

# MKT3638: MARKETING INTERNSHIP

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Marketing Internship

### Subject Code

MKT - Marketing

### Course Number

3638

### Academic Unit

Marketing (MKT)

### College/School

College of Business (CB)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

Other Languages

### Other Languages for Medium of Instruction

English and/or other languages dependent upon the prevailing language used in the placement/internship

### Medium of Assessment

Other Languages

### Other Languages for Medium of Assessment

English and other languages appropriate to the host organization setting

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

MKT3660 Global Business Internship

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Students have to seek for programme leader' s approval before taking the course.

The course is designed to enhance student' s learning by gaining real work experience in overseas institutions or global businesses in Hong Kong. Students are expected to be exposed to global business operations in practice and participate and learn from first-hand experience.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)		
1	Plan the learning outcomes and strategies of the internship.	20		x
2	Demonstrate an attitude of discovery and learning by exploring the real business world and applying business knowledge in a new and unfamiliar setting.	20	x	
3	Follow instructions of supervisors and work effectively and efficiently with people of different backgrounds.	30		x
4	Reflect and identify individual' s strengths and weaknesses for career planning, and communicate them in written forms.	30		x

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Pre-internship workshops	1	
2	Internship learning plan	1	
3	Internship	2, 3	
4	Reflection on internship	4	
5	Report of reflection, learning and career plan	4	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Personal Internship Learning Plan Students are required to attend pre-internship workshops and prepare a personal learning plan listing the intended learning outcomes and strategies.	1	20	
2	Internship Performance – Company Appraisal Supervisors of the students in internship file reports on performance of the students in terms of work attitude, learning ability, achievements (if any) and other aspects of performance.	2, 3	30	
3	Individual Internship Learning Report Students are required to submit a written learning report after the internship, reviewing the process, reflecting on learning, and referring to the learning plan and reviewing the outcomes, and also identifying the individual strengths and weaknesses for their own future career planning	4	50	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Personal Internship Learning Plan

**Criterion**

1. Attainability and quality of intended learning outcomes.
2. Effectiveness learning strategies and plans.

**Excellent (A+, A, A-)**

1. Clearly identified and justified intended learning outcomes which are attainable in most situations.
2. Well defined learning strategies that highly match with the learning outcomes.

**Good (B+, B, B-)**

1. Clearly identified intended learning outcomes which are likely attainable.
2. Clearly listed learning strategies that match with the learning outcomes.

**Fair (C+, C, C-)**

1. Listed intended learning outcomes which are attainable in some situations.
2. Defined learning strategies that some of them match with the learning outcomes.

**Marginal (D)**

1. A few intended learning outcomes listed but they may not be attainable.
2. Lack of learning strategies.

**Failure (F)**

1. Intended learning outcomes are not clearly identified.
  2. Learning strategies are missed from the plan.
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**Assessment Task**

Internship Performance – Company Appraisal

**Criterion**

1. Work attitude
2. Work skills

**Excellent (A+, A, A-)**

1. Fully demonstrated excellent work attitude by behaviours, communication and co-workers' responses.
2. Well illustrated work skills in various aspects 3. Some achievements attained in the period of internship.

**Good (B+, B, B-)**

1. Demonstrated good work attitude by behaviours, communication and co-workers' responses.
2. Illustrated work skills in various aspects.

**Fair (C+, C, C-)**

1. Demonstrated satisfactory work attitude by behaviours, communication and co-workers' responses.
2. Illustrated work skills in some aspects.

**Marginal (D)**

1. Demonstrated acceptable work attitude by behaviours, communication and co-workers' responses.
2. Illustrated work skills in limited aspects.

**Failure (F)**

1. Demonstrated unsatisfactory work attitude by behaviours, communication and co-workers' responses.
  2. Lack of work skills in most aspects.
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**Assessment Task**

Individual Internship Learning Report

**Criterion**

1. Quality of reflection and identification of individual strengths and weaknesses.
2. Review of learning plan and achievement of intended learning outcomes.
3. Quality of report.

**Excellent (A+, A, A-)**

1. Well conducted self-reflection with a full range of clearly identified and justified individual strengths and weaknesses.
2. Fully reviewed learning plan and intended learning outcomes, and justified partial or full attainment.
3. Well written report which is clear and fully comprehensible.

**Good (B+, B, B-)**

1. Well conducted self-reflection with a full range of individual strengths and weaknesses identified.
2. Fully reviewed learning plan and intended learning outcomes, and justified partial or full attainment.
3. Clearly written report which is quite comprehensible.

**Fair (C+, C, C-)**

1. Conducted a self-reflection with some individual strengths and weaknesses identified.
2. Learning plan and intended learning outcomes partially reviewed.
3. Most parts of the written report is clear and comprehensible.

**Marginal (D)**

1. Conducted a self-reflection with limited individual strengths and weaknesses identified.
2. A small part of learning plan and intended learning outcomes reviewed.
3. Written report which is not that clear and comprehensible.

**Failure (F)**

1. A self-reflection with a limited unspecific individual strengths and weaknesses identified.
2. Learning plan and intended learning outcomes not practically referred in the report.
3. Written report which basically is not comprehensible.

## Part III Other Information

**Keyword Syllabus**

Global business, learning plan, learning strategies, internship, reflection, career planning.

**Reading List****Compulsory Readings**

Title	
1	H. Frederick Sweitzer, "The Successful Internship", Cengage Learning (latest edition).

**Additional Readings**

Title	
1	Grandmaster Kevin Horsley, "Unlimited Memory: How to Use Advanced Learning Strategies to Learn Faster, Remember More and be More Productive", TCK Publishing (latest edition).
2	Cal Newport, "How to Become a Straight-A Student: The Unconventional Strategies Real College Students Use to Score High While Studying Less", Three Rivers Press. (latest edition).
3	Richard N. Bolles, "What Color Is Your Parachute? 2015: A Practical Manual for Job-Hunters and Career-Changers", Ten Speed Press, Rev. ed. (latest edition).
4	Emily Bennington, "Effective Immediately: How to Fit In, Stand Out, and Move Up at Your First Real Job", Ten Speed Press (latest edition).
5	Nicholas Lore, "The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success", Touchstone, Revised Ed. (latest edition).
6	Daniel J. Siegel, "The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being", Norton. (latest edition).