

TQF.3

Bachelor's Degree

Master's Degree



College of Hospitality Industry Management

TQF3 Course Specification

Course Code: IAC3407

Course Title: Customer Relationship Management and Passenger Satisfaction Survey

Credits: 3(2-2-5)

Semester /Academic Year: 2/ 2023

Students: Bachelor of Arts Program in Airline Business

Lecturer: Ms. Kanittha Charernnit

College of Hospitality Industry Management,
Suan Sunandha Rajabhat University

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Section 1 General Information

1. Code and Course Title: IAC3407 Customer Relationship Management and Passenger Satisfaction Survey

2. Credits: 3(2-2-5)

3. Curriculum and Course Category:

This course of Bachelor of Arts, College of Hospitality Industry Management, CHM, is categorized in *Elective Course: Cluster of Airline Business Major Elective Courses*.

4. Lecturer: Ms. Kanittha Charernnit

5. Year / Semester

Undergraduate Student Year 2 / Semester 2/2023

6. Prerequisite Course

None

7. Co-requisite Course:

None

8. Learning Location

College of Hospitality Industry Management, Nakorn Pathom Campus

9. Last Date for Preparing and Revising this Course:

November 17, 2023

Section 2 Objectives and Purposes

1. Course Objectives

At the end of this course, the student will acquire knowledge through cognitive, affective, and psychomotor domains of educational activity in the following areas of performance:

- (1) Able to grasp the meaning, theory, practical application, and strategies of Customer Relationship Management (CRM);
- (2) Able to discuss and identify key concepts in data, information and technology, particularly data mining, management, and customer data development;
- (3) Able to understand CRM processes;
- (4) Able to know the structure of the CRM organization;
- (5) Able to differentiate between CRM and Customer Experience Management System (CEM) and to define customer experience;
- (6) Able to identify and explain CRM best practices in loyalty programs and customer surveys; and
- (7) Able to communicate and present CRM data and information;

2. Purposes for Developing / Revising Course (content / learning process / assessment / etc.)

According to TQF (Thailand Quality Framework: HEd.) with the standards of academic knowledge and experience for requirement courses, undergraduate students in airline business program should have essence of knowledge in Customer Relationship Management (CRM) as follows:

2.1 Customer Relationship Management consisting of:

- 1) CRM theories;
- 2) Learning data and database management;
- 3) Analytics, sales and marketing strategy;
- 4) Learning CRM loyalty programs, and customer surveys;

Section 3 Course Structure

1. Course Outline

Customer Relationship Management (CRM) strategy, frontline operations, back-office operations, business relationships, analysis, customer data, management decisions, collaboration CRM, data security and privacy, service marketing, customer experience, handling compliments, handling comments, handling complaints, frequent flyer programs FFP, passenger satisfaction surveys, handling questionnaires, and presentation management.

2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture	Practice/ Field Work/Internship	Self-Study	Remedial Class
30 hours	30 hours	75 hours	2+ (if any)

3. Time Length per Week for Individual Academic Consulting and Guidance

1 hour / week

Section 4 Development of Learning Outcomes in Domains of Learning

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>1. Ethics and Morals</p> <p>1.1 Be able to deliver or to complete a required task at appointed time;</p> <p>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</p> <p>1.3 Be able to make decisions in business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Attendance • Quizzes • Group reports and presentations
<p>2. Knowledge</p> <p>2.1 Be able to identify the proper theories and describe important case studies.</p> <p>2.2 Be able to provide an analysis and provide the solution to real world problems.</p> <p>2.3 Be able to organize self-study and sharing information to the class.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations
<p>3. Cognitive Skills</p> <p>3.1 The ability to gather and summarize information, and conduct research;</p> <p>3.2 Self-study and sharing information to the class;</p> <p>3.3 The ability to solve problems from case studies.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations

Learning Standards/Outcomes	Learning Activities	Learning Assessment
<p>4. Interpersonal Skills and Responsibilities</p> <p>4.1 Be able to use interpersonal English communication skills.</p> <p>4.2 Be able to collaborate well in teams for problem solving.</p> <p>4.3 Be able to show leadership skills.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Evaluate English skills during class
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be able to use basic ICT skills and apply them daily;</p> <p>5.2 Be able to use statistics and mathematics to solve air transport business problems;</p> <p>5.3 Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw 	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Database exercises

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Hours	Learning Activities and Medias
1-2	Introduction to Customer Relationship Management (CRM) Essentials of CRM Customer Experience Management System (CEM)	8	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Constructivist approaches • Cooperative learning: Jigsaw
3-4	Functional areas of CRM Data, information, and technology	8	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Cooperative learning approaches
5-6	Database development and graphical analysis	8	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning • Cooperative learning: Jigsaw • Self-study using Microsoft Excel
7	CRM and business intelligence	4	<ul style="list-style-type: none"> • Lecture and group discussion • Cooperative learning: Jigsaw
8	Midterm Test Co-opting customer competence, Prahalad and Ramaswamy Co-creation experiences: The next practice in value, Prahalad and Ramaswamy	4	<ul style="list-style-type: none"> • Paper and pencil test (2 hours) • Student-centered: Problem-Based learning

Week	Topic/Outline	Hours	Learning Activities and Medias
9	Emirates Airlines 2022 Annual Report	4	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches
10	CRM best practices in frequent flyer programs (loyalty programs)	4	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches
11-12	CRM best practices in customer surveys	8	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning • Cooperating learning: Jigsaw • Hands-on activities
13-14	CRM best practices in customer surveys (continued)	8	<ul style="list-style-type: none"> • Lecture and group discussion • Student-centered: Problem-Based learning and Cooperative learning approaches • Hands-on activities
15	Final Examination and Project- work Assignment submission	2	<ul style="list-style-type: none"> • Paper and pencil test

2. Learning Assessment Plan

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>1. Ethics and Morals</p> <p>1.1 Be able to deliver or to complete a required task at appointed time;</p> <p>1.2 Be able to do the right thing according to the values, beliefs, and principles they claim to hold;</p> <p>1.3 Be able to make decisions in business according to moral concepts and judgments.</p>	<ul style="list-style-type: none"> • Attendance • Quizzes • Student behavior 	<p>Throughout semester</p>	<p>10 %</p>
<p>2. Knowledge</p> <p>2.1 Be able to identify the proper theories and describe important case studies;</p> <p>2.2 Be able to provide an analysis and provide the solution to real world problems;</p> <p>2.3 Be able to organize self-study and sharing information to the class.</p>	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations 	<p>Throughout semester</p>	<p>55 %</p>
<p>3. Cognitive Skills</p> <p>3.1 The ability to gather and summarize information, and conduct research;</p> <p>3.2 Self-study and sharing information to the class;</p> <p>3.3 The ability to solve problems from case studies</p>	<ul style="list-style-type: none"> • Quizzes • Midterm • Final • Group reports and presentations 	<p>Throughout semester</p>	<p>20 %</p>

Learning Outcomes	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
<p>4. Interpersonal Skills and Responsibilities</p> <p>4.1 Be able to use interpersonal English communication skills.</p> <p>4.2 Be able to collaborate well in teams for problem solving.</p> <p>4.3 Be able to show leadership skills.</p>	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations • Evaluate English skills during class 	<p>Throughout semester</p>	<p>5 %</p>
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be able to use basic ICT skills and apply them daily;</p> <p>5.2 Be able to use statistics and mathematics to solve air transport business problems;</p> <p>5.3 Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences.</p>	<ul style="list-style-type: none"> • Quizzes • Group reports and presentations 	<p>Throughout semester</p>	<p>10 %</p>

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Wagner, W. P. & Zubey M. (2007). *Customer relationship management: A people, process, and technology approach*. Boston, MA: Thomson Course Technology.

Harvard Business Review on customer relationship management. Boston, MA: Harvard Business School Press.

Aaker, D. A., Kumar, V., & Day, G. S. (2004). *Marketing research* (8th ed.). Hoboken, NJ: John Wiley & Sons.

Baran, R. J., Galka, R. J., & Strunk, D. P. (2008). *Principles of customer relationship management*. Mason, OH: Thomson South-Western.

2. Important Documents for Extra Study

[..\Predicting future customer profitability.pdf](#)

[..\Airlines, Apps, and business travel.pdf](#)

[..\30 years of frequent flyer programs.pdf](#)

3. Suggestion Information (Printing Materials/Website/CD/Others)

Keywords for searching:

Customer Relationship Management, CRM, Data Management, Data Mining, Big Data, Database, Customer Data Development, Customer Surveys, Customer Experience Management

Section 7 Course Evaluation and Improvement

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of questions:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) Content was sufficiently integrated.
- (4) Content was sufficiently integrated with the rest of the first-year curriculum.
- (5) The instructional materials used were effectively.
- (6) The learning methods appropriate assessed the students' understanding of the content.
- (7) Overall, Students are satisfied with the quality of this course.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observes the class and discusses the results as follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers questions carefully and completely.
- (3) The lecturer uses examples to make the materials easy to understand.
- (4) The lecturer stimulated interest in the course.
- (5) The lecturer made the course material interesting.
- (6) The lecturer is knowledgeable about the topics presented in this course.
- (7) The lecturer treats students respectfully.
- (8) The lecturer is fair in dealing with students.
- (9) The lecturer makes students feel comfortable about asking question.
- (10) Course assignment is interesting and stimulating.
- (11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Director /Head of program construct assessment items to evaluate four dimensions of lecturer's competencies: teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

3. Teaching Revision

Lecturer revises teaching/learning process based on the results from the students' survey questions, the lecturer team's observation, and classroom research.

4. Feedback for Achievement Standards

International College Administrator Committee monitor to assessment process and Grading.

5. Methodology and Planning for Course Review and Improvement

- (1) Revise and develop course structure and process every two years.
 - (2) Assign different lecturers to teach this course to enhance students' performance.
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