**PROGRAM OF EDUCATIONAL INTERNSHIP**

**MAIN EDUCATIONAL PROGRAM OF HIGHER EDUCATION**

**BACHELOR PROGRAMME «Management»**

Approved by

Academic Council of EP

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| Author | J. Downing, associate professor, [St. Petersburg School of Economics and Management](http://scem.spb.hse.ru/en/) |
| Credits | 3 |
| Duration of internship in academic hours, incl. the amount of contact work per hour, or the duration of the internship in weeks | 2 weeks, including 2 hours of contact works |
| Year o fstudy | 4 |
| Formofinternship | Educational |
| Typeofinternship | Educational |

# GENERAL THESIS

## Goals and objectives of educational internship

The goal of the internship is to strengthen and deepen students’ theoretical preparation toward and to help students develop practical skills and competencies in the field of professional activity.

The objectives of the internship are the following:

* the strengthening, systematization, and deepening of students’ practical knowledge of a relevant line of specialization
* helping students learn how to apply this knowledge in practice
* the application of professional knowledge and skills developed during the bachelor’s program to concrete business processes, with a deeper understanding of how these processes and organized and implemented in practice.

## The place ofthe educational internship in the curriculum of the degree programme

The educational internship is based on these courses within the degree programme «Management»:

* Marketing
* Human-Resources Management
* Strategic Management and Investments
* Econometrics
* Law
* Economic Statistics
* Business Ethics
* Research Seminar

## Method of the educational internship

The educational internship should be completed in an organization located in St. Petersburg.

## Form ofeducationalinternship

Two continuous weeks in an uninterrupted period of study time designated for the internship.

# LIST OF INTENDED LEARNING outcomes

The internship is aimed at the development of the following learning outcomes:

Table 1

|  |  |  |
| --- | --- | --- |
| The LO сode | LO description | Professional tasks that require this LO |
| PK-20 | The ability to analyze the competitive environment | Information and analytical |
| PK-31 | The ability to use electronic search systems to find information on a given topic and to collect open-source data | Scientific and research |
| PK-32 | The ability to choose methods of analyzing data that correspond to a stated objective; the ability to interpret the results of these analysis | Scientific and research |
| PK-34 | The ability to analyze and interpret data from statistics on socio-economic processes and phenomena; to identify patterns of changes in socio-economic indicators | Scientific and research |

# STRUCTURE AND CONTENT of internship

Table 2

|  |  |  |  |
| --- | --- | --- | --- |
| № | Types of student practical work | Description of activities\* | The LO сode |
| 1 | Information and analytical | -the analysis of competitive environment  - the preparation of a report for the completion of the internship | PK-20 |
| 2 | Scientific and research | - the collection and development of qualitative and quantitative data to solve individual assignments  - the preparation of a report for the completion of the internship  - the studying of the existing normative and legal acts in the organization’s branch and the functional activity, purpose, working regime, production, and structure of the organization | PK-31 |
| 3 | Scientific and research | - the performance of various tasks given by the supervisor of the internship | PK-32 |
| 4 | Scientific and research | -the interpretation of data  -the performance of statistical analysis | PK-34 |

# Internship report forms

Based on the outcomes of the internship, the student provides the internship report in the structure of:

* an internship report, which is a student’s document reflecting the work performed by him/her during the internship, the skills and abilities acquired by student, and the formed competencies (appendix 1);
* an internship diary, which reflects the student’s activity algorithm during the internship period, diagnostic tools for organizations, psychological and pedagogical, methodological and other types of research.

# Ongoing assessment and interim internship assessment

**А. Ongoing assessment**

Ongoing assessment provides an assessment of the process of the student’s preparation and is conducted at discrete time intervals by the internship supervisor from HSE, in these forms:

- ensuring that the student complies with the internship schedule

- ensuring that the student completes the individual assignment

Examples of issues relevant for the progress evaluation of the internship include:

* The goals, objectives, and organizational structure of the organization where the internship is held.
* The fundamental normative documents of the organization.
* The organization’s primary activities, mission, target group of consumers, role in its industry, role in its economic region.
* The functions of the structural divisions of the organization where the internship is held.
* The ethical norms of the organization and its employees in relation to their positions.
* The operating mode of the organization.
* The correspondence between (a) the functions where the student works and assignments the student completes during the internship and (b) the job description of the other employees in the division where the student works during the internship.
* The correspondence between the content of the assignment received during the internship and the individual assignment.
* Examples of solutions to tasks that the student developed in an independent manner during the internship.

## B. Interim assessment

The interim internship assessment is carried out in the form of an exam held in the form of an evaluation of the documentation of the internship.

## Criteria and grading scale for interim internship assessment

The internship is evaluated on a 10-point scale, where 10 is the best, using these criteria:

* the presence of a completed internship diary, together with the signature of the student’s supervisor and a stamp from the organization where the internship was completed
* the presence of materials that show the analyses the student conducted
* the correspondence of the report to relevant requirements
* the reflection in the report of the given assignments
* the presence of attachments to the report that contain data and other information received during the internship

The evaluation of the independent work of the student during the educational internship is evaluated by the supervisor of internship in HSE. The final evaluation for the internship is 0.20 x *internship diary* + 0.80 x*student`s written report*.

Criteria for the evaluation scale for the report about the internship:

**“Excellent”, “Very good”** (8-10) —in the report about the educational internship, the student covers in a thorough and comprehensive manner all of the necessary sections, has made complete conclusions about and syntheses of the work completed during the internship, and complies with all of the requirements for the report.

**“Good”** (6 -7)—in the report about the educational internship, the student covers to a sufficient degree all of the necessary sections, has made conclusions about and syntheses of the work done during the internship, and observes all of the requirements for the report, and has only minor mistakes when complying with the requirements of the report.

**“Satisfactory”** (4-5) — in the report about the educational internship, the student provides only a schematic, superficial description of the work completed through the internship, provides no independent conclusions, and does not comply with the requirements of the report.

**“Fail”** (0-3) — the student submits a report whose content does not comply with the requirements of the educational internship.

Criteria for the evaluation scale for the report about the internship diary:

**“Excellent”, “Very good”** (8-10) — the internship diary is completed in full and has the required signatures and stamps

**“Good”** (6 -7) — the internship diary is completed with insignificant mistakes and has the required signatures and stamps.

**“Satisfactory”** (4-5) — the internship diary is partially completed and has the required signatures and stamps.

**“Fail”** (0-3) — the internship diary is completed in an inappropriate way and lacks some of the necessary signatures or the stamp.

Standard rules of mathematics will be used for rounding – e.g., 7.4 is a 7, 8.6 is a 9, etc.

Students who do not complete the internship because of a valid reason are required to complete the internship during a period when no courses are held.

Students who do not complete the internship because of a valid reason or who receive an evaluation “Unsatisfactory” have an academic debt. This academic debt may be liquidated in accordance with the university’s rules about the organization of interim assessments and interim evaluations.

Students who have not completed the internship are not admitted to the defense of their bachelor’s thesis.

## Assessment tools for interim internship assessment

Assessment tools include individual assignments from the internship, templates for reporting documents, a template of the report from the organization where the internship is held, examples of questions for the progress evaluation of the internship, evaluation criteria, the evaluation scale, and the formula for determining the evaluation of the interim assessment.

As part of this report, students are required to complete three individual assignments. All three assignments are the same for all students:

|  |  |  |
| --- | --- | --- |
| # | Task | Content |
| 1 | Description of the company | Make a general description of the activities of the organization where the internship is completed, its legal form, its structure (e.g., divisions, etc.), and the structure of its personnel. This description should include a discussion of how the organization’s activities, legal form, etc. relate to the industry the organization operates within. |
| 2 | Analysis of the organization’s organizational structure | Present the organization’s organizational structure and the type of relationships between the different parts (e.g., divisions, etc.) of the organization. This analysis should include a discuss of the mechanisms of coordination between the activities of the organization’s employees. The organization’s structure may be (but is not required to be) presented using MS Visio or ARIS |
| 3 | SWOT-analysis | Make an expanded SWOT-analysis of the organization. |

These assignments must be included in the internship diary and report on the internship.

Upon completing the internship, the student is required to submit to the supervisor of the internship these documents:

* a report on the internship. This report should contain a description of the skills, knowledge, and competencies the student acquired during the internship. The report should be signed the by student and inspected by the student’s supervisor for the internship.
* the internship diary. The diary should contain a schedule of the student’s activity in the organization. The diary should be signed by the supervisor from the internship where the student worked and be stamped with the stamp from this same organization.
* a report from the internship supervisor where the student’s internship was held. This report should contain a description of the work done by the student a general evaluation of the quality of the student’s professional preparation, the student’s ability to interact with other people, work with statistical data, etc.

# Academic AND INFORMATION SUPPORT OF internship

**The list of educational literature and resources of the Internet, necessary for internship**

|  |  |
| --- | --- |
| **№** | **Name** |
| Mandatory literature | |
|  | 1. Creswell, J.W. Research design: qualitative, quantitative, and mixed methods approaches. / [J.W. Creswell](http://95.161.151.9/opac/index.php?url=/auteurs/view/72/source:default) . – 4th ed . – Los Angeles, London : SAGE, 2014 . – 273р. 2. Hersey, P. Management of Organizational Behavior: Leading Human Resources / P. Hersey, Kenneth H. Blanchard, D.E. Johnson . – 5 rded . – Boston : Pearson, 2013 . – 338 p. |
| Additional literature | |
|  | 1. Alam, M. D., &Gühl, U. F. (2016). Project-Management in Practice: A Guideline and Toolbox for Successful Projects. Springer. <https://proxylibrary.hse.ru:2084/book/10.1007/978-3-662-52944-7> 2. Armstrong, M. & Taylor, S. Armstrong's Handbook of Human Resource Management Practice, 13th Edition. Kogan Page, 2014. https://proxylibrary.hse.ru:2251/toc.aspx?bookid=65150 3. Kuster, J., Huber, E., Lippmann, R., Schmid, A., Schneider, E., Witschi, U., &Wüst, R. (2015). Project management handbook. Heidelberg: Springer. <https://proxylibrary.hse.ru:2084/book/10.1007/978-3-662-45373-5> 4. Tengblad, S. The Work of Managers: Towards a Practice Theory of Management/ Stefan Tengblad – OUP Oxford, 2014 Available online at Ebook Central. |
| Resources of the Internet | |
|  | HSE’s electronic resources <http://library.hse.ru/e-resources/e-resources.htm>Preprints of HSE <https://wp.hse.ru/prepfr_EC>Database of citations <http://webofknowledge.com>Search system Google Scholar <http://scholar.google.ru>Scientific publications – JSTOR <http://www.jstor.org>Scientific publications – ScienceDirect <http://www.sciencedirect.com>Open-access journals <https://doaj.org>Bibliographic source of economics publications IDEAS <http://ideas.repec.org>Electronic library <https://elibrary.ru>Depository SSRN <http://papers.ssrn.com>Russian Federal Service of Government Statistics [www.gks.ru](http://www.gks.ru) |

# MATERIAL AND TECHNICAL SUPPORT OF internship

Industrial, scientific, and research equipment, measurement and calculation systems, specially equipped cabinets and laboratories, etc. within the organization where the internship is completed should satisfy sanitary and fire-prevention norms as well as the requirements for safety when working at the organization.

# Special conditions for organization of learning process for students with special needs

If necessary, students with disabilities (at the request of the student) may be offered individual tasks and the following options for the perception of educational information, taking into account their individual psychophysical characteristics, including with the use of e-learning and distance technologies:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.

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**Appendix 1**

***Example of the title page for the internship report***

Federal State Autonomous Educational Institution of Higher Education

National Research University Higher School of Economics

Saint Petersburg School of Economics and Management

Bachelor`s programme “Management”

Level: Bachelor

**REPORT ON**

**Educational Internship**

Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(*student`s surname, name)*

Groupnumber \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student`s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(job position, surname, name of supervisor of the internship in organization*)

*\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(grade a 10-point scale) (signature)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_*

**stamp** *(date)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(position, name of supervisor of the internship in HSE))*

*\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(grade a 10-point scale) (signature)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_*

*(date)*

St. Petersburg 20\_\_\_

**Structure of the report.**

1. Introduction (this section should contain a statement of the goals and tasks of the internship)
2. Substantive part

Short characterization of the organization (the place where the internship is completed), with a description of the organization’s sphere of activity, organizational structure, and economic indicators.

A description of the professional tasks solved by the student during the internship, in accordance with the goals and tasks of the internship’s program and the individual assignments

1. Performance of the individual task
2. Conclusion (including the student’s self-evaluation of their development of competencies)
3. Attachments (graphics, schemes, tables, illustrations, etc.)

**Basic requirements for the report**

The internship report is both an official administrative document and a type of written academic assignment.

The text of the report must be printed in format A4. The length of the report, excluding attachments, must be 15 or more pages. Additional requirements are as follows: Left and right margins – 30 millimeters and 10 millimeters, respectively. Top and bottom margins – 20 millimeters each. Font – Times New Roman, size 14. Line spacing – 1.5. Additional intervals – 0. Indentation – 1.25. Page numbering – continuous, but with no page number on the title page.

Section headings – written in bold font and separated from the primary text with an additional line space. All parts of the work (introduction, substantive part, individual task, conclusion, and appendices) must begin on a new page. Reports that have a research component have to contain a list of literature that was used.

Illustrations (tables, schemes, examples of documents) whose volume exceeds 2/3 of the page must be placed in the appendix as a separate document. Each appendix should have its own name and number. If the report has more than one appendix, the list of appendices, with numbers and names, has to be included in the table of contents.

The introduction should contain a short characterization of the organization and its divisions for the organization where the student completed their internship, and a definition of the goals and tasks of the student’s research activities during the period of the internship.

The presentation of materials in the main part of the report must correspond to the student’s approved internship plan and the actual chronology of events.

In the conclusion, the report should contain a synopsis of the primary results of the report. This synopsis should reflect the primary knowledge the student received during the internship.

The conclusion should contain a general description of the student’s completion of the tasks of the internship.

The appendices should contain various documents related to the specific activity of the organization or its divisions where the internship was completed, the type of work the student did, and the student’s achievements.

For example:

* internal documents of the organization and its divisions
* various normative documents
* analytical developments that the student participated in, with a description of the student’s role
* tables, graphs, etc.
* other documents and information that the student thinks is relevant

All appendices should be numbered. In the text of the report, references to the appendices should refer to the number of the relevant appendix.

The content of the report should correspond to:

* the character of the organization where the student completed the internship, with a description of the details of its business
* the functions of the divisions where the student completed their internship, with a detailed description of the primary business processes that the division is responsible for, and with an indication of the criteria, indicators, etc. used to evaluate its efficacy
* the content of the assignments assigned to the student by his supervisor from the educational program (the supervisor of the student’s thesis)