Work Attachment - Learning Objectives for Marketing Majors.

1. Introduction

Full time Marketing majors at SUSS take on at least 24 weeks of full-time work attachment. The work attachment allows students to bridge theory with practice; as well as integrate practice with theory. It gives an experiential component to student learning that cannot be achieved in the classroom.

SUSS policy requires that work attachment for Marketing majors must be done in functional areas directly relevant to the students’ enrolled field of study. The functional areas are:

1.1  Marketing/Consumer Research  
1.2  Product & Brand Management  
1.3  Advertising & Promotion  
1.4  Public Relations/Corporate Communications  
1.5  International Marketing  
1.6  Services Marketing  
1.7  Retailing & Wholesaling  
1.8  Purchasing & Merchandising/Channel Management  
1.9  Sales Management  
1.10 Digital Marketing  
1.11 Customer Support Services  
1.12 Business-to-Business Marketing  
1.13 Customer Relationship Management  
1.14 Direct and Database Marketing  
1.15 Marketing Management

To emphasize the practical and experiential nature of work attachment, students are encouraged to take on work attachment tasks that cross over different functional areas.

Students may carry out cross functional tasks in other areas of business, but the extent of such tasks should be coincidental. The objective of the work attachment is to optimize students’ learning experience in their study major. All work attachments must be evaluated by SUSS prior to the students’ acceptance of their work attachment engagement.
2. Learning Outcomes

Two sets of learning outcomes should be emphasized:

2.1 Generic Learning Outcomes (focus on general work quality, attitude, and behaviours)
- This set of outcomes is aimed at enhancing the attachment student’s general work quality, attitude, and work related behaviours.
- Details of desired outcomes are set out in Appendix A.

2.2 Technical Learning Outcomes (focus on skills specific to student’s field of study)
- This set of outcomes is aimed at providing Marketing students with the opportunity to observe and apply broad-based marketing concepts in real work related contexts.
- Details of desired outcomes are set out in Appendix B.

Relating to technical training, work attachment organisations must provide adequate experiential learning in jobs described below to supplement key learning outcomes for the Marketing programme.

Appendix A: Generic Learning Outcomes

1. Work attitude: *The extent which the student shows commitment and pride in pursing goals and tasks given.*
2. Learning ability and reflection: *Student’s ability to become proficient in their job duties and work flow, and ability to adapt what they have learnt to enhance outcomes of new tasks and duties.*
3. Quality of work and dependability: *Ability to set high work standards, shows consistency and thoroughness in task outputs, and displays proper work ethics.*
4. Problem solving, decision-making, and resourcefulness: *Ability in analysing general problems and issues, and in taking optimal course of action.*
5. Planning and organization: *Ability to plan for given tasks and display an organized work orientation.*
6. Response to supervision: *Student’s response to direction and constructive criticisms.*
7. Teamwork: *Ability to work with other colleagues.*
8. Interpersonal communication: *Ability to communicate with other colleagues.*
9. Oral communication: *Demonstrate effective oral communication.*
Appendix B: Technical Learning Outcomes

By the end of the work attachment, the student should be able to achieve the following technical outcomes.

1. Understanding of basic marketing concepts and analytical skills: The student should be able to demonstrate strong conceptual and analytical understanding of basic marketing principles.

2. Application of basic marketing concepts and techniques: The student should be able to demonstrate how these basic marketing principles can be applied through different marketing methods, tools, and techniques in various business situations and contexts.

3. Enhanced analytical and practical understanding of business environments: Through undertaking various tasks during the attachment, the student’s analytical and practical understanding of business environments should be improved.

4. Understand how different functional areas operate synergistically: Through the exposure to different business functions (e.g., marketing, finance, human resource, accounting etc), the student should develop new insights on how these function areas operate independently and interdependently to enhance business operations.