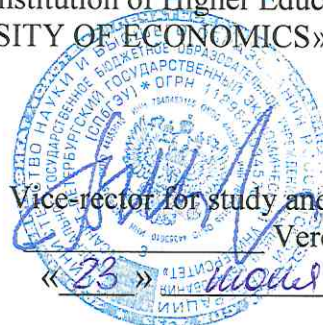


MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«SAINT-PETERSBURG STATE UNIVERSITY OF ECONOMICS» (UNECON)



APPROVED:
Vice-rector for study and methodical work
Veronika.G.Shubaeva
«23» _____ 2022.

Industrial practice (research work)

Internship syllabus

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

Authored by:
Associate Professor, PhD, Salikhova Yana Yurievna

Total number of hours	<i>432</i>	Form of final attestation: <i>Graded test</i> <i>Semester 4</i>
Total credits	<i>12</i>	
incl:		
Self-study (practical training)	<i>432</i>	

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1. INTERNSHIP OBJECTIVES

Objective:	Preparing a master student for independent research activities, developing the ability to make independent theoretical and practical scientific conclusions, the skills of an objective assessment of the information received, and the application of scientific knowledge in further activities.
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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 (research work).

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 – Able to analyze and predict the development of the organization, develop measures to improve its business model and international strategy	PC-1.2 – Develops measures to improve the management of an international company	To be able to: analyze the relationship between functional strategies, the business model and the international strategy of the organization in order to prepare balanced management decisions To master: skills in developing corporate and functional strategies for the development of the organization, taking into account the international context of its activities
PC-2 – Financial and management consulting for a wide range of services	PC-2.2 – Improves the processes of making strategic and tactical management decisions based on the analysis of financial and economic information	To be able to: develop recommendations for the development of financial and management activities of a company operating in the international market To master: skills and tools for collecting, processing and analyzing financial and economic information when a company enters the international market and operates on it
PC-3 – Able to make management decisions at a strategic and operational level in an international company	PC-3.2 – Organizes the system of operational management of international companies	To be able to: select and apply methods and tools for developing strategic and tactical decisions in managing the activities of an international organization To master: operational planning skills in an international company
PC-4 – Able to lead the development of logistics strategies in international markets	PC-4.2 – Able to organize supply chains of goods and services in global markets	To be able to: determine the strategic directions for the development of the company in the field of logistics operating on international markets; manage supply chains in global markets

		To master: skills in developing and implementing a logistics strategy in global markets
PC-5 – Able to organize project work on the implementation of innovative solutions in the digital economy	PC-5.2 – Assesses prospects and develops innovative projects in a risk-based global environment	To be able to: determine the goals and stages of the project for the implementation of innovative solutions; assess risks in the development and implementation of projects in a global environment To master: skills in developing innovative projects, including assessing their prospects and risks in international markets
PC-6 – Able to take into account the socio-cultural, legal, institutional and economic conditions of activity in the international market when managing an organization	PC-6.2 – Manages international distributed teams, organizes interaction with international partners	To be able to: effectively organize, motivate and stimulate the organization's personnel when interacting with international partners to achieve the strategic and operational goals of the organization's activities To master: skills in the formation and management of a distributed team of performers for the implementation of specific projects, activities, works, taking into account the current international context
UC-1 – Able to carry out a critical analysis of problem situations based on a systematic approach, develop an action strategy	UC-1.3 – Identifies and evaluates the practical consequences of possible solutions to the problem, develops and proposes various strategic solutions to the problem, evaluating their advantages and disadvantages	To be able to: use a scenario approach when assessing the positive and negative consequences of the company's strategic decisions in a global environment and the skills of economic evaluation of the proposed organizational and managerial decisions, taking into account their possible impact on all management objects To master: methods and tools for economic and strategic analysis of the external and internal environment of the organization and the behavior of economic agents for making strategic decisions in the field of international business
UC-2 – Able to manage a project at all stages of its life cycle	UC-2.2 – Designs the implementation of specific tasks by determining the best ways to solve and select resource support to achieve the goal	To be able to: formulate the problems, goals, objectives and expected results of the project; determine the need for resources for project implementation; develop a project implementation plan and tools to control its implementation at all stages of the life cycle To master: skills and tools for assessing the resource support of the project; evaluating the effectiveness of project implementation and developing an action plan for its adjustment
UC-3 – Able to organize and manage the work of the team, developing a team strategy to achieve the goal	UC-3.2 – Understands the specifics of organizational culture and communication with management, knows how to motivate individual	To be able to: define the goals of the team in accordance with the goals of the project; organize the work of the team using the basic principles of creating and rallying teams; present the results of team work to management and evaluate the effectiveness of the

	employees and the team as a whole	<p>team's work</p> <p>To master: team leadership and team roles; the skills of choosing ways to motivate team members, taking into account organizational capabilities and personal characteristics of team members; Team management style skills</p>
UC-4 – Able to apply modern communication technologies, including in a foreign language(s), for academic and professional interaction	UC-4.2 – Freely perceives, analyzes and critically evaluates oral and written business information in state and (or) foreign language(s), including using information technology	<p>To be able to: search for relevant sources of information in a foreign language, including using information and communication technologies; organize oral and written communication in the process of academic and professional interaction in a foreign language</p> <p>To master: skills of analysis and critical evaluation of academic and professional texts in a foreign language; skills of conducting academic and professional discussion in a foreign language.</p>
UC-5 – Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	UC-5.2 – Interacts constructively with people, taking into account their socio-cultural characteristics, in order to successfully complete professional tasks and strengthen social integration	<p>To be able to: determine the goals and objectives of intercultural professional interaction, taking into account possible problematic situations; correctly identify intercultural barriers and choose ways to overcome them in the framework of solving professional problems</p> <p>To master: social integration skills in organizing business interaction with partners in Russia and abroad, taking into account possible intercultural differences</p>
UC-6 – Able to determine and implement the priorities of their activities and ways to improve it based on self-assessment	UC-6.2 – Implements the intended goals of the activity, taking into account the conditions, means, personal capabilities, time perspective for the development of activities and the requirements of the labor market; shows interest in self-development and uses the opportunities provided to acquire new knowledge and skills	<p>To be able to: determine priorities in their To master professional activities, taking into account possible restrictions; evaluate their To master resources and ways to overcome personal and social restrictions on the way to achieving the goal; set priorities in the planning and implementation of their professional activities</p> <p>To master: the skills of assessing and adjusting one's To master resource state and individual personal potential; techniques of self-organization and self-control for the implementation of professional activities</p>

4. INTERNSHIP STRUCTURE AND CONTENT

№	Internship structure	Internship content
1	Substantiation of the relevance of the study, purpose, scientific novelty, formulation of the preliminary hypothesis of the study	Studying the rules for working with library collections and EDL of the Institute of Master's Degrees at St. Petersburg State University of Economics. Preparation of a literature review in order to identify little-studied issues on the research topic. Substantiation of the topic and design of scientific research. Studying the rules and methods of writing a scientific article. Preparation of

		scientific reports and articles. Participation in the master's conference. Participation in master classes.
2	Selection and justification of the research method	Analysis of possible research methods and selection of the most relevant (relevant) methods of own research Collection of desk data for research. Conducting pilot studies to test the created research tools (qualitative and quantitative studies, adaptation of questionnaires, scales, etc.). Participation in master classes.
3	Obtaining research results, testing the model, formulating propositions	Refinement of the research hypothesis. Conducting full-fledged empirical research to solve research problems, formulate conclusions and develop recommendations. Preparation of scientific reports and articles for participation in the master's conference.

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
Trushnikova, Irina Olegovna Quantitative methods of research in marketing: study guide / I.O. Trushnikova, O.I. Shirshova, O.A. Pogrebova; Ministry of Education and Science Ros. Federation, St. Petersburg State. Economic University, Department of Marketing .- St. Petersburg: SPbGEU Publishing House, 2017 .- 132 p.	http://opac.unecon.ru/elibrary/y...20исследований.pdf http://opac.unecon.ru/elibrary/y...BA%D0%B0%D1%86%D0%B8%D0%B8.pdf
Marketing and digital communications: textbook / [O.U.Yuldasheva and others]; ed. O.U.Yuldasheva; Ministry of Science and Higher. education Ros. Federation, St. Petersburg. state economy un-t, Dept. marketing. St. Petersburg : Publishing House of St. Petersburg State University of Economics, 2019	http://opac.unecon.ru/elibrary/y...20исследований.pdf http://opac.unecon.ru/elibrary/y...BA%D0%B0%D1%86%D0%B8%D0%B8.pdf

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 114 The classroom (for conducting lecture-type classes and seminar-type classes, course design (term papers), group and individual consultations, current control and intermediate certification) is equipped with a multimedia complex. Specialized furniture and equipment: Educational furniture for 42 seats, teacher's workplace, classroom tribune - 1 pc., multimedia cabinet - 1 pc., classroom board - 1 pc., document cabinet - 1 pc. Monoblock Acer Aspire Z1811 Intel Core i5-2400S@ 2.50GHz/4Gb/1Tb - 1 pc., Multimedia projector NEC ME401X - 1 pc., Screen Projecta Compact 153x200 cm with electric drive. - 1 pc., All-weather loudspeaker 90 W - 2 pcs., Mixer-amplifier 120W \ 100 V JPA-1120A - 1 pc. Sets of demonstration equipment and visual aids: multimedia applications for lecture courses and practical exercises, interactive educational visual aids.	192007, St. Petersburg, st. Prilukskaya, 3, lit. A
Classroom 502 The classroom (for conducting lecture-type classes and seminar-type classes, course design (performing term papers), group and individual consultations, current control and intermediate certification), equipped with a multimedia complex. Specialized furniture and equipment: Educational furniture for 64 seats, teacher's workplace, classroom board - 1 pc., multimedia cabinet - 1 pc., auditorium podium - 1 pc. Monoblock Acer Aspire Z1811 Intel Core i5-2400S@2.50GHz/4Gb/1Tb 1 pc., Multimedia projector Optoma EX-632 - 1 pc., Electric screen Draper Baronet 153x200 cm213/84 - 1 pc., Acoustic system Hi-Fi PRO MASK6T-W - 2 pcs., Mixer amplifier Jedia TA-1120 in set - 1 pc. Sets of demonstration equipment and visual aids: multimedia applications for lecture courses and practical exercises, interactive educational visual aids.	192007, St. Petersburg, st. Prilukskaya, 3, lit. A

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).

9. 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.

9.1 Control tasks:

List of individual tasks for practice:

choose from the list of references an article that is significant for the ongoing research and analyze it in detail according to the studied scheme;

- independently write an abstract of the article in Russian and English;
- independently highlight the keywords of the article in Russian and English;
- independently give a decoding and the correctness of the choice of the universal decimal classification (UDC) of the article;
- to analyze hypotheses and/or formulate a hypothesis in case of its absence;
- offer a visual form of presentation of the logic of the article (diagram);
- visually present the main results of the article, structure them, highlighting theoretical and applied results;
- evaluate the strengths and weaknesses of the article;
- to single out the contribution of the results obtained by the author to the solution of theoretical and practical marketing problems;
- register on the portal of the scientific electronic library (eLibrary.ru), and use this electronic resource to analyze the publication activity of the author of the analyzed article, indicating the citation index.
- prepare a report on the analysis of the article in the amount of 5 pages.

Current control is carried out during the period of internship.

Estimated monitoring tools:

- implementation of the practice plan

9.2 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.

9.3 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.