**College of Hospitality Industry Management**

TQF.3

□ Master’s Degree

☑ Bachelor’s Degree

**Course Specification**

Course Code: TRM 1202

Course Title:Service Psychology

Credits:3 (3-0-6)

Program: Tourism ManagementInternational Program

SuanSunandhaRajabhat University

(SSRUCHM)

Semester :2Academic Year :2020

**Section 1 General Information**

1. **Code and Course Title:**

Course Code: TRM 1202

Course Title (English): Service Psychology

Course Title (Thai): -

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

**3. Curriculum and Course Category:**

3.1 Curriculum: Bachelor of Arts, Program in Tourism Management, International College

3.2 Course Category:

 □ General Education ☑ Required Course

 □ Elective Course □ Others …………….

**4. Lecturer Responsible for Course and Instructional Course Lecturer (s) :**

4.1Lecturer Responsible for Course: Mr. Sakul Jariyachamsit

4.2 Instructional Course Lecturer(s): None

**5. Contact/Get in Touch**

 Room Number 306E-maila.sakul@yahoo.com

**6. Semester/Yearof Study**

6.1 Semester: 2 Year of Study 2020

6.2 Number of the students enrolled:1 student

**7. Pre-requisite Course (If any)**

CourseCode: None Course Title:None

**8. Co-requisite Course (If any)**

 Course Code: None Course Title:None

**9. Learning Location**

 Tuesday 13.00-16.00

Building:CHM buliding Room Number209

**10. Last Date for Preparing and Revising this Course:**

Date25thMonth December Year 2020

**Section 2 Aims and Objectives**

**1. Course Aims**

At the end of this course, the student will reach to five domainsin the following areas of performance:

1.1Morals and Ethics

(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; and

(4) Have self-discipline, be punctual, responsibility to self, profession and society.

 1.2 Knowledge

(1) Have up-to-date knowledge in Service Psychologyof businesses in the tourism industry both theories and practices widely, systematically and internationally.

(2) Have apply knowledge and analyze the relationship between service and psychology, and the application in service business.

(3) Have knowledge and understanding in research process and techniques which will be benefit in solving problems and adding up to the knowledge in the career.

 1.3 Cognitive Skills

(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; and

 (3) Be able to apply innovation and knowledge from other related academic fields in developing working skills

 1.4 Interpersonal Skills and Responsibility

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

(2) Be responsible for the improvement of self-academic learning and the profession continuously

1.5 Numerical Analysis, Communication and Information Technology Skills

(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; and

(4) Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data.

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

According to TQF (Thailand Quality Framework: HEd.) with the

standards of professional knowledge and experience for MajorRequirement Courses, undergraduate students program in TourismManagement Program should have essence of knowledge in organizing tours, procedures of tour operator, costing and pricing, planning itineraries, advertising and public relation as theconcepts and principles of tour planning and operation as well ashaving an ability to apply the lessons with case studies and in actualwork.

**Section 3 Characteristics and Operation**

**1. Course Outline**

(English)Definition of service psychology, importance, relationship between service and psychology, schools of thoughts in psychology and the application in service business, society, marketing and consumer behavior. Techniques of providing a satisfactory service, use of psychology in work place and communication.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Lecture(hours) | Remedial Class(hours) | Practice/Field Work/Internship(hours) | Self Study(hours) |
| 3 | 3 | 0 | 6 |

**3. Time Length per Week for IndividualAcademic Consulting and Guidance**

(The lecturer responsible for course identifies the information, for example, 1 hour / week)

3.1 Self consulting at the lecturer’s office: Room Number 306Building International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: -

3.3 Consulting via E-Mail a.sakul@yahoo.com

3.4 Consulting via Social Media (Line) -

3.5 Consulting via Computer Network (Internet/Web board) Teacher website: [www**.**teacher**.**ssru**.**ac**.**th/](http://www.teacher.ssru.ac.th/yanika_ch)sakul.ja

**Section 4 Developing Student’s Learning Outcomes**

1. **Morals and Ethics**
	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;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; and(4) Have self-discipline, be punctual, responsibility to self, profession and society. |

* 1. **Teaching Strategies**
	2. Provide exampleson ethical and moral behavior in classroom such as the issue of plagiarism in doing assignments;
	3. Provide case studies that explain ethics in careers in the tourismindustry; and
	4. Be strict with classroom attendance and participation, classroom rules, students’ uniform that have to be complied with the university rules and regulations.
	5. **Assessment Strategies**
1. Class attendance, class participation, and behavior in class;
2. On-time submission of report and assignments and their quality; and
3. Students’ contribution on group assignments.
4. **Knowledge**
	1. **Knowledge to be developed**

|  |  |
| --- | --- |
| ● | (1) Have up-to-date knowledge in the management and operation of businesses in the tourism industry both theories and practices widely, systematically and internationally. |
| ● | (2) Have integrated knowledge in other related disciplines. |
| ○ | (3) Have knowledge and understanding in research process and techniques which will be benefit in solving problems and adding up to the knowledge in the career. |

* 1. **Teaching Strategies**
	2. Use problem-based learning
	3. Use cooperative learning techniques
	4. Invite guest speakers who are experts in the field of tourism management to give special lectures.
	5. **Assessment Strategies**
1. Quizzes
2. Midterm and final examination
3. Assignments
4. **Cognitive Skills**
	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; and |
| ○ | (3) Be able to apply innovation and knowledge from other related academic fields in developing working skills |

* 1. **Teaching Strategies**
	2. Use problem-based learning.
	3. Use cooperative learning strategies
	4. Use case studies
	5. Invite guest speakers who are experts in the field of tourism management to give special lectures.
	6. **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; and |
| **○** | (2) Be responsible for the improvement of self-academic learning and the profession continuously. |

* 1. **Teaching Strategies**
	2. Group assignments
	3. Use cooperative learning strategies
	4. Field trips
	5. **Assessment Strategies**
1. Students’ contributionand behavior in group assignments
2. Class presentation
3. **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; and(4) Be able to apply statistical or mathematical knowledge in analyzing and interpreting the data. |

**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.
	6. **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

 -

**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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic/Outline** | **Periods** | **Learning Activities and Medias** | **Lecturer(s)** |
| 1 | **Unit 1** Introduction to TRM 1202 Service Psychology* Pre- Test
* Course outline and evaluation criteria
* Introduction to Service Psychology
 | 3hrs | * Pre-test
* Direct instruction
 | A.Sakul |
| 2 | **Unit 2** Introduction to Service Psychology* Types of tourism business
* Characteristicsand elements of service business
* Definition and importance of service psychology
* Expected levels of service receivers
 | 3 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise
* E- learning
 | A.Sakul |
| 3 | **Unit 3**Service Receiver * Types and behaviors of service receiver
* Service receiver’s expectation of quality service
* Complaint and its importance
 | 3 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise
* E- learning
 | A.Sakul |
| 4 | **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 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise
* E- learning
 | A.Sakul |
| 5 | **Unit 5** Individuals in Organizations I* What is individual behavior?
* Model of individual behavior
 | 3 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise
* E- learning
 | A.Sakul |
| 6 | **Unit 6** Individuals in Organizations II* Strategies of motivating employee
* Job satisfaction
 | 3 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise
* E- learning
 | A.Sakul |
| 7 | Minor presentation and review for all units for the Mid-term Examination  | 3 hrs | * PBL
* Direct instruction
* E- learning
* Midterm review
 | A.Sakul |
| 8 | **Midterm Examination** | A.Sakul |
| 9 | **Unit 7** Emotions in Service Organizations I* Emotional competence in customer service
* Evaluation criteria of customers
* Emotional competence framework (Personal competence)
 | 3 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise
* E- learning
 | A.Sakul |
| 10 | **Unit 8**Emotions in Service Organizations II* Emotional competence framework (Social competence)
 | 3 hrs | * Self-Study
 | A.Sakul |
| 11 | **Unit 9** Groups, Leadership and Power* Groups in organizations
* Working in teams
* Leadership
* Sources of leadership power
 | 3 hrs | * PBL
* Direct instruction
* Exercise
* E- learning
 | A.Sakul |
| 12 | **Unit 10**Effective Communication in Service Organizations* Effective communication: What does it mean?
* Communication flows
* Communication and service organization performance
 | 3 hrs | * PBL
* Direct instruction
* Exercise
* E- learning
 | A.Sakul |
| 13 | **Unit 11** Designing Quality Services* SERVQUAL
* Designing and improving the services transaction
* Globalization of service
* A theory for service quality management
 | 3 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise
* E- learning
 | A.Sakul |
| 14 | **Unit 11** Designing Quality Services **(Cont)*** Globalization of service
* A theory for service quality management
 | 3 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise
* E- learning
 | A.Sakul |
| 15 | Enrichment and * Make-up Class
 | 3 hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise

E- learning  | A.Sakul |
| 16 | Enrichment and * Make-up Class
 | 3hrs | * PBL
* Direct instruction
* Case study discussion
* Exercise

E- learning | A.Sakul |
| 17 | **Final Examination** | A.Sakul |

**2. Learning Assessment Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learning Outcome** | **Assessment Activities** | **Time Schedule****(Week)** | **Proportion for Assessment****(%)** |
| 1 | **Morals and Ethics**1.1 Be able to deliver or to complete a required task within the appointed time, including presenting at the appointed time.1.2 Be able to do the right thing according to the values, beliefs and principles they claim to hold. | Attendance/Discipline | Throughout the semester | 10 % |
| 2 | **Knowledge**2.1 Have understanding the definition and importance of service psychology, and also its significance in the tourism industry.2.2 Apply knowledge and analyze the relationship between service and psychology, and the application in service business. | Midterm & Final Examination | 1) Week 82) Week 17 | 20 %30 % |
| 3 | **Cognitive Skills**3.1 Be able to apply theories and concepts in service psychology in case studies and real situations.3.2 Be able to solve problems of service business issues.3.3 Be able to solve problems that may occur during cooperative education. | Assignments/ Reports | Throughout the semester | 20% |
| 4 | **Interpersonal Skills and Responsibilities**4.1 Be able to adjust to work in team both as leader and follower.4.2 Have responsibility for individual and group assignments.4.3 Have ability in adjusting themselves in multi-cultural environment | Group/Pair work | Throughout the semester | 15% |
| 5 | **Numerical Analysis,** **Communication and Information Technology Skills**1. The ability to havebasic skill of computer to use in daily life as well as in workplace.
2. The ability to do both oral and written communication in English.
3. The ability to use the formal English communication as well as service psychology for specific purposes in tourism management.
 | E-Learning  | Throughout the semester | 5% |

**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.

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)**

-

**Section 7 Course Evaluation and Revising**

1. **Strategies for Course Evaluation by Students**

1.1 Using survey questions to collect information from the students’ opinions to improve the course and enhance the curriculum. The topics include:

(1) Content objectives

(2) The instructional materials

(3) The learning methods and assessment

* 1. Observing students’ behavior in classroom.
	2. Using students’ suggestion during classroom.
1. **Strategies for Course Evaluation by Lecturer**
	1. Lecturers team observes the class and discuss the results as follow:
2. The lecturer is well prepared for class sessions.
3. The lecturer answers questions carefully and completely.
4. The lecturer uses examples to make the materials easy to understand.
5. The lecturer stimulates interest in the course.
6. The lecturer made the course material interesting.
7. The lecturer is knowledgeable about the topics presented in this course.
8. The lecturer treats students respectfully.
9. The lecturer is fair dealing with students.
10. 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.

* 1. 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
1. **Teaching Revision**

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

1. **Feedback for Achievement Standards**

International College Administrator Committee monitors the assessment process and grading.

1. **Methodology and Planning for Course Review and Improvement**

5.1 Revise and develop course structure and process every three years.

5.2Assign different lecturers teach this course to enhance students’performance.

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Courses | 1. Morals and Ethics | 2. Knowledge | 3. Cognitive Skills | 4. Interpersonal Skillsand Responsibility | 5. Numerical Analysis, Communication and Information TechnologySkills | 6.Other Domain ie.Learning Management Skills |
| Course Category:Required Course | **● Major Responsibility ○ Minor Responsibility** |
| **1** | **2** | **3** | **4** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **1** | **2** | **3** | **4** | **1** | **2** | **3** |
| Course Code TRM 1202Service Psychology | **●** | **●** | **●** | **●** | **●** | **●** | **○** | **●** | **●** | **○** | **●** | **○** | **●** | **●** | **●** | **○** | **-** | - | - |