

## Course Management Plan (TQF 3)

### Section 1: General Information

1. Course Code and Name

Tourist Behaviour and Cross-cultural Communication

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2. Number of Credits

3(3-0-6)

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3. Curriculum and Course Type

Specialised Core Courses

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4. Course Coordinator and Course Instructor

Mr Songphon Uthaisar (Ph.D.)

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5. Semester/Academic Year

2/2025

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6. Prerequisite Courses

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7. Co-requisite Courses

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8. Study Location

MSU Hall room 2

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9. Date of Most Recent Course Details Preparation or Improvement

08 November 2025

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## Section 2 Objectives

### 1. Course Objectives

The course Tourist Behaviour and Cross-Cultural Communication aims to develop students' understanding of the factors influencing tourist behaviour, including psychological, cultural, and situational aspects. It seeks to equip students with the ability to analyse different types of tourists, interpret travel motivations, and apply decision-making theories within tourism and hospitality contexts. Additionally, the course fosters intercultural awareness and cross-cultural communication competence, enabling students to interact effectively with Thai and international tourists and to design culturally sensitive and meaningful tourism experiences.

1.1 Curriculum mapping illustrating the distribution of responsibilities for standard learning outcomes from the curriculum to the course, as per TQF.2, Section 4, Item 3.1.

Course	1. Morality and Ethic				2. Knowledge				3. Intellectual Skill			4. Interrelation skill between a person and the assignment			5. Digital analysis/communicative/IT application Skills		
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3
<b>2.1 Specialised core course</b>																	
Tourist behavior and Cross-cultural communication	●	●	●	○	○	○	●	●	●		○	●	●	●		○	○

### 1.2 Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

ผลลัพธ์การเรียนรู้ 5 ด้าน	
<p><b>1. Morality and Ethic</b></p> <p>1.1 Possess positive attitude toward the professions and showing moral and Ethical practices at work.</p> <p>1.2 Be polite, moderate, public minded, and faithful to oneself and the organization.</p> <p>1.3 Be enthusiastic, punctual, and self-disciplined at work following the rules and regulations of the organization.</p> <p>1.4 Be a responsible person, a good member of the organization, and a role- model for other people, and possess leadership.</p>	<p><b>2. Knowledge</b></p> <p>2.1 Possess knowledge and being well rounded in the field of tourism and hotel management, both academically and professionally at the international level in the age of globalization</p> <p>2.2 Be knowledgeable and comprehensible in the local Isan uniqueness and being able to appropriately apply it at work</p> <p>2.3 Integrate the gained knowledge with other sciences for the benefit in the personal profession</p> <p>2.4 Be comprehensible in the research methodology for problem-solving to be applied in personal careers</p>

ผลลัพธ์การเรียนรู้ 5 ด้าน	
<p><b>3. Intellectual Skill</b></p> <p>3.1 Having analytical, critical, and rational thinking on current information and situations with effective problem solving and decision-making skills.</p> <p>3.2 Having the ability to appropriately apply the theoretical and practical knowledge learnt for personal career operation and real-life situations.</p> <p>3.3 Having the ability to learn and use business innovations and related innovations for personal career.</p>	<p><b>4. Interrelation skill between a person and the assignment</b></p> <p>4.1 Well responsible for personal assignments and able to proficiently complete the assigned work.</p> <p>4.2 Well-equipped with ability for self-learning and self-improvement as well as to keep personal career up to date following the universal standard</p> <p>4.3 Well-trained for self-adjustment and collaboration with other people with full effectiveness, as well as be a charitable and supportive person</p>
<p><b>5. Digital analysis/communicative/IT application Skills</b></p> <p>5.1 Able to use fundamental statistics and mathematics for data analysis and interpretation with correctness and effectiveness.</p> <p>5.2 Able to effectively use English skills including listening, speaking, reading, and writing, as well as to appropriately communicate with foreigner based on the specific situations and cultural practices.</p> <p>5.3 Able to select suitable choices of information media and technology for data transmission and presentation</p>	

<p><b>PLO1</b> Sophistication</p>	<p>PLO1-1 มีความรู้ความเข้าใจครอบคลุมองค์ความรู้และ ทักษะทางด้านการท่องเที่ยว การโรงแรม และการบริการ</p> <p>PLO1-2 มีความรู้และทักษะการสื่อสารหลากหลายภาษาได้อย่างเหมาะสม</p> <p>PLO1-3 มีความรู้และทักษะการเป็นผู้ประกอบการด้านการท่องเที่ยวและการโรงแรม</p>
<p><b>PLO2</b> Leadership</p>	<p>PLO2-1 มีการวางแผนการทำงานอย่างเป็นระบบ</p> <p>PLO2-2 มีการแสวงหาความรู้ตลอดชีวิต</p> <p>PLO2-3 มีทักษะการวิเคราะห์และการแก้ปัญหาเฉพาะหน้าได้</p>
<p><b>PLO 3</b> Professionalism</p>	<p>PLO3-1 ปฏิบัติตนตามหลักจรรยาบรรณวิชาชีพในการบริการ</p> <p>PLO3-2 มีความภาคภูมิใจในอาชีพของตนเอง</p> <p>PLO3-3 การแต่งกายที่เหมาะสมกับการปฏิบัติงาน</p> <p>PLO3-4 ใช้ท่าทางและสีหน้าในการแสดงออกอย่างเหมาะสม</p> <p>PLO3-5 มีบุคลิกภาพสง่างาม น่าประทับใจ</p> <p>PLO3-6 ใช้วาจาสุภาพ รู้จักกาลเทศะในการพูดตามสถานการณ์</p> <p>PLO3-7 สามารถสื่อสารภาษาอังกฤษในงานท่องเที่ยวโรงแรม และบริการได้อย่างมีประสิทธิภาพ</p>

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Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)												
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	3.7
<b>CLO1</b> <u>Identify</u> different types of tourists and categorize them based on travel objectives.	√												
<b>CLO2</b> <u>Describe</u> key factors that influence the diversity of tourists, including cultural, social, and personal factors	√												
<b>CLO3</b> <u>Explain</u> concepts and theories related to tourist travel motivation.	√												
<b>CLO4</b> <u>Explain</u> how cultural differences affect tourist behavior.	√												
<b>CLO5</b> <u>Demonstrate</u> responsibility by completing assignments proficiently and on time.							√						
<b>CLO6</b> <u>Demonstrate</u> a positive attitude by following class rules and being on time.							√						

2. Objectives for Course Development/Improvement

1. Teaching and learning methods were improved through the use of active learning, case-based discussions, and intercultural simulations to strengthen students’ analytical and communication skills
2. Assessment strategies were refined to better align with learning outcomes and promote reflective and experiential learning.
3. Regular curriculum review and stakeholder feedback were used to ensure the course remains current, industry-relevant, and consistent with national and international quality assurance standards.

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### Section 3 Nature and Implementation

#### 1. Course Description

Definition, meaning and types of tourists; tourist segmentation by objectives; factors affecting tourist's diversity; concepts and theories concerning tourists' travel motivation; tourist's decision-making process; knowledge and understanding of cultural differentiation affecting tourist's behavior; cross-cultural communication in the context of tourism industry and hospitality; Thai and foreign tourist's behavior and buying trend in context of tourism industry and hospitality

#### 2. Number of Hours Per Semester

Lecture	Practicum/Internship	Self-Study	Supplementary Teaching
3	-	6	Subject to students' needs

#### 3. Number of Weekly Hours per Student for Individual Academic Consultation and Guidance Provided by the Instructor

### Section 4 Student Learning Development

#### 1.1 Course Learning Outcomes

Course Learning Outcomes (CLOs)	Teaching Methods	Assessment and Evaluation Methods
<b>CLO1</b> <u>Identify</u> different types of tourists and categorize them based on travel objectives.	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Self-Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes and Exams</li> <li>Group Project</li> </ul>
<b>CLO2</b> <u>Describe</u> key factors that influence the diversity of tourists, including cultural, social, and personal factors	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Case Studies and Real-World Scenarios</li> <li>Self-Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes and Exams</li> <li>Group Project</li> </ul>
<b>CLO3</b> <u>Explain</u> concepts and theories related to tourist travel motivation.	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Case Studies and Real-World Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes and Exams</li> <li>Group Project</li> </ul>
<b>CLO4</b> <u>Explain</u> how cultural differences affect tourist behavior.	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Case Studies and Real-World Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes and Exams</li> <li>Group Project</li> </ul>
<b>CLO5</b> <u>Demonstrate</u> responsibility by completing assignments proficiently and on time.	<ul style="list-style-type: none"> <li>Informing assignments</li> </ul>	<ul style="list-style-type: none"> <li>Assignments</li> </ul>

Course Learning Outcomes (CLOs)	Teaching Methods	Assessment and Evaluation Methods
<b>CLO6</b> <u>Demonstrate</u> a positive attitude by following class rules and being on time.	<ul style="list-style-type: none"> <li>Informing participation and attendance</li> </ul>	<ul style="list-style-type: none"> <li>Participation and Attendance</li> </ul>

## Section 5 Lesson Planning and Assessment

### 1. Lesson Plan

Week No.	Topic/Details	No. of Teaching Hours	Teaching and Learning Activities/Teaching media	Instructor
1	Course Introduction Course objectives, course description, learning outcomes, teaching and learning methods, and assessment and evaluation methods	3	Introduction to the course content, assessment methods, and academic regulations.	Songphon Uthaisar
2	<b>Tourist Behaviour: A Brief Overview</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>The importance of understanding tourist behaviour</li> </ul>	3	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> </ul>	Songphon Uthaisar
3	<b>The History of Tourist Behaviour</b> <ul style="list-style-type: none"> <li>Regions of the world</li> <li>Inter-regional comparison across the world</li> <li>Different types of tourism</li> </ul>	3	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Self-Reflection</li> </ul> <b>Assignment 1</b>	Songphon Uthaisar
4	<b>Tourist Motivation (1)</b> <ul style="list-style-type: none"> <li>The number and range of motivators</li> <li>Motivators and the individual tourist</li> <li>Multiple motivators</li> <li>Shared motivators</li> <li>Push and Pull Theory</li> </ul>	3	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Case Studies and Real-World Scenarios</li> </ul>	Songphon Uthaisar
5	<b>Tourist Motivation (2)</b> <ul style="list-style-type: none"> <li>The number and range of motivators</li> <li>Motivators and the individual tourist</li> <li>Multiple motivators</li> <li>Shared motivators</li> <li>Push and Pull Theory</li> </ul>	3	<ul style="list-style-type: none"> <li>Lectures and Discussions</li> <li>Case Studies and Real-World Scenarios</li> </ul>	Songphon Uthaisar

Week No.	Topic/Details	No. of Teaching Hours	Teaching and Learning Activities/Teaching media	Instructor
6	<b>Determinants</b> <ul style="list-style-type: none"> <li>• Types of determinants</li> <li>• Determinants of group travel</li> </ul> The role of the tourism industry	3	<ul style="list-style-type: none"> <li>• Lectures and Discussions</li> <li>• Case Studies and Real-World Scenarios</li> </ul>	Songphon Uthaisar
7	<b>Tourist decision-making process</b> <ul style="list-style-type: none"> <li>• Tourism product and service</li> <li>• Models of purchase decision-making in tourism</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures and Discussions</li> <li>• Self-Reflection</li> </ul> <b>Assignment 2</b>	Songphon Uthaisar
8	First-half wrapping up <b>(Assignment 3 -Brown Family 10 marks)</b>			Songphon Uthaisar
<b>Midterm Examination 12-25 January 2025</b>				
9	The future of tourist behaviour <ul style="list-style-type: none"> <li>• Technology disruption</li> </ul> Post COVID-19 pandemic	3	<ul style="list-style-type: none"> <li>• Lectures and Discussions</li> <li>• Case Studies and Real-World Scenarios</li> </ul>	Songphon Uthaisar
10	<b>Cross-cultural communication in the context of tourism industry</b> <ul style="list-style-type: none"> <li>• Definition of communication</li> <li>• Communication style</li> </ul> Problems of cross-cultural communication	3	<ul style="list-style-type: none"> <li>• Lectures and Discussions</li> </ul> Case Studies and Real-World Scenarios	Songphon Uthaisar
11	<b>Cross-cultural communication in the context of tourism industry</b> <ul style="list-style-type: none"> <li>• The international used of English</li> </ul> Developing cross-cultural communication skills	3	<ul style="list-style-type: none"> <li>• Lectures and Discussions</li> <li>• Case Studies and Real-World Scenarios</li> </ul>	Songphon Uthaisar
12	<b>Hofstede's Cultural Dimensions Theory</b> <ul style="list-style-type: none"> <li>• Power Distance Index</li> <li>• Individualism vs. Collectivism</li> <li>• Masculinity vs. Femininity</li> <li>• Uncertainty Avoidance Index</li> </ul>	3	<ul style="list-style-type: none"> <li>• Lectures and Discussions</li> <li>• Self-Reflection</li> </ul> <b>Assignment 4</b>	Songphon Uthaisar
13	<b>Dealing with cross cultural misunderstanding</b>	3	<ul style="list-style-type: none"> <li>• Lectures and Discussions</li> <li>• Case Studies and Real-World Scenarios</li> </ul>	Songphon Uthaisar

Week No.	Topic/Details	No. of Teaching Hours	Teaching and Learning Activities/Teaching media	Instructor
14	Final Project Presentation	3	● Group Projects Presentations and Class Activities	Songphon Uthaisar
15	Second-half wrapping up	3		Songphon Uthaisar
<b>Final Examination 16-29 March 2026</b>				

## 2. Learning Outcomes Assessment Plan

### 2.1 Assessment Plan

Course Learning Outcomes (CLOs)	Assessment Method	Week of Assessment	Percentage of Assessment Weight
CLO1	Class participation	Every week	10%
CLO 1, 2 ,3, 5	Assignment 1: Memorable Tourism Experience	Week 3	5%
CLO 1, 2 ,3, 5	Assignment 2: Decision-making Process	Week 7	10%
CLO 1, 2 ,3, 5	Assignment 3: Brown Family	Week 8	10%
CLO4 CLO5	Assignment 4: Hofstede's Cultural Dimensions	Week 12	5%
CLO5	Report and Presentation	Week 14	20%
CLO1, 2, 3,4	Midterm examination	Midterm	20%
CLO1, 2, 3,4	Final Examination	Final	20%
<b>Total</b>			<b>100%</b>

### 2.2 Outcome Evaluation

Grade Level	Grade Range
A	80->>
B+	75-79
B	70-74
C+	65-69
C	60-64
D+	55-59
D	50-54
F	0-49

### 2.3 Guidelines for Appealing Assessment Results (Grades)

Students may appeal their assessment results or submit academic complaints through the following channels:

1. Complete and submit the appeal form at the Academic Affairs Office, Faculty of Tourism and Hotel Management; or
2. Submit an online complaint via the Faculty website at [www.thm.msu.ac.th](http://www.thm.msu.ac.th) under the section “**Academic Complaints**”, accessible through the QR code provided below.



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## Section 6 Teaching and Learning Resources

### 1. Textbooks and Documents Used for Teaching and Learning

1. Hurn, B.J. and Tomalin, B., 2013. What is Cross-Cultural Communication? In *Cross-Cultural Communication* (pp. 1-19). Palgrave MacMillan, London.
2. Kozak, M. and Decrop, A. eds., 2009. *Handbook of tourist behavior: Theory & practice* (Vol. 16). Routledge.
3. Pearce, P.L., 2005. *Tourist behaviour: Themes and conceptual schemes*. Channel View Publications.
4. Reisinger, Y. and Turner, L., 2012. *Cross-cultural behaviour in tourism*. Routledge.
5. Swarbrooke, J. and Horner, S., 2007. *Consumer behaviour in tourism*. Routledge.

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## Section 7 Evaluation and Improvement of Course Implementation

### 1. Course Assessment Strategy

The effectiveness of Tourist Behaviour and Cross-Cultural Communication will be evaluated through both formative and summative assessment strategies to ensure continuous improvement in teaching and learning quality. Student learning outcomes will be assessed using multiple methods—class participation, assignments, examinations, and project presentations—to capture cognitive, behavioural, and communicative competencies.

Course implementation will be reviewed through student feedback, peer observations, and analysis of assessment results to identify areas for enhancement. Reflection sessions and post-course reviews will be conducted to evaluate the appropriateness of teaching methods,

assessment alignment with CLOs, and student engagement. The insights gained from these evaluations will inform subsequent revisions of lesson plans, instructional materials, and assessment tools. Moreover, the course will incorporate input from alumni and industry stakeholders to ensure that content remains aligned with professional standards and emerging trends in tourism and hospitality.

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## 2. Reviewing the Standards of Student Performance Outcomes in the Course

Example: During the course, there is a process of evaluating student performance outcomes for each topic according to the anticipated learning outcomes of the course. This evaluation is conducted through student surveys or random assessment of student work. Additionally, it involves considering the results of subtests and course results post-announcing, or analyzing exams.