


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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«23» _____ 20 22.



Industrial practice (pre-graduate practice)

Internship syllabus

Specialty *38.04.02 Management*

Specialization *International Business Administration*

Level of higher education *Masters Degree*

Form of training *Full-time*

Year of enrolment *2022*

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Total number of hours	324	Form of final attestation: Graded test : semester 4
Total credits	9	
incl:		
Self-study (practical training)	324	

Saint-Petersburg
2022

CONTENTS

1. INTERSHIP OBJECTIVES	3
2. THE PLACE OF THE INTERSHIP IN THE STRUCTURE OF THE EDUCATIONAL PROGRAMME, INTERSHIP TYPE AND THE INTERSHIP FORM.....	3
3. EXPECTED LEARNING OUTCOMES	3
4. INTERSHIP STRUCTURE AND CONTENT	5
5. INDIVIDUAL TASK.....	5
6. RESOURCE SUPPORT.....	5
7. TECHNICAL FACILITIES	6
8. SPECIFICATIONS FOR DISABLED PERSONS	8
9. ASSESSMENT RESOURCES	9

1. INTERSHIP OBJECTIVES

Objective:	Consolidation and deepening of theoretical training and professional knowledge of undergraduates, as well as experience of independent professional activity in the field of international business, mastering the necessary professional competencies in the chosen direction of master's training.
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2. THE PLACE OF THE INTERSHIP IN THE STRUCTURE OF THE EDUCATIONAL PROGRAMME, INTERSHIP TYPE AND THE INTERSHIP 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 (pre-graduate practice).

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 is able to analyze and predict the development of an organization, develop measures to improve its business model and international strategy	PC-1.2 - Develops measures to improve the management of an international company	Be able to: analyze the activities of an international company, identify strengths and weaknesses Possess: skills in developing change programs aimed at improving the management of an international company
PC-2 - Financial and management consulting on 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	Be able to: analyze financial and economic information about the activities of an international company Possess: principles of making management decisions based on the analysis of financial and economic information
PC-3 is able to make management decisions at the strategic and operational level in an international company	PC-3.2 - Organizes the operational management system of international companies	Be able to: use qualitative and quantitative methods to justify management decisions in an international company. Possess: skills in planning and analyzing targets for an international company.
PC-4 - Able to lead the development of logistics strategies in international markets	PC-4.2 - Is able to organize supply chains of goods and services in global markets	Be able to: analyze global supply chains of goods and services Own: principles of formation of logistics strategies in international markets
PC-5 is 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 global environment, taking into account risks	Be able to: assess the risks of innovative projects in a global environment Possess:

		international innovation project management skills
PC-6 is able to take into account socio-cultural, legal, institutional and economic conditions of activity on the international market when managing an organization	PC-6.2 - Manages international distributed teams, organizes interaction with international partners	<p>Be able to: choose methods of work in an international team taking into account socio-cultural, legal and economic characteristics.</p> <p>Possess: skills of interaction with international partners, work in an international distributed team.</p>
UC-1 is able to carry out a critical analysis of problematic situations based on a systematic approach, to develop a strategy of actions	UC-1.3 - Determines and evaluates the practical consequences of possible solutions to the problem, develops and offers various strategic solutions to the problem, assessing their advantages and disadvantages	<p>Be able to: apply the knowledge of a systematic approach to solving practical problems.</p> <p>Possess: decision-making skills in problem situations, risk assessment of alternatives.</p>
UC-2 - Is able to manage the project at all stages of its life cycle	UC-2.2 - Designs the implementation of specific tasks by determining the optimal solutions and choosing the resource support to achieve the goal	<p>Be able to: identify the stages of project management within its life cycle.</p> <p>Possess: the skills of finding optimal solutions for specific practical tasks.</p>
UC-3 is 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, is able to motivate individual employees and the team as a whole	<p>Be able to: analyze the organizational culture of the company, choose methods of motivation in the team.</p> <p>Possess: skills of adaptation to organizational culture, skills of teamwork.</p>
UC-4 - Is 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 the state and (or) foreign language(s), including using information technology	<p>Be able to: apply modern communication technologies using foreign languages.</p> <p>Possess: skills of working with oral and written business information in the state and foreign languages.</p>
UC-5 is able to analyze and take into account the diversity of cultures in the process of intercultural interaction	UC-5.2 - Constructively interacts with people taking into account their socio-cultural characteristics in order to successfully fulfill professional tasks and strengthen social integration	<p>Be able to: interact with people taking into account their social and cultural characteristics to solve professional tasks.</p> <p>Possess: communication skills in mixed socio-cultural collectives.</p>
UC-6 is able to determine and implement the priorities of its own activities and ways to improve it on the basis	UC-6.2 - implements the intended objectives of the activity considering conditions, means, personal abilities, a temporary perspective of	<p>Be able to: evaluate and select opportunities to improve their competence</p> <p>Possess: principles of setting personal development goals</p>

of self-assessment	activity development and labour market requirements; demonstrates interest in self-education and uses the opportunities provided to acquire new knowledge and skills.	and assessing limitations
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4. INTERSHIP STRUCTURE AND CONTENT

№	Internship structure	Internship content
1	Preparatory stage	Attending an installation meeting, choosing a practice base, passing a safety briefing; drawing up an individual task together with the head, preparing documents for practice.
2	Main stage	Implementation of empirical research, analysis and interpretation of results in accordance with an individual task; development of management recommendations based on the results obtained; development of a solution to a research problem within the framework of an individual task; conducting an economic justification of the proposed solutions and recommendations.
3	Report	Preparation and execution of the practice report; preparation of accompanying documents. Preparation for the defense 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
Abchuk V. A., Trapitsyn S. Yu., Timchenko V. V. management in 2 hours : textbook and workshop for universities. Moscow: Yurayt Publishing House, 2023.	https://urait.ru/bcode/512016
Abramov, V. S. Strategic management : textbook and workshop for universities / V. S. Abramov, S. V. Abramov ; edited by V. S. Abramov. — 2nd ed., reprint. and add. — Moscow : Yurayt Publishing House, 2023. - 444 p. — (Higher education). — ISBN 978-5-534-14595-3.	https://urait.ru/bcode/520203
Vlasova, M. S. International strategic management : a textbook / M.S.Vlasova, A.A.Melnikova. Saint Petersburg : Publishing House of Spbsetu, 2020.	https://opac.unecon.ru/elibrar ... D1%81%D0%BA%D0%B8%D0%B9_20.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
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 1043 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Specialised furniture and equipment: Educational furniture for 42 seats (21 desks), teacher's workplace, chalk board 1 pc. (3 sections), chair 1 pc., table 2 pcs., iso chair 2 pcs. Portable multimedia set: HP 250 G6 1WY58EA laptop, LG PF1500G multimedia projector. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, Б, Р
Classroom 1064 Training classroom (for lecture- and seminar-type classes, coursework, group and individual consultations, current control and intermediate attestation), equipped with a multimedia system. Special furniture and equipment: Educational furniture for 42 seats, a teacher's workplace, a whiteboard - 1 pc, a table - 1 pc, a chair - 1 pc, an interactive projector Epson-EB-455Wi - 1 pc, a computer Intel i3-2100 2.4 Ghz/4Gb/500Gb/Acer V193 19" - 1 pc. Sets of display equipment and visual aids: multimedia applications for lecture courses and practical sessions, interactive teaching and visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, Б, Р

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:

The list of individual practice assignments:

1. The assignment for the production practice is formed for each student individually, coordinated with the supervisor of the practice and approved by the supervisor of the OPOP.
2. Examples of tasks for industrial practice:
 - analysis and interpretation of the results of empirical studies based on the collection of secondary and primary data;
 - development of management recommendations based on the results obtained;
 - development of a solution to a research problem, budget determination;
 - justification of the economic efficiency of the proposed recommendations.

The current control is carried out during the internship period.

Estimated means of current control:

- 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.