

<b>DEREE COLLEGE SYLLABUS FOR:</b>	
<b>MK 4190 INTERNSHIP IN MARKETING</b> <span style="float: right;"><b>US CR: 0/0/3</b></span> (Previously MK 4090)  (Updated Fall 2021)	
<b>PREREQUISITES:</b>	At least 70 credits in the major; MK 4070 Personal Branding for Professionals
<b>CATALOG DESCRIPTION:</b>	Experiential learning in companies related to the industry. Students gain on-the-job experience and training as they learn to apply knowledge gained in the classroom to real life professional situations. Formal approval by the Department Head is required.
<b>RATIONALE:</b>	The internship allows students to get “hands-on” experience and, therefore, constitutes a pertinent learning tool. The internship provides opportunities for the development of practical skills and furnishes students with opportunities to observe and understand connections between coursework and skills needed to perform effectively in a professional environment. In addition, because the internship experience requires a great deal of personal responsibility, it enhances students’ professional confidence and provides an important step in their personal and professional maturation process. The industry placement is in essence the students’ first step towards a professional career.
<b>LEARNING OUTCOMES:</b>	As a result of completing the Internship, the student should be able to: 1. Formulate a personal development plan based on a critical self-assessment of personal and professional skills and competences, such as timeliness, ability to follow orders, team spirit, service attitude and initiative demonstrated during the internship. 2. Relate theories and concepts in Marketing with the professional practice in the field through a critical reflection on the work-based learning internship experience. 3. Apply vocationally relevant concepts associated with the operational management of financial, human and physical resources of the entity in which internship is conducted.
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: Use of Blackboard site, where the Department Head posts notes, instructions, timely announcements as well as additional resources in relation to the Internship course. Office hours: Students are encouraged to contact the Internship Administrator, where they can ask questions and discuss Internship issues. The internship in Marketing Management is consistent with the work-based learning (internship) policies and procedures, as they have been described in the DEREЕ Work-Based Learning (Internship) Policies and Procedures. Professional seminars and workshops. Work-based learning internship: Minimum 180 working hours. Personal Development Planning: The work-based learning internship experience is used as the basis for reflective learning both in terms of

	the integration of theories with practical experiences and in terms of the development of an experiential portfolio of personal skills and competences.												
<b>ASSESSMENT:</b>	<table border="1" data-bbox="623 348 1390 701"> <tr> <td data-bbox="623 348 980 447">‘Critical Incident and Intervention’ Report - <b>formative</b></td> <td data-bbox="980 348 1070 447">0%</td> <td data-bbox="1070 348 1390 447">Individual, bi-weekly, 500 words</td> </tr> <tr> <td data-bbox="623 447 980 573">Presentation of Internship Experience, Lessons Learned and Reflective Paper - <b>formative</b></td> <td data-bbox="980 447 1070 573">0%</td> <td data-bbox="1070 447 1390 573">Individual</td> </tr> <tr> <td data-bbox="623 573 980 638">Personal Development Planning Report - <b>summative</b></td> <td data-bbox="980 573 1070 638">40%</td> <td data-bbox="1070 573 1390 638">Individual, 1000 words</td> </tr> <tr> <td data-bbox="623 638 980 701">Reflective paper - <b>summative</b></td> <td data-bbox="980 638 1070 701">60%</td> <td data-bbox="1070 638 1390 701">Individual, 2500 words</td> </tr> </table> <p data-bbox="623 737 1421 953">The formative ‘Critical Incident and Intervention’ Report aims to support students in the writing of the reflective paper. The formative ‘Presentation of Internship Experience, Lessons Learned and Reflective Paper’ aims at providing feedback to the student. The Personal Development Planning Report tests Learning Outcomes 1 and 2. The Reflective Paper tests Learning Outcomes 2 and 3.</p> <p data-bbox="623 989 1421 1115">The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. Students are not required to resit failed assessments in this module. Failure to pass the module results in module repeat.</p>	‘Critical Incident and Intervention’ Report - <b>formative</b>	0%	Individual, bi-weekly, 500 words	Presentation of Internship Experience, Lessons Learned and Reflective Paper - <b>formative</b>	0%	Individual	Personal Development Planning Report - <b>summative</b>	40%	Individual, 1000 words	Reflective paper - <b>summative</b>	60%	Individual, 2500 words
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<b>READING LIST:</b>	<p data-bbox="623 1171 938 1203"><b>REQUIRED MATERIAL:</b></p> <p data-bbox="623 1241 1421 1297">Ian Herbert &amp; Andrew Rothwell “Managing Your Placement. A skills-based approach” Palgrave (2004)</p> <p data-bbox="623 1335 906 1367"><b>FURTHER READING:</b></p> <p data-bbox="623 1367 1421 1461">Ackerman, D.S., Gross, B.L. and Perner, L. (2003), “Instructor, student, and employer perceptions on preparing marketing students for changing business”, Journal of Marketing Education, Vol. 25 No. 1, pp. 46-56.</p> <p data-bbox="623 1493 1421 1556">Baker, M. and Erdogan, Z. (2000), “Who we are and what we do – 2000”, Journal of Marketing Management, Vol. 16, pp. 679-96.</p> <p data-bbox="623 1587 1421 1713">Chonko, L.B. (2004), “If it walks like a duck...concerns about quackery in Marketing education”, Journal of Marketing Education, Vol. 26 No. 1, pp. 4-16.</p> <p data-bbox="623 1713 1421 1808">Cunningham, A.C. (1995), “Developing marketing professionals: what can business schools learn? Journal of Marketing Education, Vol. 17 No. 2, pp. 3-9.</p>												

	<p>Schibrowsky, J.A., Peltier, J.W. and Boyt, T.E. (2002), “A professional school approach to marketing education”, Journal of Marketing Education, Vol. 24 No. 1, pp. 43-55.</p> <p>Smart, D.T., Kelley, C.J. and Conant, J.S. (2003), “Mastering the art of teaching: pursuing excellence in a new millennium”, Journal of Marketing Education, Vol. 25 No. 1, pp. 71-8.</p>
<b>COMMUNICATION REQUIREMENTS:</b>	Use of proper English, both oral and written.
<b>SOFTWARE REQUIREMENTS:</b>	Blackboard, MS Office, search engines
<b>WWW RESOURCES:</b>	Useful sources include:
<b>INDICATIVE CONTENT:</b>	<p>The role of internship</p> <p>Combining internship and knowledge-work based learning</p> <p>The personal development plan for the internship</p> <p>Building skills through internship</p> <p>Critical reflection and internship</p> <p>Maximizing the internship experience</p> <p>Key success factors of an internship</p> <p>Identifying the right internship</p> <p>Manage internship resources</p> <p>Writing up an internship reflective paper</p> <p>Presenting the internship experience</p>