

## Course Specification

### Program of Study

B.A. (Hospitality Management, International Program)

### Faculty/Institute/College

School of Tourism and Hospitality Management, Suan Dusit Rajabhat University

## Category 1: General Information

### Course Code

3571114

### Course Title

Hospitality Management

### Number of Credits

3 (3-0-6) (Lecture-Lab-Self-Study)

### Prerequisite(s)

None

### Co-requisite(s)

None

### Type of Course

Core Course

### Session

Semester 1 / every academic year

### Conditions

Minimum number of students is 7

### Venue

Main campus, Suan Dusit Rajabhat University

### Latest Date of Course Specification (TQF 3) Development or Modification

Tuesday, May 10, 2012

## Category 2: Aims and Objectives

### Course Objectives

After successful completion of this course, students will be able to

- Be proficient in all managerial aspects of Hospitality Fundamentals

## Category 3: Course Description and Implementation

### 3.1 Course Description

Theoretical concepts, practical and communication skills within the restaurant operation (restaurant and kitchen). Students will be expected to apply knowledge gained, to analyze, evaluate, plan and design managerial concepts, such as cost control, purchasing, receiving and storing control, menu planning and price setting to meet changing customer needs. Food and beverage service protocols, safe working practices and food safety issues will be analyzed at a supervisory level.

### 3.2 Number of Hours per Semester

Lecture	Tutorial	Practice/Field Experience/Internship	Self-directed Learning
48 hours	-	-	90 hours

### 3.3 Number of hours provided for academic advice and guidance to students

- The faculty member provides academic advice and guidance to students (individual/group) 15 hours/week.
- The faculty member announces the advising schedule by Wednesday, June 6, 2012

## Category 4: Development of Student Learning Outcomes

### 4.1 Morality and Ethics

#### 4.1.1 Learning Outcome of Morality and Ethics

- (1) To realize on good values, moral conscience and ethics, to be able to deal with the conflicts that related to profession etiquette.
- (2) To be disciplined, to be on time, and to be self and social responsible with good attitude and behavior.
- (3) To understand the legal, ethical, and social responsibility of business toward their hotels, tourists, tourism and hospitality stakeholders, and their natural resources and environment, to develop leadership skills and act as a role model to others.
- (4) To recognize and solve contemporary ethical and social issues in the hospitality industry,
- (5) To have the academic and professional code of ethics

#### 4.1.2 Teaching Strategies of Learning Development in Morals and Ethics

Instructors should try to show students what they need to take into account in deciding what is right or wrong for them to do. Students should be introduced to moral terminologies that should be clear and unambiguous, so they can think and speak clearly and appropriately on moral issues and problems. They can identify what is good or bad on the one hand and what is right and wrong on the other. They can determine what justifies a right act and excuses a wrong one, and might justifiably absolve one from blame when an act is both wrong and inexcusable.

#### 4.1.3 Evaluation Strategies for Learning Outcome of Morals and Ethics

- (1) Evaluate from attending the classes and submitting reports on time and participating class activities.
- (2) Evaluate from students' disciplines.
- (3) Evaluate from quantities of cheating on examination.
- (4) Evaluate from responsibilities on assigned tasks.

### 4.2 Knowledge

#### 4.2.1 Learning Outcome of Knowledge

- (1) To understand the important principles and theories of hospitality organizational behavioral and interpersonal skills, international marketing, tourist behavior and related skills systematically and globally.
- (2) To acquire hospitality knowledge, hospitality communication technology, thinking and decision making in related fields of hospitality.

- (3) To understand research designs and methodology in order to solve organization's problems and to develop organization's knowledge management
- (4) To develop the hospitality operation process and skills.
- (5) To be able to integrate knowledge of hospitality with other related fields.

#### 4.2.2 Teaching Strategies for Learning Development of Knowledge

Instructors should teach in many forms by emphasizing on principle of theory and applying real context practice by concerning about changes however teaching should depend on course characteristics and course description. Besides Instructors should arrange learning from real situation by educational training or invitation an expert, a student should practice in work places.

#### 4.2.3 Evaluation Strategies for Learning Outcome of Knowledge

The evaluation will be considered from scores of;

- (1) Testing
- (2) Midterm and Final Examination
- (3) Students' reports
- (4) Presentation
- (5) Cooperative subjects

### **4.3 Intellectual Knowledge Innovation**

#### 4.3.1 Learning Outcome of intellectual knowledge innovation

- (1) To be able to evaluate and analyze data, and able to think critically and systematically in order to find cause, effect, and resolution of the problems in depth.
- (2) To be able to apply methodologies, synthesis, evaluation both practically and theoretically in actual operations
- (3) To be able to suitably apply knowledge and skills with hospitality problem solving skill. A problem solving test is evaluated by standardized test. A student should explain the concept of problem solving, apply the knowledge for each problem, and able to adapt innovation technology to the profession and related fields.

#### 4.3.2 Teaching Strategies for Learning Development of Cognitive Skills

Teaching strategies that are employed for cognitive skills development are;

- (1) Hospitality business case study
- (2) Group discussion
- (3) Practices
- (4) Debate

#### 4.3.3 Evaluation Strategies for Learning Outcome of Cognitive Skills

The results of evaluation are derived from the student's outcomes and practices such as presentation in class, examination by testing and interviewing, and class observation.

### **4.4 Interpersonal Communication Skills**

#### 4.4.1 Learning Outcome of Interpersonal Skills and Responsibility

- (1) To be able to work with others and solve the problems both as a good leader and a good team member.
- (2) To be able to apply knowledge to lead society in the right ways.
- (3) To be responsible on self and social awareness.
- (4) To develop continuously on professional learning improvement based on international criterion.

The other qualifications will be assessed by observing class participation.

#### 4.4.2 Teaching Strategies for Learning Development of Interpersonal Skills and Responsibility

- (1) Demonstrate the ability to work with others.

- (2) Demonstrate the responsibility on delegated work.
- (3) Be able to suitably adapt to situation and organizational culture of work places.
- (4) Demonstrate the human relationship.
- (5) Demonstrate the leadership.

#### 4.4.3 Evaluation Strategies for Learning Outcome Evaluation of Interpersonal Skills and Responsibility

A student's behaviour and expression are evaluated from group presentation, activity participation, and entirety, obviousness, and accuracy of information.

### 4.5 Numerical Analysis and Information Technology Skills

#### 4.5.1 Learning Outcome of Numerical Analysis, Communication, and Information Technology Skills

- (1) To be able to apply Thai and Foreign languages effectively when communicate both academically and professionally.
- (2) To be able to communicate effectively with foreigners from different culture in different situation.
- (3) To be able to use information technology suitably in different operations.
- (4) To be able to analyze and interpret data, facts, figures, statistics and/or numerical related tasks efficiently.

#### 4.5.2 Teaching Strategy for Learning Development of Numerical Analysis, Communication, and Information Technology Skills

The university should arrange learning activities for students to analyse simulated situation, present problem solving, and learn the techniques of information technology application in many situations.

#### 4.5.3 Evaluation Strategies for Learning Outcome Evaluation of Numerical Analysis, Communication, and Information Technology Skills

Evaluate the ability in applying theories and selecting the information technology application or related mathematics and statistics for presentation.

## Category 5: Teaching and Evaluation Plans

### 5.1 Course Outline

Week	Topics	Hours	Class content and class activities	Instructor
1	Perspectives on careers in hospitality - What is Hospitality Management - Describe the characteristics of the hospitality industry - Careers opportunities	3		Ajarn Thanapit Prasertsri
2	Forces for growth and change in the hospitality industry	3		Ajarn Thanapit Prasertsri
3	The food service industry	3		Ajarn Thanapit Prasertsri
4	The food service industry	3		Ajarn Thanapit Prasertsri

5	Beverages	3		Ajarn Thanapit Prasertsri
6	The lodging industry	3		Ajarn Thanapit Prasertsri
7	<b>Midterm Examination</b> (Group paper presentation)			
8	- The lodging industry (Continue) - Recreation, Theme Parks and Clubs	3		Ajarn Thanapit Prasertsri
9	MICE	3		Ajarn Thanapit Prasertsri
10	Gaming Entertainment industry	3		Ajarn Thanapit Prasertsri
11	Travel and Tourism industry	3		Ajarn Thanapit Prasertsri
12	Future trends in the hospitality industry	3		Ajarn Thanapit Prasertsri
13	Workshop	3		Ajarn Thanapit Prasertsri
14	Presentation (Assignment)	3		Ajarn Thanapit Prasertsri
15	Presentation (Project Paper)	3		Ajarn Thanapit Prasertsri
16	<b>Final Examination</b> (Individual case study)			

NB. The course is subject to change without prior notice to fit the changing tourism and hospitality circumstances.

## 5.2 Evaluation Plan

### Teaching Method(s)

- Lectures
- Case studies
- Paper presentation
- Discussion
- Assignments

### Teaching Materials

- LCD overhead projector
- PowerPoint

- Handouts
- Text books
- Journals

**Ratio of mark**

Midterm Examination 40 %  
 Attendance 10 %  
 Punctuality 10 %  
 Final Examination 40 %

**Total** 100 %

**Course evaluation**

- Students' achievement as indicated above

**Category 6: Teaching and Learning Resources**

**6.1 Main Texts and Teaching Materials**

Reference(s)

Barrows, Clayton W. and Powers Tom. (2009). Introduction to the hospitality industry

**6.2 Essential Teaching Resources** (Books, journals, websites and other documents essential for additional reading)

**6.3 Recommended Teaching Resources** (Books, journals, websites and other documents recommended for additional reading)

**Category 7: Course Evaluation and Improvement**

**7.1 Strategies for Course Effectiveness Evaluation by Students**

Grade	Percentage	GPA
A	90-100	4.00
B <sup>+</sup>	85-89	3.50
B	75-84	3.00
C <sup>+</sup>	70-74	2.50
C	60-69	2.00
D <sup>+</sup>	55-59	1.50
D	50-54	1.00
F	0-49	0.00

## **7.2 Strategies for Teaching Evaluation**

- Students' satisfaction towards teaching and learning of the course using questionnaires.

## **7.3 Teaching Improvement**

- Increase individual instructor general knowledge, skills, researches, and teaching competency; introduce new instructor models or methodologies.
- Support instructor to study, train, attend academic and professional seminar, international academic conference, and further higher education.

## **7.4 Measurement and evaluation of student achievement**

Student achievement is measured and evaluated by

- The ability in being proficient in all managerial aspects of a Hospitality Fundamentals

## **7.5 Course Review and Improvement Plan for Course Effectiveness**

- To assess each and every subject in school curriculum correspondingly to course objectives together with course syllabus and TQF3.
- To follow up and examine academic result of both overall student and individuals, especially, the student with GPA less than standard specified by university criteria.

### **Instructor(s)**

Ajarn Thanapit Prasertsri

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