

**College of**

**Hospitality Industry Management**

**TQF.5 Course Report**

**Course Code:** TRM 1202

**Course Title:** Service Psychology

**Credits:** 3 (3-0-6)

**Semester /Academic Year:** 3/2020

**Students :** Bachelor of Arts Program in Tourism Management

**Lecturer(s):** Mr. Sakul Jariyachamsit

College of Hospitality Industry Management,

Suan Sunandha Rajabhat University

**Course Report**

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| **Institution** : Suan Sunandha Rajabhat University  **Campus/Faculty/Department** : College of Hospitality Industry Management |
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**Section1:General Information**

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| **1. Course Code and Title :**TRM 1202 Service Psychology |

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| **2. Pre-requisite (if any):** - |

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| **3.Faculty Member(s) Teaching the Course and Sections**    **Sections:** TM 62 **Room No.** 409 |

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| **4. Semester and Academic Year**  Semester 3, Academic Year 2020 |

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| **5.Venue**  CHM Building, Suan Sunandha Rajabhat University |

**Section 2: Actual Teaching Hours Compared with Teaching Hours Specified in the Teaching Plan**

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| 1. **Number of actual teaching hours compared with the teaching plan** | | | | |
| **Topics** | **No. of teaching hours in the plan** | **No. of actual teaching hours** | **Reason(s) (in case the discrepancy is more than 25%)** | |
| **1.Unit 1** Introduction to TRM 1202 Service Psychology   * Pre- Test * Course outline and evaluation criteria * Introduction to Service Psychology | 3 hours | 3 hours  online | - | |
| **Unit 2** Introduction to Service Psychology   * Types of tourism business * Characteristics and elements of service business * Definition and importance of service psychology * Expected levels of service receivers | 3 hours | 3 hours  online | - | |
| **2.Unit 3**Service Receiver   * Types and behaviors of service receiver * Service receiver’s expectation of quality service * Complaint and its importance | 3 hours | 3 hours  online | - | |
| **Unit 4** Service Provider   * Types and importance of service provider * Qualifications of service provider * Social surrounding and atmosphere of service provider * Factors leading to ineffective work | 3 hours | 3 hours  online | - | |
| **3.Unit 5** Individuals in Organizations I   * What is individual behavior? * Model of individual behavior | 3 hours | 3 hours  online | - | |
| **Unit 6** Individuals in Organizations II   * Strategies of motivating employee * Job satisfaction | 3 hours | 3 hours  online | - | |
| **Topics** | **No. of teaching hours in the plan** | **No. of actual teaching hours** | **Reason(s) (in case the discrepancy is more than 25%)** | |
| **4.**Minor presentation and review for all units for the Mid-term Examination | 3 hours | 3 hours  online | - | |
| **Midterm Examination** | 3 hours | 3 hours | - | |
| **5.Unit7** Emotions in Service Organizations I   * Emotional competence in customer service * Evaluation criteria of customers * Emotional competence framework (Personal competence) | 3 hours | 3 hours | - | |
| **Unit 8** Emotions in Service Organizations II   * Emotional competence framework (Social competence) | 3 hours | 3 hours  online | - | |
| **6.Unit 9** Groups, Leadership and Power   * Groupsin organizations * Working in teams * Leadership * Sources of leadership power | 3 hours | 3 hours | - | |
| **Topics** | **No. of teaching hours in the plan** | **No. of actual teaching hours** | **Reason(s) (in case the discrepancy is more than 25%)** | |
| **Unit10**Effective Communication in Service Organizations   * Effective communication: What does it mean? * Communication flows * Communication and service organization performance | 3 hours | 3 hours  online | - | |
| **7.Unit 11** Designing Quality Services   * SERVQUAL * Designing and improving the services transaction * Globalization of service * A theory for service quality management | 3 hours | 3 hours  online | - | |
| **Unit 11** Designing Quality Services **(Cont)**   * Globalization of service * A theory for service quality management | 3 hours | 3 hours | - | |
| **Topics** | **No. of teaching hours in the plan** | **No. of actual teaching hours** | **Reason(s) (in case the discrepancy is more than 25%)** | |
| 8.Enrichment and   * Make-up Class | 3 hours | 3 hours |  | |
| Enrichment and   * Make-up Class | 3 hours | 3 hours |  | |
| * **Final Examination** | 3 hours | 3 hours |  | |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2. Topics that couldn’t be taught as planned** | | | | | | | | | | Topics that couldn’t be taught (if any) | | Significance of the topics that couldn’t be taught | | | Compensation | | |  | | - | | - | | | - | | |  | |  | | | | | | | | | | **3. Effectiveness of the teaching methods specified in the Course Specification** | | | | | | | | Learning Outcomes | Teaching methods specified in the course specification | | Effectiveness  (Use 🗸) | | | Problems of the teaching method(s) (if any) and suggestions | | Yes | No | | | 1. Morals and Ethics  1.1Monitor students’ attendance  1.2 Evaluate from how much students’ level of satisfaction and change of attitudes.  1.3 Evaluate from how much students’ papers and presentations are accurate.  1.4 Evaluate from students’ responsibility on their contribution on group projects. | (1) The team of students will help to remind other team members to be on time. Running field trips is another strategy used in building student’s punctuality characteristic.  (2) Bring students on field trips to cultural and historical attractions as well as local communities in order to nurture students’ respect for places and persons.  (3)Provide examples of truthfulness and accuracy in classroom such as no plagiarism, in doing assignments | | 🗸 | - | | - | | 2. Knowledge  2.1 Evaluate from test, midterm, and final examination.  2.2 Evaluate from group project and individual reports.  2.3 Evaluate from class presentation and trip. | (1) Use problem-based learning.  (2)Use cooperative learning techniques.  (3)Invite guest speaker who is an expert in real world of tourism business management. | | 🗸 | - | | - | | 3. Cognitive Skills  3.1 Evaluate from test, midterm, and final examination.  3.2 Use Rubric Assessment Criteria in evaluating students’ performance in participating in class assignments. | (1) Use problem-based learning.  (2) Use cooperative learning techniques.  (3)Apply Tour Business Training Project.  (4)Use research and seminar teaching style. | | 🗸 | - | | - | | 4. Interpersonal Skills and Responsibilities  4.1Evaluate from group project.  4.2 Evaluate from class presentation and participation | (1) Use problem-based learning.  (2)Use cooperative learning techniques.  (3)Invite guest speaker who is an expert in real world of tourism business management. | | ✓ | - | | - | | 5. Numerical Analysis, Communication and Information Technology Skills  5.1 Evaluate from group presentation and group discussion.  5.2 Evaluate from performance of students in presenting searched information in presentation and paper writing forms. | (1) Use problem-based learning.  (2) Use cooperative learning techniques.  (3)Apply Tour Business Training Project.  (4)Use research and seminar teaching style. | | 🗸 | - | | - |   **4. Suggestions for Improving Teaching Methods**  - | | | |

**Section 3: Course Outcomes**

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| **1. Number of registered students**: 1 students |
| **2. Number of students at the end of semester** : 1 students |
| **3 Number of students who withdrew (W)** : - |
| **4. Grade distribution**   |  |  |  | | --- | --- | --- | | Grade | No. of students | Percentage | | A | - | - | | A- | - | - | | B+ | - | - | | B | - | - | | B- | - | - | | C+ | - | - | | C | - | - | | C- | - | - | | D+ | - | - | | D | - | - | | D- | - | - | | F | - | - | | Incomplete (I) | 1 | 100 | |

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| **5. Factors causing unusual distribution of grades (If any)**  - | |
| **6. Discrepancies in the evaluation plan specified in the Course Specification** | | |
| 6.1 Discrepancy in evaluation time frame | | |
| Details of Discrepancy | Reasons | |
| - | - | |

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| 6.2 Discrepancy in evaluation methods | |
| Details of Discrepancy | Reasons |
| - | - |

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| **7. Verification of students’ achievements** | |
| Verification Method(s) | Verification Result(s) |
| - | - |

**Section 4 : Problems and Impacts**

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| **1. Teaching and learning resources** | |
| **Teaching Problems:**  - | **Impacts on students’ learning :**  - |
| **Learning Resources Problems:**  - | **Impacts on students’ learning :**  - |

**2. Administration and organization**

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| **Problems from administration**  - | **Impacts on students’ learning**  - |
| **Problems from organization**  - | **Impacts on students’ learning**  - |

**Section 5: Course Evaluation**

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| **1. Results of course evaluation by students** |
| * 1. Important comments from evaluation by students   Students need more time to prepare their projects, individual presentation and field trip |
| 1.2 Faculty members’ opinions on the comments in 1.1  Lectures are welcome to provide some advice about the technique of seaching information from academic sources in order to save students’ time. |
| **2. Results of course evaluation by other evaluation methods** |
| 2.1 Important comments from evaluation by other evaluation methods  This course helps students to have capabilities to apply knowledge about northern tourist attraction by individual and group’s assignments. |
| 2.2 Faculty members’ opinions on the comments in 2.1  There is necessary to have a field trip and local tour guide to provide an extra knowledge for students. |

**Section 6 : Improvement Plan**

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| **1. Progress of teaching and learning improvement recommended in the previous Course Report** | |
| Improvement plan proposed in Semester 2  Academic year 2021  Project-based learning through a field trip/ field work | Results of the plan implementation (In case no action was taken nor completed, reasons must be provided.)  The semester assignment was to complete the report by apply the concepts on what they have learnt from class in order to write down the report regarding cultural and heritage attraction. |

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| **2. Other improvements**   * Using new teaching techniques such as jigsaw method, group investigation and cooperative learning method | | | |
| **3. Suggestions for improvement for Semester 2 Academic year 2021** | | |
| Suggestions | Time Frame | Responsible person |
| * Case studies * Project- based learning through a field work | Throughout the semester | Mr. Sakul Jariyachamsit |
| **4. Suggestions of faculty member(s) responsible for the course**  - | | |

**Responsible Faculty Member/Coordinator:** Mr. Sakul Jariyachamsit

Signature Submission Signature-932.GIF Date August 11, 2021

**Chairperson/Program Director:** ……………………………………..…………….

Signature............................................. Receipt Date ........................................