



TQF.3

Bachelor's Degree

Master's Degree

Course Specification

Course Code: GEN0104

Course Title: Self Development

Credits: 3 (3-0-6)

Program: Hotel Management / Tourism Management / International
Business / Digital Entrepreneurship Management
International College, Suan Sunandha Rajabhat University
(SSRUIC)

Semester: 2 Academic Year: 2019

Section 1 General Information

1. Code and Course Title :

Course Code: GEN0104
Course Title (English): Self Development
Course Title (Thai): -

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

3. Curriculum and Course Category :

3.1 Curriculum: Bachelor of Arts,
Program in Hotel Management / Tourism
Management
Bachelor of Business Administration
Program in International Business /
Digital Entrepreneurship 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: Dr.Kanokrat Kunasaraphan

4.2 Instructional Course Lecturer(s): Miss Supaksiri Prakancharoen

5. Contact/Get in Touch

(1) Name: Dr. Kanokrat Kunasaraphan
Room Number: 303 Tel. 081-441-7092
E-mail: kanokrat.ku@ssru.ac.th

(2) Name: Miss Supaksiri Prakancharoen
Room Number: 306 Tel. 063-498-9982

E-mail: supaksiri.pr@ssru.ac.th
(3) Name: Miss Yanika Chuentako
Room Number: 306 Tel. 092-745-5979
E-mail: yanika.ch@ssru.ac.th

6. Semester/ Year of Study

6.1 Semester: 2 Year of Study 2019

6.2 Number of the students enrolled: Hotel Management 15 /
Tourism Management 17 / International Business 12 / Digital
Entrepreneurship Management 4

7. Pre-requisite Course (If any)

None

8. Co-requisite Course (If any)

None

9. Learning Location

Building Number: SSRUIC

Dr.Kanokrat: Thursday 9.00-12.00 Room no. 200 (HM62)

Miss Supaksiri: Wednesday 13.00-16.00 Room no. 404 (TM62)

Miss Yanika Chuentako: Wednesday 9.00-12.00 Room no. 200
(IB&DEM62)

10. Last Date for Preparing and Revising this Course:

Date 7 Month December Year 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) Be able to deliver or to complete a required task at the appointed time.
- (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.
- (3) Be able to make decisions in airline business according to moral concepts and judgments.

1.2 Knowledge

- (1) Be able to identify the air transport business services and activities and describe important case studies.
- (2) Be able to provide an analysis and provide the solution to compromise with the real world problems.
- (3) Be able to use airline 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 analyze and solve problems from case studies.

1.4 Interpersonal Skills and Responsibility

- (1) Be able to communicate in English.
- (2) Be able to use English to solve Airline business problem.
- (3) Initiate some new type of air transport 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.
- (2) Be able to use statistics and mathematics to solve air transport 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.)

According to TQF (Thailand Quality Framework: HEd.) with the standards of professional knowledge and experience for Major Requirement Courses, undergraduate students program in Hotel Management, Tourism Management, International Business, and Digital Entrepreneurship Management Program should have essence of knowledge in the concepts and principles of human behaviors, the insight into oneself and others, the pride of oneself, concept and theories of self-development, process and procedure of self-development, the creation of interpersonal relationship, skills of emotional quotient management, the prevention of risking one's life behavior, and living one's valuable and happy life as well as having an ability to apply the lessons with case studies and in actual work.

Section 3 Characteristics and Operation

1. Course Outline

(English) Basic principles of human behaviors, the insight into oneself and others, the pride of oneself, concept and theories of self-development, process and procedure of self-development, the creation of interpersonal relationship, skills of emotional quotient management, the prevention of risking one's life behavior, and living one's valuable and happy life

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)
45	-	-	90

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

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

Dr. Kanokrat Kunasaraphan

3.1 Self consulting at the lecturer's office: Room Number 303

International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: 081-441-7392

3.3 Consulting via E-Mail: kanokrat.ku@ssru.ac.th

3.4 Consulting via Social Media (Line): Kedo

3.5 Consulting via Computer Network (Internet/Web board)

Teacher website: www.teacher.ssru.ac.th/kanokrat_ku

Miss Supaksiri Prakanchaen

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

International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: 063-498-9982

3.3 Consulting via E-Mail: supaksiri.pr@ssru.ac.th

3.4 Consulting via Social Media (Line): Prang

3.5 Consulting via Computer Network (Internet/Web board)

Teacher website: www.teacher.ssru.ac.th/supaksiri_pr

Miss Yanika Chuentako

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

International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone: 092-745-5979

3.3 Consulting via E-Mail: yanika.ch@ssru.ac.th

3.4 Consulting via Social Media (Line): yanika.cee

3.5 Consulting via Computer Network (Internet/Web board)

Teacher website: www.teacher.ssru.ac.th/yanika_ch

Section 4 Developing Student's Learning Outcomes

1. Morals and Ethics

1.1 Morals and Ethics to be developed

- (1) Be able to deliver or to complete a required task at appointed time.
- (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.
- (3) Be able 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 Assessment Strategies

- (1) Check student attendance every class.
- (2) Students are able to apply their knowledge in practical.

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

2. Knowledge

2.1 Knowledge to be developed

- (1) Understanding the business and management theories and important case studies taught.
- (2) To be able to provide an analysis and provide the solution to real world problems.
- (3) To be able to use business and management knowledge integrated with other disciplines.

2.2 Teaching Strategies

- (1) Use problem-based learning.
- (2) Use cooperative learning techniques.
- (3) Invite guest speakers who are experts in real world business.

2.3 Assessment Strategies

- (1) Test, midterm examination, and final examination
- (2) A group project report
- (3) Class Presentation

3. Cognitive Skills

3.1 Cognitive Skills to be developed

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

3.2 Teaching Strategies

- (1) Group Presentation
- (2) Participate in competition
- (3) Problem-based learning

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) Be able to communicate with foreigners in English and another language.
- (2) Be able to use English to solve business and management problem.
- (3) Initiate some new airline service ideas and have leadership

4.2 Teaching Strategies

- (4) Allow students with work in unfamiliar situation with new team member.
- (5) Practice business and management manner and how to deal with customer.
- (6) Use advance business English to communicate in class and with lecturers.

4.3 Assessment Strategies

- (1) How students participate in teamwork
- (2) How students use advance business English in their presentation

5. Numerical Analysis, Communication and Information Technology Skills

5.1 Numerical Analysis, Communication and Information Technology to be developed

- (1) Be able to use basic ICT skills and apply them.

- (2) Be able to use statistics and mathematics to solve business and management problems.
- (3) Be able to use ICT in the work place and apply numerical analysis in communication.

5.2 Teaching Strategies

- (1) Use case studies that allow students to implement their knowledge of statistics and mathematics to solve problem.
- (2) Use activities such as encouraging students to show their work in an exhibition.
- (7) Students will form a team and do the group projects that require two-way communication and develop their social skills.

5.3 Assessment Strategies

- (1) Evaluate the correct application of statistics and mathematics to solve problems.
- (2) Evaluate their ability to present their work in at a exhibition.
- (3) Evaluate their ability to use software computer doing their work.

6. Other Domain

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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 Self Development <ul style="list-style-type: none"> • Course introduction, regulation and assessment • Course Outcome and expectation • Psychology test • Personality test • MBTI Personality Test 	3 hrs	<ul style="list-style-type: none"> • Pre-test • Direct Instruction • E-learning 	Kanokrat Supaksiri Yanika
2	Unit 1: Introduction to Self Development (cont.) <ul style="list-style-type: none"> • Definition of Self Development • Importance of Self Development • Self Development Dimension • Self Development Plan 	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion 	Kanokrat Supaksiri Yanika
3	Unit 2: Uniqueness to Self Development <ul style="list-style-type: none"> • Personality • Theory: Sigmund Freud (1856-1939) • Freud's Three-Part Personality Structure Id Ego Superego • Freud's Three levels of awareness • Theory: Abraham MasLow (1908-1970) 	3 hrs	<ul style="list-style-type: none"> • Direct instruction • Case study discussion 	Kanokrat Supaksiri Yanika
4	Unit 2: Uniqueness to Self Development (cont.) <ul style="list-style-type: none"> • Theory: Carl Jung(1875) 	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion 	Kanokrat Supaksiri Yanika

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
	<ul style="list-style-type: none"> • The Big Five personality traits • Personality Traits : O.C.E.A.N 		<ul style="list-style-type: none"> • Exercise • E- learning 	
5	<p>Unit 3: Motivation & Emotion (Motivation)</p> <ul style="list-style-type: none"> • Definition • Motivation: Need, Drives, and incentives • Motivation process • Motivation in workplace • The three model of employee motivation in workplace 	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • Quiz I 	Kanokrat Supaksiri Yanika
6	<p>Unit 3: Motivation & Emotion (Emotion)</p> <ul style="list-style-type: none"> • Definition • Types of Affect • Emotions, Basic Emotions, and the Dimensions of Affect • Model of Emotions as Combinations of Arousal and Pleasure • Emotion as A Process • The Emotional Responses • Bodily sensation Associated with Different Emotions • How Culture Impacts Emotion Expression 	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Kanokrat Supaksiri Yanika
7	<p>Unit 4: Customer Perception</p> <ul style="list-style-type: none"> • Definition • Communication: Enhancing Customer 	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise 	Kanokrat Supaksiri Yanika

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
	experience <ul style="list-style-type: none"> • The communication process • Communication barriers 		<ul style="list-style-type: none"> • E- learning 	
8	Midterm Examination			
9	Unit 5: Stress and Health <ul style="list-style-type: none"> • Definition • Stress as Stimulus or Response • Where does stress comes from? • The Physiological of Stress • Emotion/Stress Process • How Stress affect Health 	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise • E- learning 	Kanokrat Supaksiri Yanika
10	Unit 6: Social Styles <ul style="list-style-type: none"> • The importance of self awareness • Personality and social style • Assertive vs. responsive behavior • Responsive behavior 	3 hrs	<ul style="list-style-type: none"> • Exercise • Self- Study • Case study discussion 	Kanokrat Supaksiri Yanika
11	Unit 6: Social Styles (cont.) <ul style="list-style-type: none"> • Social style Analytical: The role of involved groups in conveying messages • Social style Driver • Social style Amiable • Social style Expressive • Social Styles and customer service 	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Quiz II 	Kanokrat Supaksiri Yanika

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
	<ul style="list-style-type: none"> Identify a customer's social style 			
12	<p>Unit 7: Psychological Disorders</p> <ul style="list-style-type: none"> Defining Psychological Disorder Psychological Disorder: What Makes a Behavior Abnormal? Anxiety and Dissociative Disorders: Fearing the World Around Us Mood Disorders: Emotions as Illness Schizophrenia: The Edge of Reality and Consciousness Personality Disorders Somatoform, Factitious, and Sexual Disorders 	3 hrs	<ul style="list-style-type: none"> PBL Direct instruction Case study discussion Exercise E- learning 	Kanokrat Supaksiri Yanika
13	<p>Unit 8: Psychological Therapies</p> <ul style="list-style-type: none"> Treating Psychological Disorders Reducing Disorder by Confronting It: Psychotherapy Reducing Disorder by Changing the Social Situation Evaluating Treatment and Prevention: What Works? 	3 hrs	<ul style="list-style-type: none"> PBL Direct instruction Case study discussion Exercise Visit Baan Bu 	Kanokrat Supaksiri Yanika

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
14	Unit 9: Applied Psychology for Self Development • Service Psychology	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • E- learning 	Kanokrat Supaksiri Yanika
15	Unit 9: Applied Psychology for Self Development (cont.) • Business Psychology • Principles • Behavior • Satisfaction • Personality • Communication	3 hrs	<ul style="list-style-type: none"> • PBL • Direct instruction • Case study discussion • Exercise 	Kanokrat Supaksiri Yanika
16	Student's Project Presentation		<ul style="list-style-type: none"> • Presentation • Final Exam review 	Kanokrat Supaksiri Yanika
17	Final Examination			

2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	Morals and Ethics (1) Be able to deliver or to complete a required task at appointed time. (2) Be able to do the right thing according to the values, beliefs and principles they claim to hold.	(1) Check student attendance every class. (2) Students are able to apply their knowledge in practical. (3) Evaluate from students' responsibility	Throughout the semester	10%

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
	(3) The ability to make decisions in tourism business according to moral concepts and judgments.	on their contribution on group project.		
2	<p>Knowledge</p> <p>(1) Be able to identify the air transport business services and activities and describe important case studies.</p> <p>(2) Be able to provide an analysis and provide the solution to compromise with the real world problems.</p> <p>(3) Be able to use airline business knowledge integrated with other disciplines.</p>	<p>(1) Test, midterm examination, and final examination</p> <p>(2) A group project report</p> <p>(3) Class Presentation.</p>	<p>Midterm Exam: week 8</p> <p>Final Exam: week 17</p>	<p>20%</p> <p>30%</p>
3	<p>Cognitive Skills</p> <p>(1) The ability to gather and summarize information, and conduct research.</p> <p>(2) Self-study and sharing information to the class.</p> <p>(3) The ability to</p>	<p>(1) Quizzes</p> <p>(2) Midterm and final examination</p> <p>(3) Assignments</p>	<p>Quiz I and II throughout the semester</p>	<p>20%</p>

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
	analyze and solve problems from case studies.			
4	Interpersonal Skills and Responsibilities (1) Be able to communicate in English. (2) Be able to use English to solve Airline business problem. (3) Initiate some new type of air transport business ideas and have leadership.	(1) How students participate in teamwork (2) How students use advance business English in their presentation	Throughout the semester	15%
5	Numerical Analysis, Communication and Information Technology Skills (1) Be able to use basic ICT skills and apply them to daily. (2) Be able to use statistics and mathematics to solve air transport business problems. (3) Be able to use IT to search for new knowledge and apply numerical	(1) Evaluate the correct application of statics and mathematics to solve problems. (2) Evaluate their ability to present their work in at a exhibition. (3) Evaluate their ability to use software computer	Throughout the semester	5%

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
	analysis in communication with emphasis on practical and real life experiences.	such as Amadeus doing their work.		

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Bayer, M. (2019). *Best Self: Be You, Only Better*. NY: Harper Collins Publishers.

Feist, G. J., & Rosenberg, E. L. (2012). *Psychology: perpectives and connections*. 2nd ed. New York: McGraw Hill.

Mc.Raven, W. H. (2014). *Make Your Bed: Little Things that can Change...and maybe the World*. Penguin.

Walinga, J. (2012). *Introduction to psychology: 1st Canadian Edition* adapted from Charles Stangor's textbook, *Introduction to Psychology*. Retrieved from <https://opentextbc.ca/introductiontopsychology/front-matter/about-the-book/>

Supplementary handouts provided by lecturers

2. Important Documents for Extra Study

International Air Transport Association (2013). *Airline customer service*. 3rd ed. Montreal: International Air Transport Association.

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

<http://www.psychology.com>

Section 7 Course Evaluations 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

1.2 Observing students' behavior in classroom.

1.3 Using students' suggestion during classroom.

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 dean / 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 monitors the assessment process and grading.

5 Methodology and Planning for Course Review and Improvement

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

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

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

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	1	2	3	1	2	3
GEN0104 Self Development	●	●	○	○	○	●	●	●	○	○	○	●	○	●	○