

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«SAINT-PETERSBURG STATE UNIVERSITY OF ECONOMICS» (UNECON)



APPROVED:
Vice-rector for study and methodical work
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Industrial practice (practice according to the profile of professional activity)

Internship syllabus

Specialty	38.04.02 Management
Specialization	International Business Administration
Level of higher education	Master's Degree
Form of training	Full-time
Year of enrolment	2022

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Total number of hours	216	Form of final attestation: Graded test Semester 3
Total credits	6	
incl:		
Self-study (practical training)	216	

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1. INTERNSHIP OBJECTIVES

Objective:	To deepen the theoretical training and professional knowledge of Master students, to consolidate practical skills and competences in the analysis of information for management decision-making and solving current cases of international companies.
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2. THE PLACE OF THE INTERNSHIP IN THE STRUCTURE OF THE EDUCATIONAL PROGRAMME, INTERNSHIP TYPE AND THE INTERNSHIP FORM

As a component of the study programme, practical training takes the form of direct performance of certain activities related to the future professional activity of the student.

Internship type: Industrial practice (practice according to the profile of professional activity).

Internship form: discrete by type of practice - by allocating an uninterrupted period of study time for each practice in the timetable.

3. EXPECTED LEARNING OUTCOMES

Code and name of graduate competence	Code and name of the competence achievement indicator	Expected learning outcomes
PC-1 – Capable of analysing and forecasting organisational development, developing measures to improve its business model and international strategy	PC-1.2 – Develops measures to improve the management of the international company	To be able to: analyse the company's international strategy To master: principles of management decision-making aimed at improving the processes of an international company
PC-2 – Financial and management advice on a wide range of services	PC-2.2 – Improves strategic and tactical management decision-making processes based on analysis of financial and economic information	To be able to: analyse financial and economic information about a company's activities To master: skills to make strategic and tactical management decisions
PC-3 – Able to make management decisions at strategic and operational level in an international company	PC-3.2 – Organizes the operational management system of international companies	To be able to: apply quantitative and qualitative methods to justify management decisions in a global environment. To master: skills in organising the operational management of international companies. To master:
PC-4 – Able to lead the development of logistics strategies in international markets	PC-4.2 – Able to organize the supply chain of goods and services in global markets	To be able to: analyse the global supply chain of goods and services To master: skills in making logistics decisions in global markets
PC-5 – Able to	PC-5.2 – Assesses	To be able to: analyse the prospects for innovative

organize project work to implement innovative solutions in the digital economy	prospects and develops innovative projects in a global, risk-based environment	projects on international markets To master: the principles of innovation project management and risk management
PC-6 – Is able to take into account the socio-cultural, legal, institutional and economic environment of the international marketplace in the management of the organization	PC-6.2 – Leads international distributed teams, organizes interaction with international partners	To be able to: take into account the socio-cultural, legal, institutional and economic context of the international marketplace when managing internationally distributed teams. To master: the principles of working in international distributed teams and interacting with international partners
UC-1 – Is able to critically analyse problematic situations with a systematic approach, to develop a strategy of action	UC-1.3 – Identifies and assesses the practical implications of possible solutions to the problem, develops and proposes different strategic solutions to the problem, assessing their advantages and disadvantages	To be able to: work with the information base needed to address problem situations and design processes to address them To master: analysis tools to address strategic challenges using systems and interdisciplinary approaches
UC-2 – Able to manage a project through all stages of its life cycle	UC-2.2 – Designs the implementation of specific tasks by identifying the best ways of doing things and choosing the resources to achieve the objective	To be able to: plan the resources needed to implement the project To master: information technology at all stages of the project life cycle
UC-3 – Able to organise and lead a team, developing a team strategy to achieve the goal	UC-3.2 – Understands the specifics of organisational culture and communication with management, and is able to motivate individual employees and the team as a whole	To be able to: plan and adjust team work to the interests and behaviour of team members To master: plan and adjust team work to the interests and behaviour of team members
UC-4 – Able to use modern communication technologies, including in foreign language(s), for academic and professional interaction	UC-4.2 – Freely perceives, analyses and critically evaluates oral and written business information in the national and/or foreign language(s), including the use of information technology	To be able to: practice oral and written business communication in a foreign language To master: the ability to deliver academic and professional results in a foreign language

UC-5 – Able to analyse and take into account the diversity of cultures in intercultural interaction	UC-5.2 – Interacts constructively with people in a socio-culturally appropriate way to successfully perform professional tasks and enhance social inclusion	<p>To be able to: lead the way in preventing disagreements and conflicts in intercultural communication</p> <p>To master: skills in constructing social and professional interactions, taking into account the characteristics of basic business and general culture</p>
UC-6 – Is able to identify and implement priorities for his/her own work and how to improve it on the basis of self-assessment	UC-6.2 – Realises the intended objectives of the activity, taking into account conditions, means, personal abilities, a temporary perspective of activity development and labour market requirements; shows an interest in self-development and uses the opportunities provided to acquire new knowledge and skills	<p>To be able to: identify priorities for professional development and ways to improve their own performance</p> <p>To master: the ability to build a flexible professional trajectory in the light of accumulated professional experience</p>

4. INTERNSHIP STRUCTURE AND CONTENT

№	Internship structure	Internship content
1	Preparatory stage	Drawing up an individual practical assignment. Instruction on safety and internal regulations. Familiarisation with the regulatory documents.
2	Main stage	Carrying out the practice assignment. Processing and analysis of the information obtained. Preparation and preparation of the report.
3	Final stage	Preparing for the defence. Gathering the necessary documents for the report. Defence of the practice report.

5. INDIVIDUAL TASK

The list of tasks for a student undergoing practical training is determined by the Head of Practical Training of the department. In case of internship in the specialised organisation, the list of tasks shall be agreed with the Head of Internship from the specialised organisation. The choice of particular tasks depends on the specific activity of the organisation - the base of practice.

6. RESOURCE SUPPORT

Teaching and learning support

Bibliographic description of the publication (author, title, type, place and year of publication, number of pages)	Digital resources
Deren, V. I. Economics and international business : textbook and practical work for universities / V. I. Deren, A. V. Deren. - 2nd ed., revised and	https://urait.ru/viewer/ekonom... - mezhdunarodnyy-biznes-455908#

supplemented. - Moscow : Publishing house Yurait, 2020.	
Modern Strategic Management : textbook for masters / A.M. Aronov, I.Y. Blekhtsin, M.A. Zvereva et al. Under the editorship of A. N. Petrov. - St. Petersburg : Publishing house of St. Petersburg State University of Economics, 2018.	http://opac.unecon.ru/elibrary ... B6%D0%BC%D0%B5%D0%BD%D1%82.p df

List of software (including national production)

- 7-Zip
- LibreOffice
- OS Alt education 10

List of reference systems and modern professional databases

№	Name of reference systems and professional databases
1.	Digital library Grebennikon.ru – www.grebennikon.ru
2.	Science Digital Library eLIBRARY – www.elibrary.ru
3.	Science Digital Library КиберЛеника – www.cyberleninka.ru
4.	Database ПОЛПРЕД Справочники – www.polpred.com
5.	Database OECD Books, Papers & Statistics on the platform OECD iLibrary www.oecd-ilibrary.org
6.	Legal reference system КонсультантПлюс (installed resource UNECON or www.consultant.ru)
7.	Legal reference system «ГАРАНТ» (installed resource UNECON or www.garant.ru)
8.	Information and referral system «Кодекс» (installed resource UNECON or www.kodeks.ru)
9.	Digital library system BOOK.ru - www.book.ru
10.	Digital library system ЭБС ЮРАЙТ – www.urait.ru
11.	Digital library system ЗНАНИУМ (ZNANIUM) – www.znanium.com
12.	Digital library UNECON – opac.unecon.ru

7. TECHNICAL FACILITIES

There are special rooms for group and individual consultations, current monitoring and interim assessment, as well as rooms for independent work.

List of classrooms for training sessions with equipment and technical facilities

Name of classroom, list of equipment	Classroom location
Classroom 105 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialized furniture and equipment: Educational furniture for 100 seats; chalk board 1 pc.; drawer Computer Intel Core i5-3570 3.5Gh/4Gb/500Gb - 1 pc, Multimedia projector Epson EB-X02 - 1 pc, Mixer amplifier Jedia TA-1120 - 1 pc, Hi-Fi PRO MASK6T-W speakers (2 pcs.) - 1 pc, Motorised screen 175x234 Matte White 4:3 - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture	196084, St. Petersburg, Moskovsky prospect, 103, lit. A, r.1H

courses and practical sessions, interactive teaching and visual aids.	
Classroom 307 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialized furniture and equipment: Training furniture for 48 seats; chalk board - 1 pc.; pedestal - 1 pc.; Athlon 64 x2 4400 computer 2.3/4Gb./150Gb - 1 pc., NEC NP610 projector - 1 pc, Audio kit (mixer-amplifier Apart Concept + BEHRINGER microphone) - 1 pc, 2-way Hi-Fi PRO MASKGT-W loudspeaker - 2 pcs., Projecta Compact Electron projection screen 153x200 cm MATTE White S. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	196084, St. Petersburg, Moskovsky prospect, 103, lit. A, r.1H

During the practical training at a relevant organisation, students are given the opportunity to use the premises of the relevant organisation as agreed in the practical training agreement, as well as the equipment and technical facilities in the premises necessary for the successful performance of certain activities related to the future professional activity.

8. SPECIFICATIONS FOR DISABLED

When organising internships for disabled people, the supervisor should take into account the specifics of how students with different disabilities perceive and learn.

When organising internships for students with visual impairments, provision is made for:

- enabling practice assignments to be completed with little or no visual supervision;
- provision of educational content in a text-based electronic format that allows for the
 - translation of flat-printed information into auditory form;
 - the ability to use individual devices and tools to adapt materials, receive and transmit information taking into account the individual characteristics and health status of the student;
 - use of clear and oversized fonts, and graphic objects in the materials provided;
 - the voicing of visual information presented by the student during the practice;
 - captions and descriptions of drawings and other graphic objects to enable the translation of written text into auditory text;
 - minimising external noise and ensuring a calm atmosphere in the classroom;
 - possibility of recording information by students in a convenient form (auditory, audio-visual, marking in a prepared text);
 - application of a step-by-step control system, more frequent control over the completion of assignments.

For students with mobility impairments, provision is made for:

- providing the opportunity for pre-course familiarisation with the content of training practices by posting information in the Moodle;
- providing unobstructed access to the premises as well as to the rooms;
- the possibility of using individual devices and tools to ensure the implementation of ergonomic principles and a comfortable stay in the place during the entire period of study (supports, special cushions, etc.);
- dividing the material into small logical units;
- increasing the proportion of concrete material and adhering to the principle from simple to complex when explaining the material;
- use of remote forms of practice;
- availability of a clear system and algorithm for organising independent work and checking assignments with obligatory correction and comments;
- use of additional means to activate the processes of memorisation and repetition;

- provision of the opportunity to use individual devices and means that allow adapting materials, receiving and transmitting information taking into account their individual characteristics.

Students with hearing difficulties (hearing impaired, late speech impaired) need the following conditions:

- provision of educational content in a text-based electronic format that allows for the translation of the auditory form of a lecture into flat-printed information;
- availability of the possibility of using individual audio-amplifying devices and sign language aids to enable the reception and transmission of information; mutual translation of text and audio files (speech input notebook), as well as recording and reproduction of visual information;
- availability of a system of tasks ensuring systematisation of verbal material, its schematisation, translation into tables, diagrams, reference texts, glossary;
- availability of visual support of the studied material (structural-logical schemes, tables, graphs, concentrating and summarising information, supporting notes, handouts);
- availability of a clear system and algorithm for organising independent work and checking assignments with obligatory correction and comments;
- ensuring the practice of advanced reading, when students get acquainted with the material in advance and highlight unfamiliar and incomprehensible words and fragments;
- a special speech mode (avoiding long phrases and complex sentences, good articulation; clear presentation, no redundant words; repeating phrases without changing the order of words; ensuring eye contact while speaking and a slightly slower pace of speech, using natural gestures and facial expressions);
- clear adherence to the lesson algorithm and tasks for independent work (naming the topic, setting the goal, communicating and writing the plan, highlighting the main concepts and methods of their study, indicating types of student activities and ways to check the learning of the material, vocabulary work);
- adherence to the textual requirements (dividing the text into parts; highlighting points of emphasis; using visual aids);
- minimising external noise;
- allowing the correlation between verbal and graphic material; integrated use of written and oral communication in group work;
- combining all speech activities in the classroom (speaking, listening, reading, writing, visual perception from the speaker's face).

ASSESSMENT RESOURCES

Assessment of knowledge, skills and (or) experience, characterizing the stages of competence formation is carried out by the procedures of current control and intermediate attestation in accordance with this FES, the programme of practice and the LP of the University.

1.1 Control tasks and assignments for interim attestation

List of individual practical assignments:

1. Justify the problems of the empirical study.
2. Describe the aims and objectives of the empirical study.
3. Choose the qualitative or quantitative research methods most appropriate to the tasks at hand.
4. Develop a conceptual model and research design.
5. Carry out information collection according to the design.
6. Carry out data processing using the selected methods.
7. Based on the results of the study, identify the main problem areas of management activity in the analysed market and formulate recommendations for its improvement.

The ongoing monitoring takes place during the internship period.

Assessment tools for current monitoring:

- implementation of the practice plan

1.2 Assignments for interim attestation

The results of the internship are evaluated through intermediate certification by defending the completed internship reports in the form of credit (differential) with grades "excellent", "good", "satisfactory", "unsatisfactory" with the results recorded in the credit record sheet and the student's record book.

The procedure for interim attestation is regulated by the Regulation on practical training of students studying basic professional educational programmes of higher education, the Regulation on the current control of progress and intermediate attestation of students in higher education programmes.

1.4 Other assessment objects

Is not provided by the work programme of the discipline.

1.5 Grading scale

Grading scales and procedures for evaluating the results of the practice learning outcomes are regulated by the Regulation on the current control of progress and interim assessment of students in higher education programmes.

For a positive conclusion on the results of the evaluation procedure on practice, a threshold value of the indicator is established, at which a positive decision is taken, ascertaining the results of mastering the discipline.

Grading scale:

Grading	Points
Min 54 points, max 100 points	
When defending the report, the student demonstrated profound and systematic knowledge acquired during the internship, freely used the research data and made well-reasoned suggestions. The student answered the questions correctly and competently. The student received a positive feedback from the supervisor.	5 (points 85-100)
When defending the report, the student showed profound knowledge obtained during the internship, freely used the research data. There were some mistakes in the report, but they were of minor nature. The student answered the questions, but made some mistakes, which were corrected by the leading questions. The student received positive feedback from the supervisor.	4 (points 70-84)
The report has a superficial analysis of the collected material, the sequence of the presentation of the material is not clear. The student did not give complete and well-reasoned answers to the questions during the defence of the internship report. The supervisor's feedback contains significant remarks.	3 (points 55-69)
The report does not have a detailed analysis of the material collected and does not meet the requirements. The student has difficulties in answering the questions posed or makes fundamental errors in the answers. The supervisor's feedback the supervisor has significant criticism.	2 (points 54)

If necessary, assessment tools adapted for students with disabilities are used for the interim assessment of students' internship.