

TQF.3



Bachelor's Degree

Master's Degree

College of Hospitality Industry Management

Course Specification

Course Code: ABI202

Course Title: Personality Development and Grooming

Credits: 3(3-0-6)

Program: Airline Business

College of Hospitality Industry Management

Suan Sunandha Rajabhat University
(CHM)

Semester: 1 Academic Year :2025

Section 1 General Information

1. Codes and Course Title:

Course Code: ABI 1202

Course Title (English): Personality Development and Grooming

Course Title (Thai): การพัฒนามนุษย์คหิภภพ

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

3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Arts in Airline Business (English Program)

3.2 Course Category:

- | | |
|--|---|
| <input type="checkbox"/> General Education | <input checked="" type="checkbox"/> Required Course |
| <input type="checkbox"/> Elective Course | <input type="checkbox"/> Others |

4. Lecturer Responsible for Course and Instructional Course Lecturer:

4.1 Lecturer Responsible for Course

(1) Mrs. Korawin Kungwola

5. Contact/Get in Touch

(1) Room Number 304 Tel. 063-9914288 E-mail:korawin.ku@ssru.ac.th

6. Semester/Year of Study

6.1 Semester: 1 Year of Study: 2025

6.2 Number of the Students enrolled: 40

7. Prerequisite Course

Course Code: Course Title..... or None

8. Co-requisite Course:(If any)

Course Code: Course Title..... or None

9. Learning Location

Bangkok Campus and Nakhon Pathom Learning Center

9. Last Date for Preparing and Revising this Course:

Date:1 May 2025

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 or 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 business according to moral concepts and judgments.

1.2 Knowledge

- (1) Understanding the airline business 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 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 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 regarding safety management system.
- (3) Initiate some airline safety management 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

1. Course Outline

Ethical and moral, service minded and responsibilities, apply makeup, select cosmetics and color, hair style and treatment, skin care and treatment, fashion and clothing selection, airline's uniform standard, social etiquettes, develop a professional look, posture, etiquette, dialogue and discipline for airline staff, theory and practices included.

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	Upon request		90

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

- 3.1 Self-consulting at the lecturer's office: Room Number 304, SSRUIC Building (Nakhon Pathom Education Center)
- 3.2 Consulting via office telephone/mobile phone 0639914288
- 3.3 Consulting via E-mail: korawin.ku@ssru.ac.th
- 3.4 Consulting via Social Media: Line ID nokmek,
- 3.5 Consulting via Computer Network
Website:<http://www.teacher.ssru.ac.th/korawin>

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 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 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 airline business ethics.

1.3 Assessment Strategies

- (1) Class attendance, class participation and behavior in class.
- (2) Students are able to apply their knowledge in practice i.e. airline safety campaign week, safety exhibition.
- (3) Evaluate from students responsibilities on their contribution on group project.

2. Knowledge

2.1 Knowledge to be developed

- (1) Understanding the airline business 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 airline business knowledge integrated with other disciplines.

2.2 Teaching Strategies

- (1) Use case studies analysis learning
- (2) Use cooperative learning techniques.
- (3) Invite guest speaker who is an expert in the safety management in aviation business.

2.3 Assessment Strategies

- (1) Test, midterm examination, and final examination.
- (2) Self-study and task assignment that sharing to the class.
- (3) The ability to solve problem, evaluate risks and create safety promotion.

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 presentation
- (2) Participation in competitions
- (3) Problem base learning

3.3 Assessment Strategies

- (1) Evaluate individually and group project
- (2) Class activities and discussion and personal involvement

4. Interpersonal Skills and Responsibilities

4.1 Interpersonal Skills and Responsibilities to be developed

- (1) Be able to communicate in English
- (2) Be able to use English to solve airline business problem regarding safety management system.
- (3) Initiate some airline safety management ideas and have leadership.

4.2 Teaching Strategies

- (1) Allow students with work in unfamiliar situation with new team members...
- (2) Practice safety awareness and encourage / communicate with people concerned
- (3) Use proper business English to communicate in class and with lecturers.

4.3 Assessment Strategies

- (1) How students participate in team work.

- (2) How student use English regards safety management on 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 to airline safety management system.
- (2) Be able to use statistics and mathematics to solve business problem.
- (3) Be able to use ICT in the work place and apply numerical analysis in communication airline safety management system.

5.2 Teaching Strategies

- (1) Use case studies and allow students to implement their knowledge of statistics and mathematics to identify and evaluate risks
- (2) Use activities e.g. safety promotion exhibition.
- (3) Students form teams and do assigned project that required two ways communication and develop their social skills.

5.3 Assessment Strategies

- (1) Evaluate the correct application of statistics and mathematics to analyze case studies
- (2) Evaluate students' ability to present their project or exhibition
- (3) Evaluate students' ability to use computer do their project.

Remark: Symbol ● means 'major responsibility'

Symbol ○ means 'minor responsibility'

No symbol means 'no responsibility'

Section 5 Lesson Plan and Assessment

1. Lesson Plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	<p>Course Introduction and Basics of Personality Development</p> <ul style="list-style-type: none"> • Overview of course content and objectives • Importance of grooming and personality in the airline industry. • Basics of ethics, morals, and responsibilities. 	3	<ul style="list-style-type: none"> • Icebreaker: Introduce yourself professionally. • Group discussion: “What makes a great airline staff member?” • Homework: Write a paragraph on how you want to grow through this course. 	Ms. Korawin
2	<ul style="list-style-type: none"> • Ethics and professionalism for airline staff. • Service-minded behavior: Going above and beyond for passengers. 	3	<ul style="list-style-type: none"> • Role-play: Handling polite vs. difficult passengers. • Group discussion: Examples of ethical dilemmas in customer service. • Homework: Research and summarize a story about excellent customer service. 	Ms. Korawin
3	<p>Basic Skin Care and Hygiene</p> <ul style="list-style-type: none"> • Importance of personal hygiene for airline staff. • Basic skincare routines for healthy skin. 	3	<ul style="list-style-type: none"> • Demonstration of a simple skincare routine. • Hands-on practice: Students create their own daily skincare plans • Homework: Practice the skincare routine and report any improvements. 	Ms. Korawin

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
4	<p>Haircare and Airline-Appropriate Hairstyles</p> <ul style="list-style-type: none"> • Haircare tips and treatments. • Hairstyles suitable for airline staff (short and long hair options). 	3	<ul style="list-style-type: none"> • Demonstration: Easy professional hairstyles. • Practice: Students try one hairstyle in class. • Homework: Choose a hairstyle and explain why it suits the airline industry. 	Ms. Korawin
5	<p>Makeup Basics for Airline Staff</p> <ul style="list-style-type: none"> • Selecting cosmetics for different skin tones. • Step-by-step professional makeup application. 	3	<ul style="list-style-type: none"> • Demonstration of day makeup for airline staff. • Hands-on workshop: Students practice applying makeup. • Homework: Practice the makeup routine and share a photo of the results. 	Ms. Korawin
6	Workshop		Guest speakers	
7	<p>Airline Uniform Standards and Fashion Sense</p> <ul style="list-style-type: none"> • Introduction to airline uniform standards. • Matching uniforms with accessories and makeup. • Importance of dressing for different body types. 	3	<ul style="list-style-type: none"> • Group activity: Design a uniform for an imaginary airline. • Discussion: Comparing uniform styles across airlines. • Homework: Write a paragraph about the significance of uniforms in branding. 	Ms. Korawin

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
8	Midterm	3	Paper test	
9	<p>Social Etiquette for Airline Staff</p> <ul style="list-style-type: none"> Professional behavior and politeness in social settings. Cultural awareness and handling different passenger types. 	3	<ul style="list-style-type: none"> Role-play: Greeting passengers and addressing their needs. Practicing polite communication and gestures. Homework: Observe examples of good etiquette in daily life and report. 	Ms. Korawin
10	<p>Table Etiquette and Professional Dining</p> <ul style="list-style-type: none"> Basics of table manners: Placement of utensils, napkin usage, and posture. Dining etiquette in formal and informal settings. 	3	<ul style="list-style-type: none"> Demonstration: Proper use of cutlery, passing dishes, and handling different foods. Role-play: Simulated formal dining experience. Homework: Reflect on how dining etiquette reflects professionalism. 	Ms. Korawin
11	<p>Professional Look and Posture</p> <ul style="list-style-type: none"> Importance of professional appearance. Correct posture for walking, sitting, and standing. 	3	<p>On demand</p> <ul style="list-style-type: none"> Posture practice: Walking confidently and maintaining alignment. Mirror exercise: Evaluating personal posture and improving it. Homework: Practice walking and sitting with proper posture daily. 	Ms. Korawin

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
12	<p>Dialogue and Communication Skills</p> <ul style="list-style-type: none"> • Basics of effective communication: tone, clarity, and courtesy • Handling challenging conversations with passengers. 	3	<ul style="list-style-type: none"> • Role-play: Scenarios such as dealing with an anxious passenger or explaining a delay. • Practice: Greeting passengers and assisting them politely. • Homework: Write and practice a dialogue introducing yourself as airline staff. 	Ms. Korawin
13	<p>Time Management and Discipline</p> <ul style="list-style-type: none"> • Importance of punctuality and discipline in the airline industry. • Managing tasks and staying organized. 	3	<p>On demand</p> <ul style="list-style-type: none"> • Create a daily schedule prioritizing key tasks. • Discussion: Challenges in staying disciplined and solutions. • Homework: Follow your schedule for a week and reflect on the results. 	
14	<p>Review, Final Presentation, and Evaluation</p> <ul style="list-style-type: none"> • Summarizing key lessons: Grooming, etiquette, and communication skills. • Practical demonstration of skills learned. 	3	<ul style="list-style-type: none"> • Final presentation: Students showcase their professional look and etiquette in a mock dining or airline setting. • Group discussion: Reflecting on personal growth during the course. • Homework: Write a reflection on your growth throughout 	

			the course.	
15	<ul style="list-style-type: none"> • Make up / Review 	3	- Student centered - Cooperative learning - Case study from You tube -Power point	Ms. Korawin
16	Final Examination	3	EXAM PAPER	

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 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 business according to moral concepts and judgments.	Attendance criteria.	Every week	10%
	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
2	Knowledge (1) Understanding the airline business 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 airline business knowledge integrated with other	1. Test, midterm examination, and final examination. 2. Self-study and task assignment that	Week 8 & 16	50%.

	disciplines.	sharing to the class.		
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.	-Case studies analysis, - communication exercise	Throughout semester	20%
4	Interpersonal Skills and Responsibilities (1) Be able to communicate in English (2) Be able to use English to solve airline business problem regarding safety management system. (3) Initiate some airline safety management ideas and have leadership.	- Cooperative learning - Group discussion	Throughout semester	10%
5	Numerical Analysis, Communication and Information Technology Skills (1) Be able to use basic ICT skills and apply them to airline safety management system. (2) Be able to use statistics and mathematics to solve business problem. (3) Be able to use ICT in the work place and apply numerical analysis in communication airline safety management system.	- Project & Communication	Throughout semester	10%

Section 6 Learning and Teaching Resources

1. Textbook and Main Documents

Cherry, K. (2019). What are the Big 5 Personality Traits? Retrieved from

<https://www.verywellmind.com/the-big-five-personality-dimensions-2795422>

Lim, A. (2020). The Big Five Personality Traits. Retrieved from www.simplypsychology.org.

Thompson, R.A. (2008). Early Attachment and Later Development: Familiar Questions, New Answers. Handbook of Attachment: Theory, Research, and Clinical Applications (2

2. Important Documents for Extra Study

1. “Personality Development and Soft Skills” by Barun K. Mitra
 - Covers key areas like communication, body language, time management, and etiquette.
 - Focuses on real-life examples and practical tips.
2. “You Can Win” by Shiv Khera
 - A motivational book that emphasizes building a positive attitude and leadership qualities.
3. “The 7 Habits of Highly Effective People” by Stephen R. Covey
 - Highlights habits for personal and professional success, such as proactive behavior and effective communication.

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

-Website: www.mindtools.com

-Video and Multimedia Resources

- TED Talks
 - “Your Body Language Shapes Who You Are” by Amy Cuddy.
 - “The Art of Asking” by Amanda Palmer (about communication and empathy).
- YouTube Channels
 - Skillopedia: Focused on communication, grooming, and etiquette.
 - The Art of Improvement: Videos on personal growth and confidence.

Section 7 Course Evaluation and Revising

1. Strategies for Course Evaluation by Students

Using survey questions to collect information from students’ opinion to improve the course and enhance the curriculum.

2. Strategies for Course Evaluation by Lecturer

Exam result and observation

3. Teaching Revision

Classroom research

4. Feedback for Achievement Standards

Evaluation based on quizzes, paper, presentation, semester paper

5. Methodology and Planning for Course Review and Improvement

1. Compare course content with

-Airline grooming and etiquette manuals.

-training programs used by airlines

2. Increase use of role plays and simulations.

3. Use multimedia tools (video, slides) to make lessons more engaging.

