numbered lists can be added as follows:

1. First item;
2. Second item;
3. Third item.

The text continues here.

3.2. Figures, Tables and Schemes

All figures and tables should be cited in the main text as Figure 1, Table 1, etc.

Variable 1

Variable 2

Variable 3

Variable 4

H1

H2

H3

H4

H5

**Figure 1.** Conceptual Framework.

For figures, pictures, and graphs, please use the following format. High quality is necessary. The source must be cited, including if it is by the authors. Conceptual frameworks or diagrams cannot be a picture.

**Table 1.** This is a table. Tables should be placed in the main text near to the first time they are cited.

|  |  |  |
| --- | --- | --- |
| **Title 1** | **Title 2** | **Title 3** |
| entry 1 | data | data |
| entry 2 | data | data 1 |

1 Tables may have a footer if the authors need to explain concepts and describe an entry.

**Table 2.** This is a table. Tables should be placed in the main text near to the first time they are cited.

|  |  |  |  |
| --- | --- | --- | --- |
| **Title 1** | **Title 2** | **Title 3** | **Title 4** |
| entry 1 \* | data | data | data |
| data | data | data |
| data | data | data |
| entry 2 | data | data | data |
| data | data | data |
| data | data | data |
| data | data | data |
| data | data | data |
| entry 4 | data | data | data |
| data | data | data |

\* Tables may have a footer.

3.3. Formatting of Economic Components

This is example 1 of an equation:

GDP = C + I + G + (X – M)

The text following an equation does not need to be a new paragraph. Please punctuate equations as regular text. Theorem-type environments (including propositions, lemmas, corollaries, etc.) can be formatted as follows:

**Theorem 1.** The **Pythagorean theorem** states that the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the sides of the triangle. Mathematically,

A2 = B2 + C2

4. Discussion

The discussion session entails a thorough examination and evaluative analysis of a research paper submitted for publication. This is an essential component of the peer-review process and intends to guarantee the research's validity, importance, and originality. Authors should discuss the outcomes, their potential interpretations of prior research, and the underlying hypothesis. Findings should be examined comprehensively and wide-ranging. Also, possible areas for further research may be emphasized.

5. Conclusions

Conclusions have a purpose beyond summarizing the content of a paper. Instead, they should emphasize the significance of your findings. Although providing a concise overview is beneficial, it is merely the initial step. When executed effectively, endings can evoke a sense of contentment while also stimulating readers' desire for further information. Efficient conclusions facilitate readers in contemplating the content they have just consumed, establishing links to their pre-existing knowledge, and igniting their inclination to go more into the topic matter. In essence, the purpose of your conclusion should be to provide readers with a compelling reason to be interested in this subject matter.

6. Patents

This section is not mandatory but may be added if patents result from the work reported in this manuscript.

**Author Contributions:** A short paragraph specifying their contributions must be provided for research articles with several authors. The following statements should be used “Conceptualization, X.X. and Y.Y.; methodology, X.X.; software, X.X.; validation, X.X., Y.Y. and Z.Z.; formal analysis, X.X.; investigation, X.X.; resources, X.X.; data curation, X.X.; writing—original draft preparation, X.X.; writing—review and editing, X.X.; visualization, X.X.; supervision, X.X.; project administration, X.X.; funding acquisition, Y.Y. All authors have read and agreed to the published version of the manuscript.”

**Funding:** Please declare if funding was received to conduct this research.

**Institutional Review Board Statement:** Please indicate if the Institutional Review Board Statement has approved this research or if it is not applicable.

**Informed Consent Statement: If the** study has involved humans, please add “Informed consent.

**Acknowledgments:** Please acknowledge any support given that is not covered by the author's contribution or funding sections.

**Conflicts of Interest:** Please declare conflicts of interest, if there are any.

**Appendixes**

These are optional sections that can contain details and data supplemental to the main text.

References

References must follow alphabetical order and be listed individually at the manuscript's end. A bibliography software package is recommended to avoid typing mistakes and duplicated references. Include the digital object identifier (DOI) for all references where available.

In the text, references should be placed in parentheses (Theall, 2017)). For in the text with pagination (Pounder, 2007, p. 178).

One author

Armstrong, J. S. (1998). Are student ratings of instruction useful? American Psychologist, 53(11), 1223–1224. http://dx.doi.org/10.1037/0003-066X.53.11.1223

Two authors

Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. Journal of Personality and Social Psychology, 64(3), 431–441. http://dx.doi.org/10.1037/0022-3514.64.3.431

Three to twenty authors

Nguyen, T., Carnevale, J. J., Scholer, A. A., Miele, D. B., & Fujita, K. (2019). Metamotivational knowledge of the role of high-level and low-level construal in goal-relevant task performance. Journal of Personality and Social Psychology, 117(5), 879-899. http://dx.doi.org/10.1037/pspa0000166

****Book:****

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Publisher Name. DOI (if available)

****Edited Book/Proceedings:****

Editor, E. E. (Ed.). (Year of publication). *Title of work: Capital letter also for subtitle*. Publisher. DOI (if available)

Article or chapter in an edited book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In E. E. Editor & F. F. Editor (Eds.), *Title of work: Capital letter also for subtitle* (pp. pages of chapter). Publisher. DOI (if available)

****Other:****

Merriam-Webster, Incorporated. (1997). Goat. In *Merriam Webster’s collegiate dictionary*(10th ed., pp. 499-500). Merriam-Webster, Incorporated.

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