



GUIDE FOR THE PREPARATION OF THE FINAL PROJECT

ISAL | HIGHER INSTITUTE OF ADMINISTRATION AND
LANGUAGES

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Introduction

This document is a guide with general guidelines for the preparation of the undergraduate final project. These guidelines are neither mandatory nor rigid and must be adapted to each specific case according to the student's coordinator in his/her project, as well as according to the specificity of the undergraduate course in which he/she is enrolled.

This guide is structured in the following items: presentation, structure and writing:

- Objectives of the final project
- Structure
- Writing
- Final recommendations
- Examples
- Graphic presentation

Objectives of the undergraduate final project

With the final project, it is intended that the student:

- Acquires professional and organisational experience in the several training areas of the undergraduate course;
- Develops skills in a professional and technical environment;
- Understands the practical application of the syllabus of his/her course;
- Applies the knowledge acquired to specific situations;
- Develops transversal behavioural skills such as interpersonal relationship, self-confidence, discipline, working methods, ability to meet deadlines and schedules, ability to integrate into organisations, groups and work teams.

The undergraduate final project allows verifying if the student:

- Is capable of developing scientific information research processes and literature analysis;
- Has been attentive to the company and its surroundings, being able to portray/analyse components of his/her specific training area;
- Is capable of decoding everything that was related to the activities of his/her time spent preparing the final project, presenting in detail his/her final project activities, and valuing himself/herself;
- Is capable of creating value as an innovative project for the institution, by suggesting and detailing innovative and entrepreneurial action measures with appropriate, coherent and feasible practical application.

Structure

The report must contain the following parts: pre-textual, textual and post-textual.

1. Pre-textual part

The pre-textual part contains the cover page, the acknowledgements, the table of contents and the list of tables and figures.

1.1. Cover page

There is not a mandatory cover model, even though we suggest this one:

- Identification of “Higher Institute of Administration and Languages” and the logo
- Name of the undergraduate course
- Title “Undergraduate Final Project”
- Identification of the “theme of the project” chosen
- Full name of the student
- Name of the project coordinator
- Place and date

1.2. Acknowledgements (optional)

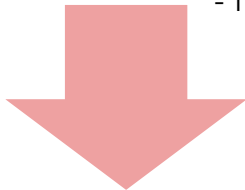
The acknowledgements must be sober and mention the name of the people being thanked along with a brief justification for the acknowledgement (example: financial support, facilitation of data collection, encouragement, ISAL, coordinator, suggestions etc.)



Seek

- To express the necessary appreciation and consideration for the elements (organisations and individuals) that played a key role during the project

- To be brief



Avoid

- Being overly emotional

- Writing too personal considerations

1.3. Abstract (mandatory)

Whenever the abstract and its English version exist, it should summarily translate everything that was done in the scope of the project, the objective, methodologies, considerations, originality and contributions, in a reliable way, allowing the reader a correct perception of everything that the student did during this final period of learning.

1.4. Glossary\Abbreviations\Acronyms (mandatory)

The glossary establishes *a priori* understanding of concepts that will be used in the body of the report.

1.5. Table of Contents

The table of contents must indicate all the titles of the text (divisions and subdivisions) and their page numbers. The table of contents should also include the appendices in an itemised way, and the appendices should be identified. The formatting of the table of contents should facilitate the reading of these contents and the relationship between them.



Seek

- To format the text properly



Avoid

- The lack of articulation between the indicated aspects

- The lack of indication of page numbers

- The lack of indication of the numbers of the various divisions of the report

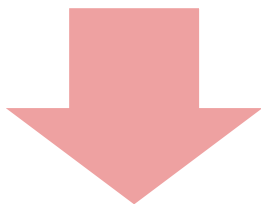
1.6. List of tables, figures and graphics

Tables, figures and graphics should be listed separately by its number, followed by the title and respective page.



Seek

- To format the text properly



Avoid

- The lack of a list of illustrations
- The lack of indication of page numbers

2. Textual Part

In the textual part of the projects, the following should be included, separated into chapters:

2.1. The introduction

The introduction explains the objectives of the study, the parts that make up the report and the contents included in it. Therefore, in an introduction, it is desirable to have a first paragraph in which the reader's curiosity is stimulated, using for this purpose the most appealing and relevant aspects related to the theme that should be explained in the following paragraph.

The introduction should:

- Present the goal of the project.
- Present the (general and specific) objectives and the interest of the work developed.
- Briefly describe the project/activities planned for the project.
- Identify the methodology used for the development of the work.
- Describe the structure of the project.

2.2. Theoretical framework/literature review

The existence of a possible theoretical-conceptual framework and literature review depends on the specificity of the undergraduate course and project. The main sources of the different curricular units of the undergraduate course which the student used to plan and carry out the different activities of the project should be presented. Other sources should also be cited, particularly those to which the students had access through research on their own initiative.

3. Methodology

3.1. Description and analysis of the methodology used

This division corresponds to the essential part of the project and describes and reports the set of events that took place during the research.

This description and analysis should be brief and clear, and may require the definition of concepts, in order to better understand its contents.

It is desirable to introduce the project plan and the respective schedule of activities.

In this part the student demonstrates the data, sample and results obtained, and presents possible improvement proposals for the project. A reflection should also be made on the contribution of the project to the development of technical and behavioural skills of the student, reinforcing here the component of originality and innovative idea.

3.2. General characterisation of the project, data analysis, activities undertaken and results obtained

The characterisation of the project should include the name, sector of activity, location; history, mission, objectives, values, strategy; billing; organisational chart, etc., and brief characterisation of elements associated with the specificity of the undergraduate course (e.g., characterisation of human resources policies, marketing-mix, logistic processes, information management, etc.).

3.3. Conclusion/final considerations

The conclusion or final considerations highlight the essential initial aspects of the project, reflects the theoretical body, and the interpretation of the data, as well as the prospects of future work for the project in question, it should contain a summary of the activities undertaken and the skills mobilised to carry out these

activities, as well as its results, namely the contribution of these activities to solving the different problems listed in the scope and objectives of the approved project.

The student can present prospects of work that can be done in the near future to improve or conclude the work done.

The conclusion cannot include anything that does not derive from the content of the body of the project (avoid comments on how difficult the project was or how satisfying it was).

AVOID

- Overrating the characterisation.
- Being too brief in the description and exploration of the Activities Undertaken in the project.
- The excess or insufficiency of indicators. In the case of excess, the less important indicators should be included in the Appendix.
- The excess or insufficiency of tables or graphs synthesising the information. In the case of excess, these should also be included in the Appendices.
- Insufficiencies in the exploration of data, namely those that can be extracted from tables or graphs.
- Making unfounded conclusions about the topic in question.
- Making statements that reflect personal judgments and that need to be substantiated (e.g., stating that the facilities or equipment are obsolete).
- Present a poorly developed and explored critical analysis.

4. Post-textual part

The post-textual part contains the bibliography and appendices.

The student should justify the work done based on **bibliographical references**. The bibliography should meet two criteria: be relevant to the contents and reflect a high degree of updating.

In the preparation of the final bibliography, several models can be used (essentially in social sciences the **APA**, IEEE, etc. standards), but the criterion of uniformity throughout the report should be respected.

The bibliography should be presented in alphabetical order, and the use of the author's surname and year of publication is suggested. If there are several works by the same author for the same year, chronological order should be respected; if there are several works from the same date, use lowercase letters (1997a), (1997b) in front of the date.

In the appendices, it is advisable to present the material and instruments used in the study.

SEEK

- To title all appendices
- To number the first page of each appendix
- To indicate the appendices in the table of contents
- To articulate the appendices with the text

AVOID

- Introducing appendices that are neither referenced nor articulated with the main text
- Including irrelevant appendices
- Present appendices without titles
- Present appendices that are not separated or numbered

Writing

When writing the text, attention must be paid to uniformity in the verb tenses used.

As a general rule, **verbs** should be in the past tense. Regarding the references to the author of the work, the style should be impersonal (e.g. "it took place" instead of "I did").

Quotation marks should be used when referring to a word or sentence that uses ironic, slang or made-up terms; when reproducing a title of an article or book; when using ambiguous words.

Italics should be used for all loanwords. When a term is used frequently in the text, the use of abbreviations is recommended, and it must be associated with the term in full, at least the first time it is used.

Figures, tables and graphs, in addition to having a title which is presented after the reference to their number, should indicate the reference/source from which they were extracted when it is a reproduction.

The title of the figure should be smaller than the size of the body text.

Examples:

1. When extracted from a book:

Figure 5. Layers of Culture by Rousseau

Source: "Assessing organizational culture" (p.158), D.M. Rousseau, 1990, San Francisco, Jossey-Bas Publishers

2. When extracted from a journal/magazine:

Figure 6. Levels of competence of each organization according to Kochaski & Ruse

Source: "Designing a competency-based human resources organization", J.T.Kochashí & D.H.Ruse, 1996, Human Resources Organization, 1, 35, p.21

Quotations are intended to enrich information or reflection and to support statements made in the text, but their excessive use should be avoided.

SEEK

- To be concise, clear and objective
- To title and number all figures, tables, and images
- To title and number all appendices
- To highlight titles and subtitles graphically (by changing the font size or by varying its thickness ("normal", "bold"))
- To ensure that all content presented is relevant
- Not to extend less important parts (e.g. description of the project)
- Not to use confidential data (without mentioning the source or without the consent if required)
- Not to comment without knowledge of your surroundings
- Not to use distracting and not very relevant 'embellishing' elements (headers, colours, logos or other graphic elements)
- Not to use backgrounds that cause noise when reading (the safest is to opt for a plain white background)
- Not to submit the report without the consent of the project coordinator.

AVOID



- Presenting a poorly explored and developed critical analysis
- Reflecting several times on the same problem, but at different times
- An incorrect exposition of ideas
- Using jargon and terms and expressions of everyday language, not being careful
- Poorly written texts, with spelling mistakes, poor punctuation and inconsistent verb tenses
- Presenting little innovative proposals and suggestions
- Presenting unjustified or unfeasible proposals and suggestions

Presentation

For reasons of readability and coherence with the graphic identity, it is recommended the use of one of the following fonts in the body of the text: Verdana (size 9 or 10), Arial (size 10 or 11) or Times New Roman (size 11 or 12).

The format of the pages should be:

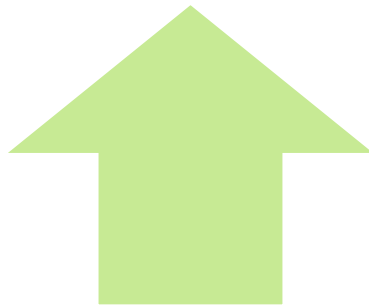
- top margin – 4 cm
- bottom margin – 2.5 cm
- left margin – 2.5 cm
- right margin – 2.5 cm

In the body of the text, the space between lines should be 1.5. For notes, subtitles, bibliographical references and long quotations, the space between lines should be 1.

It is recommended that the number of pages is between 35 and 60, excluding appendices which, as a rule, should not exceed one-third of the body of the paper.

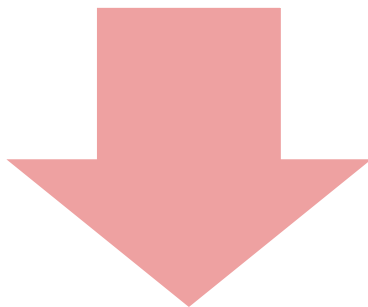
Pagination can be at the top of the page or at the bottom, from the first page of the text to the end of the appendices. All pages from the "Acknowledgements" to before the "Introduction" should be numbered using Roman numerals (therefore, this chapter will begin on page I).

The graphic style should be sober and technical, and the titles and elements to be highlighted should reflect the relative importance of each element by varying the font size or varying its thickness.



Seek

- To define the importance of each indicator by varying the font size or its thickness (“normal”, “bold”).



Avoid

- Using distracting/excessive graphic elements regarding what is critical (e.g., unnecessary colour, colourful headers, etc.).
- Using more than one or two fonts.
- Imbalances between the relative importance of each indicator and the font size or order in which it appears.

General Recommendations

Consult the project regulation, pay special attention to the deadlines for submission of the final project and the number of projects to be delivered, as well as their recipients.

As soon as you start the final project, start writing down everything you are doing with the respective sources; what ways there may be to improve; other activities/projects/ideas that you remember/notice and that could be implemented to improve the project's performance.

Start working on the final project from the beginning of the semester.

Draft Project

Table of contents (sample)

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Post-textual part	17
List of appendices	
Appendix a: chart of the period of preparation of the project	
Appendix b: map of registration and control of hours	

Bibliography (APA Style)

a) Books

1. João J. Ferreira; Sérgio J. Teixeira & Hussain G. Rammal (2020). Technological Innovation and International Competitiveness for Business Growth, a book to be published by Palgrave Macmillan.
2. Teixeira, S. J., & Ferreira, J. M. (2020). Book: Multilevel Approach to Competitiveness in the Global Tourism Industry (pp. 1-393). Hershey, PA: IGI Global. ISBN13: 9781799803652 | ISBN10: 1799803651 | EISBN13: 9781799803676 | DOI: 10.4018/978-1-7998-0365-2, <https://www.igi-global.com/book/multilevel-approach-competitiveness-global-tourism/228090> [SCOPUS].

b) Articles in Periodicals/Magazines

1. Teixeira, S., Veiga, P., Figueiredo, R., Fernandes, C., Ferreira, J., Raposo, M. (2020). A Systematic Literature Review on Family Business: Insights from an Asian Context, Journal of Family Business Management. Online: 16 April

<https://doi.org/10.1108/JFBM-12-2019-0078> [Indexed: WoS - ESCI -Emerging Sources Citation Index].

2. Lopes, João; Teixeira, Sergio; Ferreira, João; Silveira, Paulo; Farinha, Luís; and Lussuamo, João (2019), University Entrepreneurial Intentions: Mainland and Insular Regions - Are they different?, Education + Training, Vol. 62 No. 2, pp. 81-99. <https://doi.org/10.1108/ET-03-2019-0055>. (WoS/ISI indexing)
3. Pedro Mota Veiga, Ronnie Figueiredo, Sérgio Jesus Teixeira, Cristina I. Fernandes (2020), Opening Pandora's Box. Everything we (not) know about the global strategy: Global strategy, Journal of Global Information Management (JGIM), [2018 Impact Factor: 0.53], in press. [Indexed: SCOPUS; ESCI -Emerging Sources Citation Index]. (WoS/ISI indexing)
4. Almeida, António; Teixeira, Sergio; Franco, Mara (2019), "Uncovering the factors impacting visitor's satisfaction: evidence from a portfolio of events", International Journal of Event and Festival Management, Vol. 10 No. 3, pp. 217-247. . [Indexed: SCOPUS; ESCI -Emerging Sources Citation Index]. DOI (10.1108/IJEFM-01-2019-0002). <https://doi.org/10.1108/IJEFM-01-2019-0002>(WoS/ISI indexing)
5. Teixeira, S.J., Ferreira, J.J., Wanke, P., Antunes, J. (2019), "Evaluation Model of Competitive and Innovative Tourism Practices Based on Information Entropy and Alternative Criteria Weight" Tourism Economics, [2018 Impact Factor: 1.098], in press. [Indexed: SCOPUS; ESCI -Emerging Sources Citation Index]. <https://doi.org/10.1177%2F1354816619878995>(WoS/ISI indexing)

c) Internet websites

1. DREM (2020), Direção Regional de Estatística da Madeira, accessed April 1, at: <https://estatistica.madeira.gov.pt/>

d) Book chapters

1. Teixeira, S., and Ferreira, J. (2020). Chapter: "Introduction to the Multilevel Approach to Competitiveness in the Global Tourism Industry" in Book, Teixeira, S., and Ferreira, J (2020) Multilevel Approach to Competitiveness in the Global Tourism Industry, IGI Global, EUA, pp 1- 8.

2. Teixeira, S. (2018). Book Chapter: "Knowledge Management in Tourist Services: A Literature Review and Case Study – The Case of INATEL" in Book, Debasish Batabyal "Managing Sustainable Tourism Resources." IGI Global, EUA, pp. 111-148. <http://dx.doi.org/10.4018/978-1-5225-5772-2.ch006> [SCOPUS].

e) Monographs/theses

1. Teixeira, S.J. (2018). Tese de Doutoramento, "Regional Competitiveness and Innovation in the Tourism Sector-The Case of the Autonomous Region of Madeira", 26 de setembro, UBI, uBibliorum.
<http://hdl.handle.net/10400.6/6322>