Research on the Construction of a Monitoring System for Business Management Awareness Internship in Economics and Management Majors

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Abstract. The application of the implementation strategy of the management cognitive practice monitoring system in the economics and management majors requires the management team and teachers to have a high professional perspective and fine practical operation ability. Only through in-depth analysis of professional and enterprise management practices and the design of truly relevant and practical management tools and monitoring paths can any theoretical framework or model play its proper role in practice and achieve the objectives of talent training. This will require continuous testing and improvement to promote the integration of theory and practice and the gradual formation of systematic professional management skills and levels.

Keywords: Economics and management majors, business management awareness internship, monitoring system construction.

1. Introduction

Management cognitive practice in business management requires a professional and targeted monitoring system. It requires a management team and instructors with a strong theoretical and practical knowledge of business management, who are able to promote the integration of the theoretical framework with the practical aspects of business management at a professional level. Any model or strategy can only be truly effective and efficient if it is guided by the management tools and pathways required by the profession.

2. Current situation and problems of management cognitive practice

2.1. Importance of management awareness placement and current status of implementation

Management cognitive internship is an important means to cultivate students' management knowledge and ability, which is conducive to the combination of theory and practice, and is also an important way to test the teaching effect. At present, universities carry out management cognitive internship mainly through the construction of internship bases, course design and graduation design, which to a certain extent has promoted the reform and innovation of management teaching. However, the importance of management cognitive internship has not been paid enough attention, and there is a problem of form over content, which cannot play the proper role of internship.

2.2. Key issues in managing cognitive placements

Firstly, the purpose and requirements of the internship are not clear, and the practical problems cannot be solved by applying management theoretical knowledge; secondly, the internship plan is not detailed and comprehensive, and the steps are not clear and lack of systematization; thirdly, the monitoring and management of the internship process is not strict enough, and it is difficult to ensure the quality and effect of the internship; fourthly, the evaluation of the effect after the internship is

completed mainly adopts case studies and other formal means, and cannot comprehensively assess the improvement of management ability.

2.3. The main practices and shortcomings of the current university management cognitive placement monitoring system

Firstly, they establish internship bases and sign internship agreements with enterprises, but the monitoring and management are not in place; secondly, they incorporate management cognitive internship into graduation design and some courses, but the monitoring and management system is not perfect; thirdly, they adopt such means as web log attendance to strengthen the process of monitoring, but they cannot effectively evaluate the effect of internship and improve the situation; fourthly, some universities have initially built internship monitoring system, but it is too simple and formal to play a positive role. The system is too simple and formal to play a positive role.

At present, although there is some progress in the construction of management cognitive internship and monitoring system in colleges and universities, there are still problems such as the lack of ideological awareness, imperfect monitoring management system and single means of counseling. It is necessary to further raise the awareness of the importance of management cognitive internship, build a systematic and complete monitoring system, adopt various ways and means to comprehensively monitor management, continuously improve the quality of internship, and give play to the important role of internship.

3. Framework construction of management cognitive internship monitoring system

For economic and management majors, business management practice is an important means of developing their professional core competencies. Therefore, the monitoring system must be built around the specific content and requirements of business management.

In terms of goal management, the objectives of the internship are set according to the specific tasks of the business management position. For example, they should be familiar with the operational management processes of the company, master the analysis of sales data and understand the human resources management procedures. These objectives should be specific to the actual jobs and tasks. In terms of process management, management workflows should be developed in line with corporate standards, such as the development of corporate marketing plans and financial statement auditing processes. During the internship, students are expected to work in strict accordance with the processes and are subject to supervision and assessment by the company's management. Students should also use a work log to regularly record the work completed so that the supervisor can monitor the work. In terms of evaluation, a comprehensive and systematic evaluation should be carried out in relation to the specific requirements of the management position in the company. For example, marketing plans can be assessed in terms of market research, target positioning and marketing strategy development; financial statements can be assessed in terms of the use of accounting standards and project accounting. Work reports, expert assessments and interviews can be used to assess the quality of work completed and the extent to which students have improved their professional skills.

In addition to the three modules, in the application of information technology can also be used in the enterprise ERP system, so that students are familiar with the application of enterprise management information technology; in terms of staffing, enterprise instructors and instructors should work closely together to guide and supervise the whole process of internship. In conclusion, the construction of the monitoring system of enterprise management internship for economics and management majors should be closely combined with the actual practice of the enterprises, around the specific management tasks and processes, through professional management tools and evaluation methods for systematic supervision and management, to truly realize the combination of theoretical knowledge and practical work, and to improve the management quality and business ability of students. This requires the cooperation of universities and enterprises to explore and implement.

4. Key techniques and methods for managing a cognitive placement monitoring system

4.1. Management of internship objectives

Set specific and quantifiable targets according to the job responsibilities of different positions in the company. For example, the marketing department should formulate a sales plan for the month; the HR department should complete a campus recruitment programme. The objectives should include the content of the tasks, the time frame and the assessment criteria for results.

During the internship, the teacher regularly checks progress against targets, such as whether sales figures are being met and recruitment programmes are being implemented; problems are analysed and amended, and targets or timelines are adjusted if necessary. At the end of the internship, the results are evaluated according to the achievement of the objectives.

4.2. Management of the internship process

Standard operating procedures are developed according to the workflow and procedures of the relevant positions in the company. For example, the standard sales process includes steps and elements such as market research, customer development and contract signing. Students must work strictly in accordance with the process, and the company tutor is responsible for supervision and assessment.

Students use a work diary to regularly record the completion of tasks, problems encountered and measures taken to resolve them. Mid-term teachers meet with students to guide them through the process of taking stock of their work and to provide suggestions for improvement. The company supervisor also supervises the students to keep a work diary and checks the records regularly to keep track of the progress of the placement.

4.3. Evaluation of the effectiveness of the internship

The evaluation indexes and contents are designed by combining the internship objectives and work tasks. Questionnaires are used to investigate the students' work initiative and the comments of the supervisor; work logs and reports are used to assess the quality of work completed; interviews are used to assess the degree of professional knowledge and problem-solving skills. The supervisor will review the evaluation results and judge the achievement of the internship objectives and the improvement of management skills. If there are shortcomings, feedback will be given to the student in time to guide continued efforts and improvements. Internship grades are determined mainly on the basis of the results of the effectiveness evaluation.

The next step of the study will be to develop operational management tools and implementation details on this basis, to pilot the framework in the management of cognitive internships in universities, to test the feasibility and effectiveness of the framework in practice, and to continuously improve and innovate. It has been proven that only by managing each step of the process in a detailed and systematic manner can the framework be truly implemented, the system be effective, and a high-quality internship be achieved.

5. Strategies for the implementation of a monitoring system for management awareness placements

5.1. Attention and support from university management

The establishment of special bodies, such as the Office for the Management of Cognitive Placement, with clear responsibilities for the construction, implementation and supervision of the monitoring system; the development of policies to guarantee funding, calculation of teachers' workload, etc.; and regular study and research of good examples of Dominica or international cases.

5.2. Develop a complete implementation plan

The programme includes objectives and tasks, timelines, budgetary requirements and division of labour; the responsibilities of each department and institution are clearly defined, for example, the Academic Affairs Department is responsible for curriculum development and credit setting, and the Internship Office is responsible for management tool design and training. The programme needs to be amended on a trial basis before it is formally implemented.

5.3. Enhanced training

Training in management cognitive practice concepts and methods to raise the awareness and competence of managers and teachers in the School of Economics and Management. Focus on training instructors in the use of management tools. Industry experts will be engaged to provide special training.

5.4. Process data monitoring and analysis

Establish a data collection and analysis mechanism to regularly assess the progress of key nodes and identify problems and formulate solutions. Such as student logbook reviews, feedback from companies, etc.; propose programme adjustments or improvements when necessary.

5.5. Carrying out pilot work

The pilot project will be carried out in to test the applicability, effectiveness and practical value of the system; the experience of the pilot project will be summarised and suggestions for improvement will be made.

5.6. Continuous improvement and refinement

At the end of each academic year, a summary assessment is carried out, improvement measures are proposed, management tools are enriched, etc.; pilot majors or courses are expanded; and finally, systematic management and quality control of management cognitive practice is achieved.

6. Conclusion

The practical application of the Management Cognitive Placement Monitoring System requires the integration of theory and practice at a professional level to be continuously promoted. This requires a high level of professional perspective and a fine control of practice on the part of the management team and teachers. Only by developing management tools and pathways that are truly in line with the requirements of the profession and the practicalities of business management can any model or strategy be effective and achieve the training and training objectives, and be tested and improved in practice, in order to continuously improve the level of professional management cognitive practice monitoring.

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