



TQF.5 Course Report

Course Code: ABI 1202

**Course Title: Personality and Grooming
Development**

Credits: 3-3-6

Semester /Academic Year: 1 /2025

**Students: Bachelor of Arts Program in Airline
Business**

Lecturer(s): Mrs. Korawin Kungwola

College of Hospitality Industry Management
Suan Sunandha Rajabhat University

Course Report

Institution : Suan Sunandha Rajabhat University

Campus/Faculty/Department : College of Hospitality Industry Management

Section1: General Information

- 1. Course code title:** ABI 1202 Personality and Grooming Development
- 2. Pre-requisite:** None
- 3. Faculty Member(s) Teaching the Course and Sections** Airline Business 68, Special Program
By Mrs. Korawin Kungwola
- 4. Semester and Academic Year:** Semester 1/2025
- 5. Venue:** College of Hospitality Industry Management, Suan Sunandha Rajabhat University, Nakorn Pathom

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

1. Number of actual teaching hours compared with the teaching plan

Week	Topic/Outline	Periods	Learning Activities and Medias	Lecturer(s)
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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	Haircare and Airline-Appropriate Hairstyles	3	<ul style="list-style-type: none"> • Demonstration: Easy professional hairstyles. 	Ms. Korawin

	<ul style="list-style-type: none"> • Haircare tips and treatments. • Hairstyles suitable for airline staff (short and long hair options). 		<ul style="list-style-type: none"> • Practice: Students try one hairstyle in class. • Homework: Choose a hairstyle and explain why it suits the airline industry. 	
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	Dialogue and Communication Skills	3	<ul style="list-style-type: none"> • Role-play: Scenarios such as dealing with an 	Ms. Korawin

	<ul style="list-style-type: none"> Basics of effective communication: tone, clarity, and courtesy Handling challenging conversations with passengers. 		<p>anxious passenger or explaining a delay.</p> <ul style="list-style-type: none"> Practice: Greeting passengers and assisting them politely. Homework: Write and practice a dialogue introducing yourself as airline staff. 	
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	<ul style="list-style-type: none"> - Student centered - Cooperative learning - Case study from You tube -Power point 	Ms. Korawin
16	Final Examination	3	EXAM PAPER	

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
None	None	None

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	

<p>1. Morals and Ethics</p> <p>1. Be able to deliver or to complete a required task at appointed time.</p> <p>2. Be able to do the right thing according to the values, beliefs and principles they claim to hold.</p> <p>3. Be able to make decisions in business according to moral concepts and judgments.</p>	<p>1. Activities that require students to practice being punctual and no tardiness.</p> <p>2. Learn the consequences of plagiarism.</p> <p>3. Learn how to work as a Team, trustworthy, and responsibility.</p> <p>4. Students help to prevent cheating in classroom and during examinations.</p>	<p>✓</p>	<p>-</p>	
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<p>2. Knowledge</p> <p>1.Be able to understand the theories and important case studies taught.</p> <p>2.Be able to provide an analysis and provide the solution to real world problems.</p> <p>3.Be able to use knowledge integrated with other disciplines.</p>	<p>1. PowerPoint</p> <p>2. Problem-Based Learning</p> <p>3. Case Study</p> <p>4. individual Presentation</p> <p>5. Individual Practicing</p> <p>6. Group Presentation</p> <p>7. Questions and Answers</p>	<p>✓</p>	<p>-</p>	<p>- Some students have extremely limited ability in English.</p> <p>- Need an extra attention in class.</p>
<p>3. Cognitive Skills</p> <p>1. Be able to gather and summarize information, and report.</p> <p>2. Be able to do self-study and sharing information to the class.</p> <p>3. Be able to solve problems from case studies.</p>	<p>1. Case Study</p> <p>2. Brainstorming</p>	<p>✓</p>	<p>-</p>	<p>- Students need to read more about English conversations.</p> <p>- Encourage students to use any technologies with WIFI access to attain the information.</p>

<p>4. Interpersonal Skills and Responsibilities</p> <p>1.Be able to communicate with foreigners in English and another language.</p> <p>2.Be able to use English to solve problems.</p> <p>3.Be able to initiate some new ideas and have leadership.</p>	<p>1. Group Discussion</p> <p>2. Group Presentation</p>	<p>✓</p>	<p>-</p>	<p>- Use team learning and students to do group presentation with different role of duties assigned and present as a play “Come fly with me.”</p>
<p>5. Numerical Analysis, Communication and Information Technology Skills</p> <p>1.Be able to use ICT skills and apply them.</p> <p>2.Be able to use ICT in the work place and apply numerical analysis in communication.</p>	<p>1.The problems during Teamwork assignments. Students present their work by using interpersonal skills and technology.</p> <p>2. Students present their work by using proper terminologies of Airline communication in English.</p> <p>3. Students use all technologies to solve.</p>	<p>✓</p>	<p>-</p>	<p>- Use team learning as an example.</p>

6. Learning Management Skills		✓	-	
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4. Suggestions for Improving Teaching Methods

Try to help students to pay more attention in their responsibilities in all aspects so we have to motivate them to realize about their duties. Moreover, English communication in speaking listening and writing should be more practicing by various tasks.

Section 3: Course Outcomes

1. Number of registered students: 2 students

.2Number of students at the end of semester: 2students

3. Number of students who withdrew) W) :

4. Grade distribution

Grade	No. of students (TOTAL 62)	Percentage
A	2	100
A-	0	0
B+	0	0
B	0	0
B-	0	0
C+	0	0
C	0	0
C-	0	0
D+	0	0
D	0	0
D-	0	0
F	0	0
Incomplete (I)	0	0

5. Factors causing unusual distribution of grades (If any)

None

6. Discrepancies in the evaluation plan specified in the Course Specification

6.1 Discrepancy in evaluation time frame

Details of Discrepancy	Reasons
<p>Limited time for individual performance assessment in personality presentation and grooming practice sessions during regular class hours.</p>	<p>Each student needed sufficient time to demonstrate posture, body language, self-introduction, and grooming standards individually. Since the course emphasizes personal appearance, confidence, and professional presentation, extra time was required for personalized feedback and correction. Therefore, additional practice and evaluation sessions were scheduled outside regular class time to ensure all students were fairly and fully assessed.</p>

6.2 Discrepancy in evaluation methods

Details of Discrepancy	Reasons
<p>Difficulty in assessing students' professional attitude, confidence, and personality development equally due to different individual traits and learning progress.</p>	<p>Students develop self-presentation and grooming skills at different paces. Some are naturally confident, while others need more practice and coaching to meet the expected airline standards. It was also challenging to evaluate internal qualities such as confidence, courtesy, and self-discipline through observation alone. In the next semester, self-reflection reports, peer feedback, and video performance evaluations will be introduced to support more accurate and holistic assessment of</p>

	students' personal and professional growth.
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7. Verification of students' achievements

Verification Method(s)	Verification Result(s)
We always have lecturer's meeting and discussion among lecturers.	Lecturers should set the time for students to practice more English conversations in the classroom.

Section 4: Problems and Impacts

1. Teaching and learning resources

Teaching Problems: Some students lacked confidence and consistency in applying grooming standards and personality traits during class activities. A few students were shy, hesitant to participate in posture training, and did not maintain professional appearance throughout the semester. It was also challenging to observe and correct individual behaviors within limited class time.	Impacts on students' learning: Students who were less engaged or self-conscious missed opportunities to develop professional image and communication skills needed for the airline industry. Without active participation, their self-confidence, posture, and grooming habits improved slowly. This affected their readiness to present themselves professionally in interviews and real cabin crew environments.
Learning Resources Problems:	Impacts on students' learning :

2. Administration and organization

Problems from administration Teaching calendar change without any information.	Impacts on students' learning Students are confusing about the time.
Problems from organization	Impacts on students' learning

Section 5: Course Evaluation

1. Results of course evaluation by students

Strengths:

- 1.1 Students enjoyed learning activities that helped improve self-confidence, posture, and personal appearance.
- 1.2 The grooming demonstrations and self-introduction practices were useful for preparing for airline interviews and real work situations.
- 1.3 Students appreciated the lecturer's encouragement and personalized feedback on grooming, communication, and professional image.
- 1.4 The class atmosphere was positive and supportive, allowing students to express themselves and build confidence.
- 1.5 Students gained more understanding about the importance of first impressions, personal hygiene, and appropriate behavior for aviation professionals.

Weaknesses:

- 1.6 Some students still felt shy or uncomfortable during self-presentation activities in front of others.
- 1.7 A few students needed more practice and guidance in makeup, hairstyling, and posture correction to meet airline standards.
- 1.8 Time for individual grooming evaluation was limited; students requested more sessions for hands-on practice.
- 1.9 Some students found it difficult to maintain consistency in professional appearance throughout the course.
- 1.10 More real-life simulation or mock-up training was suggested to better connect classroom learning with actual cabin crew scenarios.

1.2 Faculty members' opinions on the comments in 1.1

Faculty members agreed that students showed genuine interest and positive attitudes toward improving their grooming, personality, and confidence. The feedback confirmed that the course activities such as grooming demonstrations, personality training, and interview simulations were effective in preparing students for professional airline roles.

However, the faculty also acknowledged that some students need more time and practice to build self-confidence and meet grooming standards consistently. They emphasized the importance of personalized coaching, as each student develops professional appearance and personality at a different pace.

To enhance learning, lecturers suggested increasing practical sessions, incorporating mock-up cabin activities, and using peer and self-evaluation tools to encourage continuous self-improvement. Faculty members also agreed to integrate more interactive teaching methods to engage shy or reserved students.

2. Results of course evaluation by other evaluation methods

2.1 Important comments from evaluation by other evaluation methods

N/A

2.2 Faculty members’ opinions on the comments in 2.1

N/A

Section 6: Improvement Plan

1. Progress of teaching and learning improvement recommended in the previous Course Report

<p>Improvement plan proposed in Semester 1 2026</p> <ul style="list-style-type: none"> • Increase Practical Grooming and Personality Workshops <ul style="list-style-type: none"> • Schedule more hands-on sessions for makeup, hairstyle, posture, and uniform presentation. • Use real airline standards and grooming checklists for practice and evaluation. • Integrate Mock-up Cabin Activities <ul style="list-style-type: none"> • Conduct personality and grooming training in a simulated cabin environment to help students connect appearance and behavior with real work settings. • Encourage role-plays such as greeting passengers, serving, and handling situations with professional manner. 	<p>Results of the plan implementation (In case no action was taken nor completed, reasons must be provided.)</p> <ol style="list-style-type: none"> 1. Students can study by themselves and able to explain to others. 2.
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2. Other improvements

3. Suggestions for improvement for Semester 1 Academic year 2026

Suggestions	Time Frame	Responsible person
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<p>1. Enhance Confidence and Presentation Skills</p> <ul style="list-style-type: none">- Introduce weekly “Confidence Practice” sessions, including self-introduction, speech, and body language training.- Use positive reinforcement, video recordings, and feedback to help students see their progress and build self-assurance. <p>2. Develop Individual Grooming Portfolios</p> <ul style="list-style-type: none">- Have students create a personal grooming and personality development portfolio showing progress throughout the semester.- Include reflection journals on self-image, communication, and improvement goals. <p>3. Improve Time Management and Assessment Balance</p> <ul style="list-style-type: none">- Allocate more class time for individual evaluation and feedback.- Introduce small-group rotation systems to ensure equal participation and observation. <p>4. Continuous Faculty Collaboration</p> <ul style="list-style-type: none">- Faculty members will regularly share best practices, review assessment standards, and align		Mrs.Korawin Kungwola
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teaching activities with airline industry expectations.		
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4. Suggestions of faculty member(s) responsible for the course

- Create more positive learning environment.
- Use more e-learning for additional practice exercises on teacher's website.

Responsible Faculty Member/Coordinator: Mrs. Korawin Kungwola
Signature..... Submission Date October, 2026

Chairperson/Program Director:
Signature..... Receipt Date