TQF.3

☑ Bachelor's Degree

☐ Master's Degree

Course Specification

Course Code: IAC 1204

Course Title: Personality Development and Grooming

Credits: 3(3-0-6)

Program: Airline Business

International College

Suan Sunandha Rajabhat University

(SSRUIC)

Semester : 2 **Academic Year** : 2019

Section 1 General Information

1. Code and Course Title :

Course Code: IAC 1204

Course Title (English): Personality Development and Grooming

Course Title (Thai): การพัฒนาบุคลิกภาพและการแต่งกาย

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

3. Curriculum and Course Category :

3.1 Curriculum: Bachelor of Arts, Program in Airline Business (International Program).

3.2 Course Category:

☐ General Education   ☐Major Course

☑ Elective Course   ☐ Others ....

4. Lecturer Responsible for Course and Instructional Course Lecturer (S) :

4.1 Lecturer Responsible for Course: Mr. Taksina Bunbut, PhD.

4.2 Instructional Course Lecturer(s): None

5. Contact/Get in Touch

Room Number 303 Tel. 034-964946

E-mail taksina.ssruic@gmail.com

6. Semester/ Year of Study

6.1 Semester: 2 Year of Study 2019

6.2 Number of the students enrolled: 4 classes (30 per class)

7. Pre-requisite Course (If any)

Course Code: None Course Title: None

8. Co-requisite Course (If any)

Course Code: None   Course Title: None

9. Learning Location

Building: International College, Nakhon Pathom Education Center

10. Last Date for Preparing and Revising this Course:

25 Dec 2019

Section 2 Aims and Objectives

1. Course Aims

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

1.1 Morals and Ethics

(1) The ability to deliver or to complete a required task at or the appointed time,

(2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,

(3) The ability to make decisions in business according to moral concepts and judgments.

1.2 Knowledge

(1) The ability to identify the business theories and describe important case studies,

(2) The ability to provide an analysis and provide the solution to real world problems,

(3) The ability to use business knowledge integrated with other disciplines.

1.3 Cognitive Skills

(1) The ability to gather and summarize information, and conduct research,

  (2) Self-study and sharing information to the class,

  (3) The ability to solve problems from case studies.

 1.4 Interpersonal Skills and Responsibility

  (1) The ability to communicate in English,

  (2) The ability to use English to solve business problem,

  (3) Initiate some new business ideas and have leadership.

 1.5 Numerical Analysis, Communication and Information Technology Skills

  (1) Be able to use basic ICT skills and apply them to daily life,

  (2) Be able to use statistics and mathematics to solve business problems,

  (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.

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

  The frequency and level of student engagement will be assessed for the curriculum including multimedia, homework assignments, exams, and textual content. Learning exercises and activities that result in higher student engagement will be adapted to future lessons.

Section 3 Characteristics and Operation

  Ethic and moral, service minded and responsibilities, apply makeup, select cosmetics and colour. hair style and treatment, skin care and treatment, fashion and clothing selection, airline's uniform standard. Develop a professional look, posture, etiquette, dialogue and discipline for airline staff.

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)
30 hours	-	18 hours	3+ (if any)

3. Time Length per Week for Individual Academic 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 No.: 303
Building: International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: 034-964946

3.3 Consulting via E-Mail: taksina.ssruic@gmail.com

3.4 Consulting via Social Media (Facebook/Twitter/Line)
Line: taksinaco

3.5 Consulting via Computer Network (Internet/Web board)
Teacher Website: http://www.teacher.ssru.ac.th/taksina

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

● (1) The ability to deliver or to complete a required task at or the appointed time,

● (2) The ability to do the right thing according to the values, beliefs and principles they claim to hold,

- （3）The ability to make decisions in business according to moral concepts and judgments.

1.2 Teaching Strategies

(1) The team of students will help to remind other team members to be on time,

(2) Provide an example of integrity in classroom such as no plagiarism,

(3) Provide a case study that explains business ethics.

1.3 Evaluation Strategies

(1) Checking student attendance every class,

(2) Evaluate from how many students cheating in exam,

(3) Evaluate from students' responsibility on their contribution on group project.

2. Knowledge

2.1 Knowledge to be acquired

- (1) The ability to identify the business theories and describe important case study,

- (2) The ability to provide an analysis and provide the solution to real world problems,

- （3） The ability to use business knowledge integrated with other disciplines.

2.2 Teaching Strategies

(1) Use Problem-based learning,

(2) Use cooperative learning techniques,

(3) Invite guest speaker who is an expert in real world business.

2.3 Evaluation Strategies

(1) Pop-quiz, midterm, and final exam,

(2) A group project,

(3) Class Presentation.

3. Cognitive Skills

3.1 Cognitive Skills to be developed

- (1) The ability to gather and summarize information, and conduct research,

- (2) Self-study and sharing information to the class,
- (3) The ability to solve problems from case studies.

3.2 Teaching Strategies

(1) Group presentations,

(2) Participate in real competitions such as business plan writing,

(3) Problem-based learning.

3.3 Evaluation Strategies

(1) Evaluate individual and group research and studies,

(2) Evaluate in class activities and personal involvement,

(3) Class presentations and discussion.

4. Interpersonal Skills and Responsibility

4.1 Interpersonal Skills and Responsibility to be developed

- (1) The ability to communicate in English,
- (2) The ability to use English to solve business problem,
- (3) The ability to initiate some new business ideas and have leadership.

4.2 Teaching Strategies

(1) Allow students with work in unfamiliar situation with new team members,

(2) Practice business manner and how to deal with customers,

(3) Use advance business English to communicate in class and with lecturers.

4.3 Evaluation Strategies

(1) How students participate in teamwork,

(2) How students use advance business English in their presentation,

(3) Evaluate students' business creativities and innovativeness by keynote speaker involvement or students contest organization.

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology Skills to be developed

- (1) Be able to use basic ICT skills and apply them to daily life,
- (2) Be able to use statistics and mathematics to solve business problems,

● （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.

5.2 Teaching Strategies

（1）Use case studies that allow students to implement their knowledge of statistics and mathematics to solve business problems,

（2）Use activities such as encouraging students to show their work in an exhibition,

（3）Students will form a team and do the group projects that require two-ways communication and develop their social skills.

5.3 Evaluation Strategies

（1）Evaluate the correct application of statistics and mathematics to solve problems,

（2）Evaluate their ability to present their work in at an exhibition,

（3）Evaluate their ability to use software computer such as Photoshop doing their work.

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	Period	Learning Activities and Medias	Lecturer(s)
1	• Understand Concept of Personality Development • Introducing to SSRUIC Volunteer Project 2020	3 hrs	• Direct instruction and group discussion • Student centered: cooperative learning	Aj. Taksina Bunbut
2	• Mask Concept in Personality Development • Personality Psychology	3 hrs	• Direct instruction and group discussion • Exercise	Aj. Taksina Bunbut

3	• Appearance and Personality
	  - List of Adjective Describing Personality
	  - List of Adjective Describing Appearance
		3 hrs	• Student centered: cooperative learning
			• Group presentation
				Aj. Taksina Bunbut

4	• Mindset - Growth Mindset vs. Fixed Mindset	3 hrs	• Direct instruction • Role play	Aj. Taksina Bunbut

5	• First Impression • Skill S.P.E.C.I.A.L for 21st Century	3 hrs	• Direct instruction • Group discussion • Exercise	Aj. Taksina Bunbut
6	• Good Manner and Etiquette - Good Manner at Home, College, Workplace - Business, Telephone, Dinning, Correspondence Etiquette	3 hrs	• Direct instruction • Group discussion • Exercise	Aj. Taksina Bunbut
7	• Workshop for Good Manner and Etiquette	3 hrs	• Problem-Based learning and Hands-on activities • Role play • Oral practice	Aj. Taksina Bunbut
8	Midterm Test	3 hrs	Exam paper	Aj. Taksina Bunbut
9	• Dress Code and Uniform • Level of Dress Code	3 hrs	• Direct instruction • Writing exercise • Group discussion	Aj. Taksina Bunbut

10	• Airline Business Personality and Uniform Guide	3 hrs	• Direct instruction • Group discussion	Aj. Taksina Bunbut
11	• Workshop for Makeup and Hair Style	3 hrs	• Direct instruction • Practice • Role play	Guest speakers
12	• Public Speaking • Speech Preparation	3 hrs	• Student centered : cooperative learning • Role play	Aj. Taksina Bunbut
13	• Public Speaking Workshop	3 hrs	• Student centered : cooperative learning • Role play	Aj. Taksina Bunbut
14	• SSRUIC Volunteer Project 2020 • Assignment	3 hrs	• Student centered : cooperative learning • Group discussion	Aj. Taksina Bunbut
15	• Presentation and Exhibition on SSRUIC Volunteer Project 2020	3 hrs	• Group presentation • Student centered : cooperative learning	Aj. Taksina Bunbut
16	• Presentation and Exhibition on SSRUIC Volunteer Project 2020	3 hrs	• Group discussion • Student centered, cooperative learning	Aj. Taksina Bunbut
17	Final Examination	3 hrs	Exam paper	Invigilator

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	**Ethic and Morals** (1) The ability to deliver or to complete a required task at or the appointed time, (2) The ability to do the right thing according to the values, beliefs and principles they claim to hold, (3) The ability to make decisions in business according to moral concepts and judgments.	Attendance criteria	Throughout semester	10 %
2	**Knowledge** (1) The ability to identify the business theories and describe important case studies, (2) The ability to provide an analysis and provide the solution to real world problems, (3) The ability to use business knowledge integrated with other disciplines.	Paper test	(1) Week 8 (2) Week 17	25 % 25 %

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
3	**Cognitive Skills** (1) The ability to gather and summarize information, and conduct research, (2) Self-study and sharing information to the class, (3) The ability to solve problems from case studies.	Assignment, Report, and Presentation - Group Presentation (10 points) "SSRUIC Volunteer Project 2020" - SSRUIC Uniform and Grooming Checklist (10 points)	- Throughout semester	20 %
4	**Interpersonal Skills and Responsibilities** (1) The ability to communicate in English, (2) The ability to use English to solve business problem, (3) Initiate some new business ideas and have leadership.	Group work presentation and coordination in the classroom - SSRUIC Volunteer Project 2020 (20 points)	Week 15, 16	20 %
5	**Numerical Analysis,**			

Communication and Information Technology Skills (1) Be able to use basic ICT skills and apply them to daily life, (2) Be able to use statistics and mathematics to solve business problems, (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.	Group work, presentation	Week 15, 16	

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Ashmore, A., 2018. Seven Seconds to Success. Retrieved from

   www.psychcentral.com.

British Council. (2017). Learn English Teens. Retrieved from

   https://learnenglishteens.britishcouncil.org/

Develop Good Habit. (2019). Fixed Mindset VS Growth Mindset. Retrieved

   from https://www.developgoodhabits.com/fixed-mindset-vs-growth-

   mindset/

Gerlock, J. (2018). Judging People by their Aooearance is not OK. Retirvrd

from https://www.huffingtonpost.ca/entry/judging-by-

appearance_ca_5cd4dbcde4b07bc72972b10b

MindsetWorks. (n.d.). Dr. Dweck's Research into Growth Mindset Changed

Education Forever. Retrieved from

https://www.mindsetworks.com/science/

2. Important Documents for Extra Study

British Council. (2014). Making a Good First Impression. Retrived from
https://esol.britishcouncil.org/sites/default/files
/attachments/informationalpage/good_first_impression_

Dovico, A. (2016). Making a S.P.E.C.I.A.L First Impression.
Kappanmagazine, V. 98, N. 3.

Retrieved from https://www.pdkmembers.org/members_
online/publications/

Laskowski, L. (1998). How to Create a Great First Impression. Retrieved from
http://www.ljlseminars.com/impressions.pdf

Marc McCulloch and Troy Behrens for ASCL Educational Services, Inc.

(2004). First Impression Happen only Once: Make them Great. Retrieved

from https://chooseyourfuture.cps.edu/sites/default/files/lesson10-7-s12.pdf

Skloot, G. (n.d.). Using Personality AI to Make a Good Impression. Retrieved
from https://www.crystalknows.com/hubfs /Content/Make

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

The Protocol School of Washington. (2016). Make the Right First

Impression – Lessons on Personal Grooming.

Retrieved from https://www.psow.edu/blog/make-the-right-first

Sport, Culture, and Recreation of South Distric California. (n.d.). Youth

    Volunteer Engagement Tool Kit. Retrieved from

    https://southeastdistrict.ca/userdata/files/410/Volunteer%20Reso

    urces/Youth%20Volunteer%20Engagment%20Toolkit-FINAL.pdf

University of Nevada. (n.d.). Young Volunteers: The Benefits of Community

    Service. Retrieved from https://www.unce.unr.edu

    /publications/files/cd/2003/fs0323.pdf

Volunteer Benevoles Canada. (n.d.). Group Volunteering. Retrieved from

    https://volunteer.ca/vdemo/EngagingVolunteers

    _DOCS/group-volunteering-key-resources-groups-wanting-

    volunteer.pdf

Youth Service America. (n.d.). Youth Changing the World. Retrieved from

    http://cdn.worldslargestlesson.globalgoals.org

    /2016/06/YouthChangingtheWorldToolkit2.pdf

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) Learning methods and assessment

    (4) Advisory method

    1.2 Observing students' behavior in classroom.

1.3 Using students' suggestion during classroom.

2. Strategies for Course Evaluation by Lecturer

2.1 Lecturer 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 assignments are interesting and stimulating.

(11) The lecturer's use of technology enhanced learning in the classroom.

2.2 The Dean or 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 question, observation, suggestion, and classroom research.

4. Feedback for Achievement Standards

The evaluation is conducted by the Administrator Committee in order to assessment process and grading.

5. Methodology and Planning for Course Review and Improvement

5.1 Revise and develop course structure and learning process every year.

5.2 Seek advisory from expertise in order to enhance content and make it up-to-date with the changing environment.