
Bachelor's Degree

Master's Degree



TQF.3

THR 1301

Service Psychology and Personality Development

Credits: 3(3-0-6)

Program: Tourism, Hotel,

and Event Management,

College of Hospitality Industry Management

Suan Sunandha Rajabhat University

Semester: 1 Academic Year: 2024

Section 1 General Information

1. Code and Course Title:

Course Code: THR1301

Course Title (English): Service psychology and personality development

Course Title (Thai):-

2. Credits: 3(3-0-6)

3. Curriculum and Course Category:

3.1 Curriculum: Tourism, Hotel, and Event Management

3.2 Course Category:

General Education

Required Course

Elective Course

Others

4. Lecturer Responsible for Course and Instructional

Course Lecturer (s):

- 4.1 Lecturer Responsible for Course: Aj.Supaksiri Prakancharoen
- 4.2 Instructional Course Lecturer (s): Aj.Supaksiri Prakancharoen/
Prof.Asst.Narin Yuenthon

5. Contact/Get in Touch

Room Number: 3642 Tel.: 0931599536

E-mail: narin.yu@ssru.ac.th

6. Semester/ Year of Study

- 6.1 Semester: 1 Year of Study: 2024
- 6.2 Number of the students enrolled: 6

7. Pre-requisite Course (If any)

None

8. Co-requisite Course (If any)

None

9. Learning Location

College of Hospitality Industry Management, Suan Sunandha Rajabhat
University, Nakhon Pathom Campus
Teaching Schedule: Wednesday / Time 13.00-16.00 /Room No. 201

10. Last Date for Preparing and Revising this Course:

Date: 24 Month: June Year: 2024

Section 2 Aims and Objectives

1. Course Aims

At the end of this course, the student will be able to perform in the following areas of performance:

- 1.1 To discuss the definition and importance of service psychology and personality development, and its significance in the tourism industry.
- 1.2 To apply knowledge and analyze the relationship between service and psychology, and the application in service business.
- 1.3 To become aware of providing techniques of satisfactory service in the tourism industry.

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

According to TQF (Thailand Quality Framework: HEd.) for Core Course, undergraduate students should have capabilities to discuss Definition of service psychology, relationship between service and psychology, ethical manners in hospitality business, customer behavior, customer satisfaction, hospitality employee's personality characteristics.

Learning management consisting of:

- 1) Learning and teaching theories;
- 2) Learning models and instructional model development;
- 3) Design and management of learning experiences;
- 4) Integration of contents for learning groups;
- 5) Integration for group learning;
- 6) Techniques and know-how in learning management;

- 7) Media implementation and production and innovative development for learning;
- 8) Learner-oriented learning management;
- 9) Learning evaluation.

2.2 Classroom management consisting of:

- 1) Management theory and principles;
- 2) Educational leadership and teamwork;
- 3) Systematic thinking;
- 4) Learning of organizational culture;
- 5) Organizational human relations and communication;
- 6) Preparation and development academic programs and
- 7) activities for educational institution and communities;
- 8) Information system for management.

2.3 Educational Quality Assurance consisting of:

- 1) Principles and procedures for educational quality assurance;
- 2) Elements of educational quality assurance;
- 3) Educational standards;
- 4) Internal and external assurance;
- 5) Roles of administrators on the educational assurance.

Section 3 Characteristics and Operation

1. Course Outline

(English)

Definition of service psychology, relationship between service and psychology, ethical manners in hospitality business, customer behavior, customer satisfaction, hospitality employee's personality characteristics.

(Thai)

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

| Lecture (hours) | Practice/ Field Work/ Internship (hours) | Self- Study (hours) | Remedial Class (hours) |
|------------------------|---|----------------------------|-------------------------------|
| 45 hours | 0 | 90 | Upon Request |

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

3 hours / week

Self consulting at the lecturer's office: Room Number: 306

Building: College of Hospitality Industry Management

(Bangkok Campus/SSRU)

3.1 Consulting via office telephone/mobile phone: 093-159-9536

3.2 Consulting via E-Mail: narin.yu@ssru.ac.th

3.3 Consulting via Social Media (Facebook/Twitter/Line):-

3.4 Consulting via Computer Network (Internet/Web board): -

3.5 Lecturer's website: https://elchm.ssru.ac.th/supaksiri_pr/

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Be aware of values and morality, ethics, generosity, integrity and honesty as well as be able to solve critical problems and disputes.
- (2) Have positive attitudes towards service careers.
- (3) Be able to lead and follow group members, work in team and be a role model for others.
- (4) Have self-discipline, be punctual, responsibility to self, profession and society.

1.2 Teaching Strategies

- (1) Provide examples on ethical and moral behavior in classroom such as the issue of plagiarism in doing assignments.
- (2) Provide case studies that explain ethics in careers in the tourism industry.
- (3) Be strict with classroom attendance and participation, classroom rules, students' uniform that have to be complied with the university rules and regulations.

1.3 Assessment Strategies

- (1) Class attendance, class participation, and behavior in class.
- (2) On-time submission of report and assignments and their quality.
- (3) Students' contribution on group assignments.

2. Knowledge

2.1 Knowledge to be developed

- (1) Have up-to-date knowledge in service psychology and personality development both theories and practices widely, systematically and internationally.
- (2) Have integrated knowledge in other related disciplines.

2.2 Teaching Strategies

- (1) Use problem-based learning.
- (2) Use cooperative learning strategies.
- (3) Invite guest speakers who are experts in the field of tourism management to give special lectures.

2.3 Assessment Strategies

- (1) Quizzes
- (2) Midterm and final examination
- (3) Assignments

3 Cognitive Skills

3.1 Cognitive Skills to be developed

- (1) Be able to analyze the causes of problems and conflicts as well as be able to solve problems systematically and find out proper solutions to the problems.
- (2) Be able to apply both theoretical and practical knowledge into real-life training and work experience appropriately in accordance with situations.

3.2 Teaching Strategies

- (1) Use problem-based learning.
- (2) Use cooperative learning strategies.
- (3) Use case studies.
- (4) Invite guest speakers who are experts in the field of psychology to give special lectures.

3.3 Assessment Strategies

- (1) Quizzes
- (2) Midterm and final examination.
- (3) Assignments

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) Have responsibility for individual and group assignments as well as be able to help and facilitate others in solving problems.

4.2 Teaching Strategies

- (1) Individual/Group assignments
- (2) Use cooperative learning strategies

4.3 Assessment Strategies

- (1) Students' contribution and behavior in group assignments
- (2) Class presentation

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology to be developed

- (1) Be competent in using both Thai and foreign languages in listening, speaking, reading, writing and summarizing the main points effectively.
- (2) Be able to communicate with foreigners effectively in the appropriate contexts.
- (3) Be able to use technology to communicate and present effectively.

5.2 Teaching Strategies

- (1) Provide assignments that require students to use numerical analysis skills and knowledge.
- (2) Provide assignments that require students to use information technology skills and knowledge.
- (3) Use e-learning.
- (4) Use group discussions.
- (5) Use oral presentation for practicing communication skill.

5.3 Assessment Strategies

- (1) Assignments
- (2) Project report and presentation
- (3) Observation technique for students' uses of English and/or other language (s) during students' discussions among each other and with lecturers as well as during presentations in front of the class.
- (4) Midterm and final examinations

6. Other Domain

None

Remark: Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’ No

symbol means ‘no responsibility’

The above symbols were shown in ‘Curriculum Mapping’ of TQF 2. (Program Specification)

Section 5 Lesson Plan and Assessment

1. Lesson Plan

| Learning Week | Topic/ Outline | Periods | Learning Activities and Media | Lecturer (s) |
|---------------|--|---------|--|-------------------------------|
| 1 | Unit 1 Service industry and consumer 1.Introduction to service industry 1.1 Definition and evolution 1.2 Service elements 1.3 Influence in service industry | 3 | <ul style="list-style-type: none"> • Direct instruction • Students are assigned to give their own perception in the discussion about why psychology is important for service industry, then how to tackle with different consumer behavior | Aj Supaksiri Prakancharoen |
| 2 | Unit 1 (cont.) 2. Consumer in service industry 2.1 Consumer behavior 2.2 Criteria before buying service decision 2.3 Consumer behavior toward service delivery | | | |
| 3 | Unit 2 Personnel in service industry 1. Service provider 1.1 Service provider behavior and attitude 1.2 Consumer expectation | 3 | <ul style="list-style-type: none"> • Direct instruction • Students are assigned do a test on service provider pleasant attitudes and how to design a consumer approach for their satisfaction and experience. | Aj Supaksiri Prakancharoen |

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|---|--|---|--|-------------------------------|
| 4 | Unit (cont.) 2. Result of effective service delivery 2.1 Consumer satisfaction 2.2 Experience | | | |
| 5 | Unit 3 Good service performance 1.1 Personality 1.2 Tips for better service performance | 3 | <ul style="list-style-type: none"> • Direct instruction • Students are assigned to choose one favorite position in service industry, then share with peer what is preferred personality to work for that position including how to increase service performance. | Aj Supaksiri Prakancharoen |
| 6 | Unit 3 (cont.) 1.3 Consumer engagement 1.5 Service differentiation | | | |

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|----|--|---|--|-------------------------------|
| 7 | Unit 4 Ethics and motto in service 1. Definition of ethics and motto 1.1 Ethics for professionals in service industry 1.2 Ethics for service providers 1.3 Ethics for competitors 1.4 Motto for service provider | 3 | <ul style="list-style-type: none"> • Direct instruction • Lecturer gives a topic about ethical value in service industry “consumer feeling or employee well-being in job, then students share their opinion in this situation. | Aj Supaksiri Prakancharoen |
| 8 | Mid-Term Test | | | |
| 9 | Unit 5 Consumer communication 1. Communication with consumer 1.1 Verbal communication 1.2 Voice tone and physical expression 1.3 Consumer’s need estimation | 3 | <ul style="list-style-type: none"> • Direct instruction • Lecturer creates a mock-up situation which is about the communication with consumer from different original place; they speak with their own accent. Student practices skills for brief and clear communication among guest and staff. | Aj Supaksiri Prakancharoen |
| 10 | Unit 5 (cont.) 1.4 Telephoning 1.5 Problem in communication and solution | | | |
| 11 | Unit 6 Organizational Management 1. Organizational management 1.1 Teamwork management | | <ul style="list-style-type: none"> • Direct instruction • Lecturer assigns student | Aj Supaksiri Prakancharoen |

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|----|---|--|--|-------------------------------|
| | 1.2 Personnel engagement | | group work to develop an activity such as staff project that encourage all students to mingle with others for mutual and solid engagement. | |
| 12 | Unit 6 (cont.) 1.3 Psychology for organizational management | | | |
| 13 | Unit 7 Consumer satisfaction assessment and risk management 1. Consumer satisfaction assessment 1.1 Importance 1.2 Source of information 1.3 Deal with guest complain 1.4 Arts of compromising | | <ul style="list-style-type: none"> • Direct instruction • Lecturer assigns a mock-up situation about guest complaint. Student can choose which type of complaints they prefer to tackle and offer the best solution to satisfy both guest and staff. | Aj Supaksiri Prakancharoen |
| 14 | Unit 7 (cont.) 2. Emergency management 2.1 Importance of emergency management 2.2 Example for emergency response | | | |
| 15 | Unit 8 Sales in service industry 1. Sales in service industry 1.1 Sales volume increasing: up-selling and cross-selling 1.2 Tips for up-selling and cross-selling increasing | | <ul style="list-style-type: none"> • Direct instruction • Student practices selling skills by choosing one of | Aj Supaksiri Prakancharoen |

Vision: Smart Archetype University of the Society

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|----|---------------------|--|---|--|
| | | | service products such as hotel guest room, dish, etc., and creating a content about product features, benefits, and target group. | |
| 16 | Final - Test | | | |

2. Learning Assessment Plan

| | Learning Outcome | Assessment Activities | Time Schedule (Week) | Proportion for Assessment (%) |
|---|--|--|-----------------------------|--------------------------------------|
| 1 | <p>Ethics and Morals</p> <p>1.1 Be able to deliver or to complete a required task within the appointed time, including presenting at the 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>1.1 Class attendance, class participation, and behavior in class</p> <p>1.2 On-time submission of report and assignments and their quality</p> <p>1.3 Students' contribution on group assignments</p> | Throughout the semester | 10% |

| | Learning Outcome | Assessment Activities | Time Schedule (Week) | Proportion for Assessment (%) |
|---|--|--|-----------------------------|--|
| 2 | <p>Knowledge</p> <p>2.1 Have understanding the definition and importance of service psychology, and also its significance in the tourism industry.</p> <p>2.2 Apply knowledge and analyze the relationship between service and psychology, and the application in service business.</p> | <p>2.1 Quizzes</p> <p>2.2 Midterm and final examination</p> <p>2.3 Assignments</p> | Throughout the semester | <p>40% for assignments</p> <p>20% for midterm examination</p> <p>30% for final examination</p> |

| | Learning Outcome | Assessment Activities | Time Schedule (Week) | Proportion for Assessment (%) |
|---|--|--|-----------------------------|--------------------------------------|
| 3 | <p>Cognitive Skills</p> <p>3.1 Be able to apply theories and concepts in service psychology in case studies and real situations.</p> <p>3.2 Be able to solve problems of service business issues.</p> <p>3.3 Be able to solve problems that may occur during cooperative education.</p> | <p>3.1 Quizzes</p> <p>3.2 Midterm and final examination</p> <p>3.3 Assignments</p> | Throughout the semester | (Referred to number 2) |

| | Learning Outcome | Assessment Activities | Time Schedule (Week) | Proportion for Assessment (%) |
|---|---|--|-----------------------------|--------------------------------------|
| 4 | <p>Interpersonal Skills and Responsibilities</p> <p>4.1 Have responsibility for individual and group assignments as well as be able to help and facilitate others in solving problems.</p> <p>4.2 Be responsible for the improvement of self-academic learning and the profession continuously.</p> | <p>4.1 Students' contribution and behavior in group assignments</p> <p>4.2 Class presentation</p> | Throughout the semester | (Referred to number 2) |
| 5 | <p>Numerical Analysis, Communication and Information Technology Skills</p> <p>5.1 Be competent in using both Thai and foreign languages in listening, speaking, reading, writing and summarizing the main points effectively.</p> <p>5.2 Be able to communicate with foreigners effectively in the appropriate</p> | <p>5.1 Assignments</p> <p>5.2 Project report and presentation</p> <p>5.3 Observation technique for students' uses of English and/or other language (s) during students' discussions among each other and with lecturers as well as during presentations in</p> | Throughout the semester | (Referred to number 2) |

| | Learning Outcome | Assessment Activities | Time Schedule (Week) | Proportion for Assessment (%) |
|--|--|------------------------------------|-----------------------------|--------------------------------------|
| | <p>5.3 Be able to use technology to communicate and present effectively.</p> <p>5.4 Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data.</p> | 5.4 Midterm and final examinations | | |

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Cook, R. A., Yale, L. J. and Marqua, J. J., (2010). *Tourism: The Business of Travel*. New Jersey: Pearson Prentice Hall.

Curtis P. Haugtvedt, Paul M. Herr, Frank R. Kardes. (2007). *Handbook of Consumer Psychology (Marketing and Consumer Psychology)*. Retrieved from <https://carlsonschool.umn.edu/sites/carlsonschool.umn.edu/files/2020-03/loken%20barsalou%20joiner%20handbook%20of%20cp.pdf>

Foster, A. T., (2001). *Managing Quality: An Integrating Approach*. New Jersey: Pearson Prentice Hall.

Hayes, D. K. and Ninemeier, J. D., (2006). *Foundations of Lodging Management*. New Jersey: Pearson Prentice Hall.

Lashley, C. and Lee-Ross, D., (2003). *Organization Behaviour for Leisure Services: Hospitality, Leisure and Tourism*. Oxford: Butterworth Heinemann.

2. Important Documents for Extra Study

Lashley, C. and Lee-Ross, D., (2003). Organization Behaviour for Leisure Services: Hospitality, Leisure and Tourism. Oxford: Butterworth Heinemann.

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

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Section 7 Course Evaluation and Revising

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 question:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) The content was sufficiently integrated.
- (4) The content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials were used effectively.
- (6) The learning methods appropriately assess 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 discuss 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 stimulates 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 dealing with students.
- (9) The lecturer makes students feel comfortable about asking questions.
- (10) Course assignments are interesting and stimulating.
- (11) The lecturer uses technology to enhance 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

College of Hospitality Industry Management Administrator Committee monitors the assessment process and grading.

5. Methodology and Planning for Course Review and Improvement (1)

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

Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level

● Major Responsibility ○ Minor Responsibility

| Course | 1. Morals and Ethics | | | | 2. Knowledge | | | 3. Cognitive Skills | | | 4. Interpersonal Skills and Responsibility | | 5. Numerical Analysis, Communication and Information Technology Skills | | | |
|--|----------------------|---|---|---|--------------|---|---|---------------------|---|---|--|---|--|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 3 | 4 |
| THR1301 จิตวิทยาบริการและการพัฒนานุคลิกภาพ Service Psychology and Personality Development | ● | ● | ● | ● | ● | ● | ○ | ● | ● | ○ | ● | ○ | ● | ● | ● | ○ |