

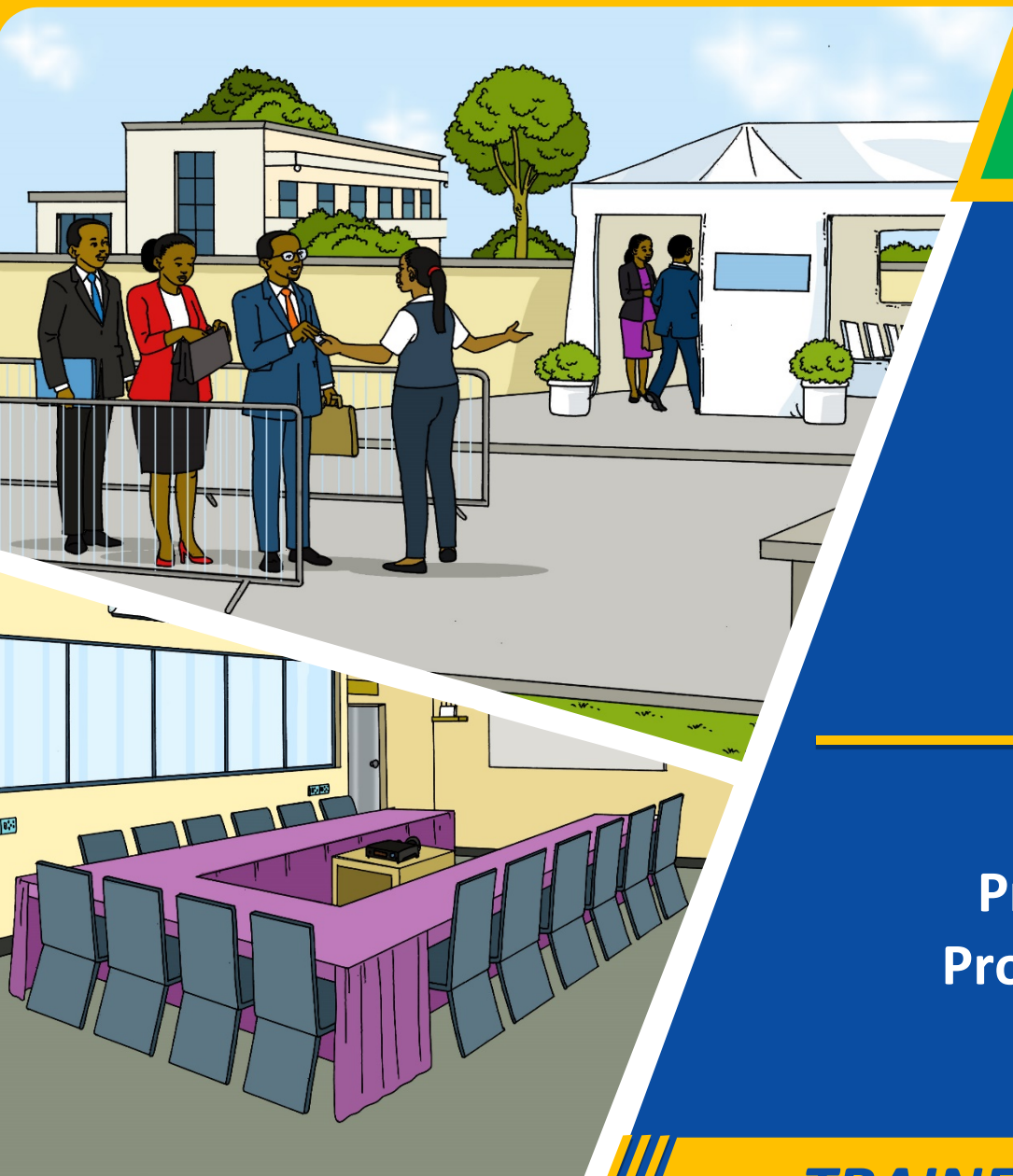


Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



TOURISM

TOREP502

**Providing Event
Protocol Services**

TRAINER'S MANUAL

APRIL, 2025



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

PROVIDING EVENT PROTOCOL SERVICES



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LIST OF ABBREVIATIONS AND ACRONYMS

CBET: Competence Based Education and Training

DMA: Destination Management Area

EU: European Union

ID: Identity Card

NFC: Near-Field Communication

Q&A: Questions and Answers

QR: Quick Response Code.

RFID: Radio-Frequency Identification

RQF: Rwanda Qualification Framework

RSVP: Répondez S'il Vous Plait

RTB: Rwanda TVET Board

TVET: Technical and Vocational Education and Training

VIPs: Very Important Persons

INTRODUCTION

This trainer manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Provide event protocol services**. Students undertaking this module shall be exposed with practical activities that will develop and nurture their competences, the writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing enough practical opportunities reflecting real life situations.

The trainer manual is subdivided into Learning outcomes, each outcome has got various topics, you will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge, and attitudes about the unit.

The trainer manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies, and techniques about how to facilitate students to undertake different activities as proposed in their trainee manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify strength, weaknesses, and areas for improvements.

Remind them to read point to remember section which provide the overall key points and take ways of the unit.

TORPE502- PROVIDE EVENT PROTOCOL SERVICES

Learning outcomes	Learning Hours	Topics
1: Organize Pre-Event Protocol Arrangement	20	Identification of event types and venue
		Identification of attendees
		Crosschecking of event logistics
		Identification of suppliers and stakeholders
		Building event agenda proposal
2: Provide Protocol Services during the Event	20	Assisting guest in check-in to the event
		Application of sitting arrangement .
		Offering assistance to attendees during the event
		Provision of departure assistance
3: Handle Event Closure Activities	20	Conducting debriefing
		Handling attendees complaints
		Preparation of post event report

LEARNING OUTCOME 1: ORGANIZE PRE-EVENT PROTOCOL ARRANGEMENT



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit Illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What activities are performed in the illustration above?
 - c. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to Organize Pre-Event Protocol Arrangement. They will cover Identification of event types and venue, Identification of attendees, crosschecking of event logistics, Identification of suppliers and stakeholders and Building event agenda proposal while complying with tourism industry.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the types of Venues	1. Prepare for the event Venues	1. Comply with safety precautions at the workplace
2. Categorize event attendees/ participants	2. Orient event attendees/ participants	2. Pay attention to details while classifying the event guests
3. Identify event logistics	3. Use event logistics	3. Pay attention to details
4. Describe event agenda proposal	4. Prepare an event agenda proposal	4. Pay attention to details while building event agenda proposal



Steps:

Instructions to the scenario.

Individually or in group, let students, read the scenario under Topic 1.1 and guide them to do tasks that follow.



Discovery activity

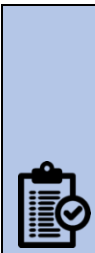


Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to organize pre-event protocol arrangement under task 1 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are given.

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.

Topic 1.1: Identification of event types and venue

	Objectives: By the end of the topic, trainees will be able to: a. Explain properly different types of events b. Explain properly different types of venues c. Describe properly the factors to consider while classifying the events for Protocol Arrangement d. Select effectively the types of event venues for Protocol Arrangement
	Time Required: 3 hours
	Learning Methodology: Group discussion, Brainstorming and Demonstration.
	Materials, Tools and Equipment Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it, ...)
	Preparation: ☐ Preparation of workshop for events Protocol Arrangement ☐ Connect with tour companies' managers to organize field site visit related to selection of different event and venues ☐ Available material for events Protocol Arrangement ☐ Prepare the required PPE for all trainees and other safety tools and equipment.

Cross Cutting Issues:



- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment in events Protocol Arrangement
- ✓ Promote standardization of culture among students through realizing the need/importance of selecting standards tools and equipment

Prerequisites:



- ✓ Analytical skills
- ✓ Decision making skills



Activity 1: Problem-Solving



Task 2

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task related to the Identification of event types and venue in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided under task 3 in their Trainee's Manuals. *Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used*
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. While students are still performing the task, use this opportunity to discuss or address cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 4

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the Trainee's Manuals Activity and carry out the tasks.

Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used

2. Using an appropriate methodology such as individual work, pairs or small groups trainees perform the task at school and make a report on the various tools and equipment that they will need to work on the following tasks:
 - a) Identify the types of event the school might consider.
 - b) Select the type of event venue the school might consider.
 - c) Prepare the event venue.
3. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. you can also ask them to go to another facility to compare practices
4. Tell trainees that each one will share his/her experience gained from the workplace with the rest of the class
5. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
6. Use the checklist below to assess proper identification of event type and venue:

Checklist Item	Considerations	Yes/Not	Observation
Identify the types of events	Categories of events are identified		
	Event is selected		
Select the type of event venue the school might consider.	Factors to select event venues are considered		
	The venue is selected		
	Event Format is considered		

Checklist Item	Considerations	Yes/Not	Observation
Prepare the event venue.	Event Goals is considered		
	Event Budget		
	AV Equipment and Staffing is considered		
	Decorations and Theming is considered		

Topic 1.2: Identification of attendees

	Objectives: By the end of the topic, trainees will be able to: - Explain properly the basis of guest classification for organizing Pre Event Protocol Arrangement - Describe properly categories of event attendees/ participants for organizing Pre-Event Protocol Arrangement - Explain properly types of guess/attendees for organizing Pre Event Protocol Arrangement - Classify properly guests/attendees for organizing Pre-Event Protocol Arrangement
	 Time Required: 4 hours
	 Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	 Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for events Protocol Arrangement ☐ Connect with tour companies' managers to organize field site visit related to selection of different event and venues ☐ Available material for events Protocol Arrangement

Cross Cutting Issues:



- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Promote standardization culture among students through realizing the need/importance of selecting standards materials

Prerequisites:



- ✓ Planning skills
- ✓ Organization skills
- ✓ Communication skills



Activity 1: Problem-Solving



Task 5

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
3. After the sharing session, refer students to **Key facts 1.2 and** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided under task 6 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While students are still performing the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, standardization culture, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. *Encourage all students to give their views.*
5. After the sharing session, refer students to **Key Facts 1.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 7

1. Using an appropriate methodology such as individual work, pairs or small groups trainees perform task 7 in their Trainee's Manuals. Make sure instructions are understood, all the

students are actively participating, and necessary materials/tools are provided and being used.

2. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. You can also ask them to go to another facility to compare practices.
3. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class.
4. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
5. Use the following Attendee Identification Checklist:

Category	Criteria	Details
✓ Basis of Guest Classification	Age	☐ Children ☐ Youth ☐ Adults ☐ Seniors
	Gender	☐ Male ☐ Female ☐ Non-binary ☐ Prefer not to say
	Income Level	☐ Low ☐ Middle ☐ High
	Occupation	☐ Student ☐ Professional ☐ Entrepreneur ☐ Retiree ☐ Other
	Educational Level	☐ High School ☐ Undergraduate ☐ Postgraduate ☐ Other
✓ Categories of Event Attendees/ Participants	General Public	☐ Open to all
	VIP Guests	☐ Exclusive invitees, dignitaries, special guests
	Speakers/Presenters	☐ Keynote speakers, panelists
	Performers/Artists	☐ Musicians, entertainers

Category	Criteria	Details
	Media/Press	☐ Journalists, influencers, photographers
	Sponsors/Partners	☐ Organizations supporting the event
	Volunteers/Staff	☐ Event organizers, crew members
✓ Types of Guests/Attendees	By Invitation/Role	☐ Personal Invitation (VIPs, speakers) ☐ Open Registration (general audience, exhibitors) ☐ Staff & Crew ☐ Media Representatives
	By Behavior or Motivation	☐ Networking Seekers ☐ Knowledge Seekers ☐ Entertainment Seekers ☐ Loyal Attendees ☐ Casual Visitors

Topic 1.3: Crosschecking of event logistics

Objectives: By the end of the topic, trainees will be able to:	
	a. Define correctly the term “event logistics” b. Explain properly the stage of event logistics for Pre-Event Protocol Services c. Explain properly the logistic considerations for Event Protocol Services d. Crosscheck the event logistics for Pre-Event Protocol Services
	Time Required: 4 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it

	Preparation: ☐ Preparation of workshop for events Protocol Arrangement ☐ Connect with tour companies’ managers to organize field site visit related to selection of different event and venues ☐ Available material for events Protocol Arrangement
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among students through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Interpersonal skills ✓ Problem solving skills ✓ Communication skills and attention to details skills

Activity 1: Problem Solving

Task 7

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to crosscheck event logistics as per nature of event provided topic 1 in their Trainee’s Manuals and answer the questions that follow. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 8

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion guide trainees to study the crosschecking event logistics provided in their Trainee's Manuals.

Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. The presentations should be guided by the Event logistics crosschecking checklist. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, harmonize students' responses by referring to **Key Facts 1.3**.



Activity 3: Application.



Task 9

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task 9 in the trainee's manuals and crosscheck logistics and make a report of the task. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. Students should make a report of what was performed during the crosschecking logistics work
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
4. Use the following Event Logistics Crosschecking Checklist:

Category	Checklist Item	✓ Completed
1. Venue & Setup	Venue booking confirmed (date, time, location)	☐
	Venue layout finalized (seating, stage, registration)	☐
	Power supply and backup checked	☐
	Audio-visual equipment tested (mics, projectors)	☐
	Lighting setup confirmed	☐
	Wi-Fi connectivity tested and shared	☐
	Restrooms and emergency exits accessible	☐
	Signage and directional boards placed	☐
2. Vendor & Supplier Coordination	Catering confirmed (menu, serving time, dietary needs)	☐
	Decoration team schedule verified	☐
	Photographer/videographer booked and briefed	☐

Category	Checklist Item	✓ Completed
	Transport and logistics arranged for materials	☐
	Contracts and payments finalized with vendors	☐
	Backup contacts for vendors available	☐
3. Guest & Attendee Management	Guest list finalized	☐
	Invitations sent and RSVPs confirmed	☐
	Check-in and registration process set up	☐
	Special accommodations arranged (VIPs, disabled access)	☐
	Security and crowd control measures in place	☐
	Emergency medical support available	☐
4. Program & Entertainment	Event agenda finalized and shared	☐
	Speakers and performers confirmed	☐
	Rehearsals and soundchecks completed	☐
	Presentation files and materials loaded and tested	☐
	Timekeeping plan in place	☐
5. Staffing & Communication	Staff and volunteer roles assigned and briefed	☐
	Team contact list shared	☐
	Communication tools distributed (walkie-talkies, apps)	☐
	Emergency response plan reviewed	☐
	Social media and press coverage planned	☐
6. Transportation & Parking	Parking spaces confirmed for guests and staff	☐
	Shuttle services scheduled (if applicable)	☐
	Signage for parking and transport arranged	☐
	VIP and disabled parking reserved	☐
	All vendor payments processed or scheduled	☐

Category	Checklist Item	✓ Completed
7. Budget & Payments	Expense tracking updated	☐
	Emergency fund allocated	☐
8. Final Walkthrough & Contingency Planning	Full venue walkthrough completed	☐
	Backup plans for technical issues, weather, or cancellations	☐
	Contact list for all key personnel shared	☐
	Event-day emergency kit prepared (batteries, cables, first aid)	☐

Topic 1.4: Identification of suppliers and stakeholders

Objectives: By the end of the topic, trainees will be able to: a. Define correctly the term “stakeholders” and “suppliers”. b. Explain properly different types of event suppliers and stakeholders. c. Identify properly the interests of Tourism event suppliers and stakeholders d. Categorize correctly the event suppliers as used in organizing Pre-Event Protocol arrangement e. Categories correctly the event stakeholders as used in organizing Pre-Event Protocol arrangement	
	Time Required: 4 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it
Preparation: ☐ Preparation of workshop for events Protocol Arrangement ☐ Connect with tour companies’ managers to organize field site visit related to selection of different event and venues	

☐ Available material for events Protocol Arrangement	
Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations  ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among students through realizing the need/importance of selecting standards materials	
Prerequisites:  ✓ Interpersonal skills ✓ Networking skills ✓ Communication skills and negotiation skills	



Activity 1: Problem Solving



Task 10

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the pictures on illustration, read the scenario and answer the questions that follow based on their experience and research on Identification of suppliers and stakeholders, in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key Facts** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 11

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to Identification of suppliers and stakeholders and answer the questions that follow in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, environment sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, harmonize students' responses by referring to **Key Facts 1.4** and discuss them together while answering any questions they might have.



Activity 3: Application



Task 12

1. Using an appropriate methodology such as individual work, pairs or small groups, trainees research in tourism related industry on the Identification of suppliers and stakeholders. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. Students should identify suppliers and stakeholders which would be crucial for the success of the event.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the student work.
4. Use the following Suppliers and stakeholders' selection criteria checklist:

Indicators	Element	Yes/Not	Observation
Suppliers and stakeholder's selection criteria is applied	Experience and expertise is described		
	Reliability and professionalism is described		
	Sustainability and ethical practices are described		
	Quality of Service is identified		
	Pricing and value are selected		
	Flexibility and adaptability is described		
	Financial stability is described		

Topic 1.5: Building event agenda proposal

Objectives: By the end of the topic, trainees will be able to:  a) Define properly the term “event agenda”. b) Describe properly the steps of building agenda proposal. c) Identify correctly the key elements of an agenda. d) Explain properly the characteristics of an effective event agenda. e) Build properly an event agenda proposal.
 Time Required: 5 hours
 Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
 Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it
Preparation:  ☐ Preparation of workshop for events Protocol Arrangement ☐ Connect with tour companies’ managers to organize field site visit related to selection of different event and venues ☐ Available material for events Protocol Arrangement
Cross Cutting Issues:  ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among students through realizing the need/importance of selecting standards materials
Prerequisites:  ✓ Planning and Organizational skills ✓ Time management skills ✓ Communication skills, and attention to details skills



Activity 1: Problem-Solving



Task 13

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts 1.5 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 14

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the task 14 provided in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While students are still performing the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, standardization culture, financial education among others. Also attitudes and behavior changes should be handled during this activity.

- Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
- After the sharing session, refer students to Key Facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 15

- Using an appropriate methodology such as individual work, pairs or small groups trainees perform the task on the field of the scenario and prepare the structured event agenda proposal to maximize attendee engagement and participation.
- Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. You can also ask them to go to another facility to compare practices
- Tell trainees that each one will share his/her experience gained from workplace with the rest of the class
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
- Use the following checklist to check the event agenda proposal

Checklist Item	Considerations	Yes/No	Observation
Types of Event Agenda	Types of Event Agenda are identified		
Key Elements of Agenda	Event Title and Date are mentioned		
	Event Objective are stated		
	Time and Location are mentioned		

Checklist Item	Considerations	Yes/No	Observation
	Welcome and Introductions are mentioned		
	Sessions and Activities are stated		
	Networking Opportunities are mentioned		
	Special Events are mentioned		
	Closing Remarks are stated		
	Contact Information are given		
Steps of Building Agenda Proposal	Agenda Proposal is built		



Formative Assessment

- Which of the following is NOT a key component of event logistics?
 - Budget planning
 - Marketing & Promotion
 - Venue selection
 - Risk management

Answer: Marketing & Promotion

- What is the primary purpose of a site visit for an event venue?
 - To meet the caterer
 - To negotiate the contract
 - To assess the venue's suitability
 - To book entertainment

Answer: To assess the venue's suitability

- Complete the sentence by providing the missing word or phrase from the following words in parentheses: (**Social events, corporate events, Individuals, Businesses, educational group, External factors, Stakeholders, Host, External Stakeholders, event management**)

1. _____ are typically gatherings of families and friends.
 2. _____ are those hosted by companies or organizations in pursuit of organizational objectives. 3. _____ are the typical prospects for life-cycle events. 4. _____ are the typical targets for events to convene and events for commerce. 5. The market segment composed of social, military, educational, religious and fraternal groups is also known as _____. 6. Decision-making for corporate events may be affected by _____, such as economic conditions, customer demographics, the natural environment, competition, technology, government and industry regulations. 7. _____ are individuals and groups who have some form of interest in the event. 8. The _____ is the person or group who is giving the event. 9. The _____ include other entities external to the host or the Event Manager, but have financial, emotional, political, social or personal interest in the event. 10. _____ is essential for an event company.

Answers:

1. Social events
2. Corporate events
3. Individuals
4. Businesses
5. Educational group
6. External factors
7. Stakeholders
8. Host
9. External Stakeholders
10. Event management

4. Match the following event logistic with their correct definition

Answers	Column A: Term	Column B: Definition
1.....	1. Venue Selection	a) Ensuring attendees have safe and comfortable transportation to and from the event.
2.....	2. Accommodation	b) Choosing the right location and space that meets the event's needs and attendee expectations.
3.....	3. Transportation	c) Arranging lodging for attendees, speakers, and staff, if necessary.

Answers:

1. Transportation
2. Venue Selection
3. Accommodation



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

 Points to Remember

These are the key learning points from all activities in this learning outcome.

- The right venue can enhance the event theme and create the desired ambiance.
- An inconvenient location can deter attendees and increase logistical challenges.
- Collect and analyze data on attendee registrations, demographics, and engagement to refine future targeting efforts. Identify the ideal attendee profile, including demographics, interests, and motivations for attending the event.
- Thoroughly identify all relevant suppliers and stakeholders, both internal and external, to ensure all voices are heard and considered throughout the event planning process.
- Tailor the agenda to their interests, expectations, and learning styles.

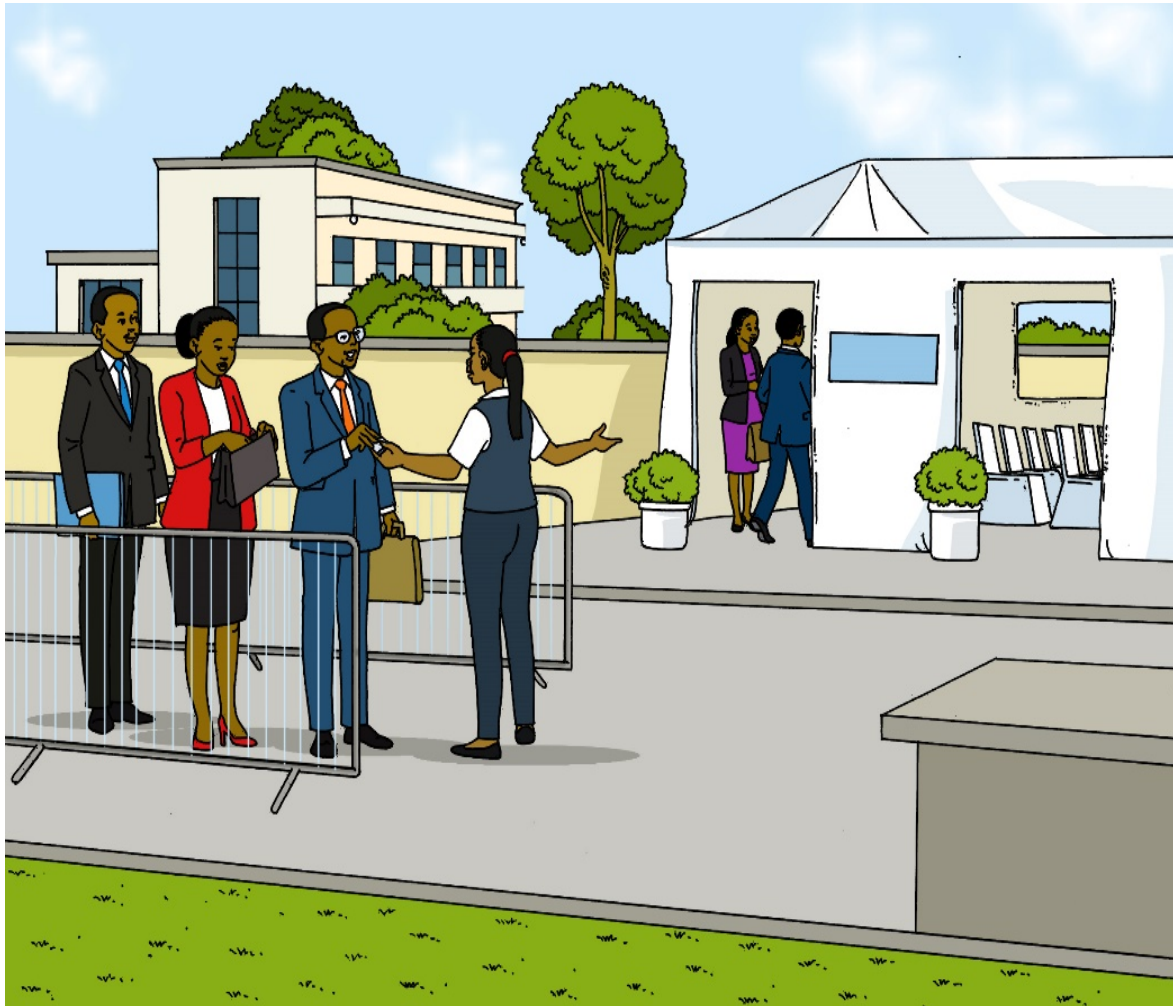
Further Information for the Trainer

1. LeRoy, M. P. (2017). Successful event planning: A practical guide for meetings, conferences, and special events. John Wiley & Sons.
2. Karen Bussen 2018, The Event Planning Handbook, A Step-by-Step Handbook, 35-48 , Wiley ISBN: 9781119434042
3. Bowdin, G., Allen, J., O'Toole, W., & Harris, R. (2016). Event Management: Principles and Practice (4th Edition).
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Website

<https://www.specialevents.com/>

LEARNING OUTCOME 2: PROVIDE PROTOCOL SERVICES DURING THE EVENT



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to **Provide Protocol Services during the Event**. They will cover the Description of Rwanda geographical features.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe guest check-in activities	1. Perform guest check-in activities	1. Pay attention to details while dealing with attendees.
2. Identify the types event seating arrangements	2. Prepare event seating arrangements	2. Demonstrate team spirit while working with others
3. Identify the assistance to attendees	3. Assist event attendees	3. Comply with national and international standards related to assisting event attendees



Steps:

Instructions to the scenario.

Individually or in group, let students, read the scenario under Topic 2.1 and guide them to do tasks that follow.



Discovery activity



Task 16

- Using an appropriate methodology such as pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience on work area preparation and illustrations and provide answers to the questions that follow under task in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are given.

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.

Topic 2.1: Assisting guest in check-in to the event

	Objectives: By the end of the topic, trainees will be able to: a. Identify properly the procedures in check-in to the event. b. Explain properly different considerations when conducting guest's check-in to the event. c. Describe correctly the activities involved in check-in assistance to an even. d. Identify properly types of check-in assistance to the event. e. Assist properly the guests in check-in to the event.
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for Assisting guest in check-in to the event ☐ Connect with tour companies' managers to organize check-in to the event ☐ Available material for Assisting guest in check-in to the event
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all

	✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization of culture among students through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Customer service skills ✓ Communication skills ✓ Organizational skills, attention to details skills, and Problem solving skills

Activity 1: Problem Solving

Task 17

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions that follow based on their experience or research on the preparation of the mixing place under task in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to **Key facts 2.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they might have.



Activity 2: Guided Practice



Task 18

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to perform the tasks provided under task in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the tasks, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. After the sharing session, harmonize students' responses by referring to Key facts and discuss them together while answering any questions they have.



Activity 3: Application



Task 19

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided in the Trainee's Manuals Activity and carry out the tasks. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. Students should make a report of what will be performed while Assisting guests in check-in to the event, which should include:
 - a. Procedures in check-in to the event.
 - b. Providing check-in assistance to the event guests.

3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
4. Use the following checklist to check the assistance of guest in check-in to the event:

Checklist Item	Consideration	Yes/No	Observation
Procedures in Check-in to the Event	Activities involved in the event check-in process		
Providing Check-in Assistance to the Event Guests	Types of Check-in Assistance at Events is identified		
	Tools used in guest check-in at an event are identified		
	Activities involved in check-in assistance at an event are described		

Topic 2.2: Application of sitting arrangement

	Objectives: By the end of the topic, trainees will be able to: a) Identify correctly the types of sitting arrangement for an event. b) Describe correctly the factors considered for sitting arrangement. c) Prepare effectively the sitting arrangement for an Event.
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for providing protocol services during the Event

☐ Connect with tour companies' managers which organize field site visit related to Provide Protocol Services in the Event	
☐ Available material for Providing Protocol Services during the Event	
	Cross Cutting Issues:
	☒ Ensure gender balance while forming groups, allocating tasks and during presentations
	☒ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
	☒ Promote financial education by emphasizing the need/importance of taking care of tools and equipment
	☒ Promote standardization of culture among students through realizing the need/importance of selecting standards materials
	Prerequisites:
	☒ Organizational skills
	☒ Spatial awareness skills
	☒ Coordination skills
	☒ Safety, Health and Environmental measures

Activity 1: Problem Solving

Task 20

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to analyze the pictures on application of sitting arrangement, read the scenario and answer the questions that follow under task 20 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key Facts 2.2 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 21

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to use their experience and observations for the application of sitting arrangement, tools and equipment and answer the questions that follow under task 21 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, environment sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, harmonize students' responses by referring to Key Facts and discuss them together while answering any questions they might have.



Activity 3: Application



Task 22

1. Using an appropriate methodology such as individual work, pairs or small groups, about the application of sitting arrangement. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the application of sitting arrangement.

Checklist

Checklist Item	Considerations	Yes/No	Observation
Types of Event Seating Arrangements	Types of Event Seating Arrangements are identified		
Factors to consider selecting seating arrangement	Event Purpose is identified		
	Guest List is considered		
	Venue Layout is considered		
	VIP Placement is considered		
	Table Size and Shape is considered		
	Aisle Space is considered		
	Accessibility is considered		

Topic 2.3: Offering assistance to attendees during the event

	Objectives: By the end of the topic, trainees will be able to: - Identify correctly the types of assistance during the event. - Describe correctly the activities involved in offer protocol services during the event.
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for Offering assistance to attendees during the event ☐ Connect with tour company's managers to organize field site visit related to Offering assistance to attendees during the event ☐ Available material for Offering assistance to attendees during the event
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization of culture among students through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Customer service skills ✓ Communication skills ✓ Problem solving skills, Patience and empathy skills



Activity 1: Problem Solving



Task 23

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to Offering assistance to attendees during the event, read the scenario and answer the questions that follow based on their experience and research on Provide Protocol Services during the Event, in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key Facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 24

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to Provide Protocol Services during the Event and answer the questions that follow in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.

3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, environment sustainability among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, harmonize students' responses by referring to **Key Facts 2.3** and discuss them together while answering any questions they might have.



Activity 3: Application



Task 24

1. Using an appropriate methodology such as individual work, pairs or small groups, trainees research in tourism related industry on the Provide Protocol Services during the Event. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. Students should make a report on what will be performed to fulfill the assistance to attendees during the event requirements which include:
 - a) Select the types of assistance during the event.
 - b) Offer protocol services to the guests during the event.
 - c) Assist guests during the event.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
2. Use this checklist to evaluate whether the assistance offered to attendees during the event is going smoothly, based on the provided points:

Criteria	Actions	Checklist
Escort Attendees to Seating	- Guide attendees to their designated seats or areas without delay.	☐ Attendees escorted efficiently
	- Ensure seating arrangements are clearly marked and easy to follow.	☐ Clear seating signage
Anticipate and Prevent Problems	- Identify potential issues before they arise (e.g., crowding, confusion).	☐ Proactively addressing issues
	- Have contingency plans in place for common problems (e.g., tech issues, seating shortages).	☐ Prepared for common issues
	- Ensure smooth transitions between different event stages (sessions, meals, etc.).	☐ Smooth transitions between activities
Communicate and Collaborate	- Stay in constant communication with team members to share information and updates.	☐ Clear communication within team
	- Ensure attendees receive timely information about the schedule or any changes.	☐ Information shared promptly with attendees
	- Work together with other event staff to provide seamless service.	☐ Collaboration with staff members
Deliver and Exceed Expectations	- Ensure that all attendees' needs are met and exceeded (comfort, assistance, satisfaction).	☐ Exceeded attendee expectations
	- Offer extra support when needed (e.g., additional information, personal assistance).	☐ Extra support provided when required
	- Collect feedback from attendees to ensure satisfaction and identify areas for improvement.	☐ Feedback collected for improvement

Topic 2.4: Provision of departure assistance

	Objectives: By the end of the topic, trainees will be able to: - Identify properly the activities involved in departure assistance for an event - Describe correctly the elements of a Warm Farewell in departure assistance for an event - Determine effectively the techniques for luggage handling in departure assistance for an event - Describe correctly the considerations and techniques for transportation arrangements in departure assistance for an event
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for Offering assistance to attendees during the event ☐ Connect with tour companies' managers to organize field site visit related to Offering assistance to attendees during the event ☐ Available material for Offering assistance to attendees during the event
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization of culture among students through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Customer service skills ✓ Communication skills ✓ Time management skills ✓ Problem solving skills, organizational skills



Activity 1: Problem Solving



Task 25

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to Offering assistance to attendees during the event provided in their Trainee's Manuals and answer the questions that follow. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 25

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion guide trainees to study the Offering assistance to attendees during the event provided in their Trainee's Manuals.
2. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used.
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.

4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
6. After the sharing session, harmonize students' responses by referring to Key Facts



Activity 3: Application.



Task 26

1. Using an appropriate methodology such as individual work, pairs or small groups, trainees work on the provision of departure assistance as indicated in their manuals and make a report of the task. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. Students should make a report on what was performed during the Provision of departure assistance
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Use this checklist to ensure the Provision of Departure Assistance goes smoothly:

Criteria	Element to be Checked	Observation Yes/No
Warm farewells	✓ Staff are present to say goodbye to attendees.	
	✓ Farewells are friendly and sincere.	
Efficient luggage handling	✓ Luggage is organized and clearly labelled.	
	✓ Staff assist with handling luggage quickly.	
Streamlined check-out process	✓ Clear instructions are provided for check-out.	
	✓ All paperwork and payments are completed promptly.	
Timely transportation arrangements	✓ Transportation is scheduled and confirmed in advance.	
	✓ Vehicles are on time and ready when needed.	
Personalized farewell	✓ Personal preferences are acknowledged.	
	✓ Attendees are offered additional assistance (if needed).	
Anticipating future needs	✓ Staff inquire about future travel or event needs.	
	✓ Information about upcoming events is provided.	
Create a seamless departure experience	✓ Coordination between luggage handling, check-out, and transport is smooth.	
	✓ No last-minute issues arise.	



Formative Assessment

1. **What is the primary goal of protocol services during a tourism event? Circle the correct letter**

- A. To ensure the smooth running of the event.
- B. To provide security and safety for guests.
- C. To create a positive and memorable experience for VIP guests.
- D. To manage logistical aspects of the event.

Answer: A

2. **What is the importance of collecting guest information during the check-in process?**

- A. To track attendance and generate reports.
- B. To personalize the guest experience.
- C. To comply with legal and safety regulations.
- D. All of the above.

Answer: D

3. **What type of seating arrangement is ideal for a conference or workshop where interaction is encouraged?**

- A. Theater-style
- B. Classroom-style
- C. Banquet-style
- D. U-shape

Answer: D

4. **What is the primary goal of offering assistance to event attendees?**

- A. To increase ticket sales.
- B. To reduce event costs.
- C. To enhance the overall attendee experience.
- D. To promote the event on social media.

Answer: C

5. Read the scenario below and work on the related tasks:

Recreational T&G is a tour company that specializes in event planning. By this year, the company is preparing a prestigious tourism event in Rwanda, showcasing the country's

vibrant culture and breathtaking landscapes. For this reason, the company hires you as a Protocol officers to ensure a seamless and memorable experience for all attendees by performing the following tasks:

- a) Assistit guest in check-in to the event,
- b) Prepare sitting arrangement,
- c) Offer assistance to attendees during the event and
- d) Provide departure assistance

Checklist Item	Checklist	Criteria	Yes/No	Observation
Assisting Guests in Check-in		Tools for check-in assistance are identified		
		Check-in assistance is performed		
Application of Sitting Arrangements		Considerations for event seating arrangements are identified		
		Event seating arrangements is applied		
Offering Assistance During the Event		Assistance during the event is selected		
		Protocol services during the event are offered		
Provision of Departure Assistance		Warm farewells		
		Luggage is handled		
		Timely transportation is arranged		
		Farewell is Personalized		
		Seamless departure experience is created		



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

These are the key learning points from all activities in this learning outcome.

- Know Your Guests: Understand the protocol and etiquette requirements for different types of guests, such as VIPs, dignitaries, and international visitors.
- Anticipate Needs: Be proactive in identifying and addressing guest needs, whether it's providing specific seating arrangements, arranging transportation, or facilitating introductions.
- Maintain a Professional Demeanor: Always present a polished and professional image, ensuring that all interactions with guests are courteous and respectful.
- Effective Communication: Communicate clearly and concisely with guests, staff, and other stakeholders to avoid misunderstandings and ensure smooth operations.
- Emergency Preparedness: Be prepared to handle unexpected situations, such as medical emergencies or security threats, by having a well-defined emergency plan in place.

Further Information for the Trainer

1. **Smith, J. D., & Jones, A. B. (2022). Enhancing the event experience: Streamlining guest check-in processes through technology and**

- personalized service. *Journal of Hospitality & Tourism Management*, 45, 123-140.
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LEARNING OUTCOME 3: HANDLE EVENT CLOSURE ACTIVITIES



Learning outcome 3: Self-Assessment

1. Ask trainees to look at the unit Illustration in their Trainee's Manuals and together discuss:
 - a) What does the illustration show?
 - b) What activities are performed in the illustration above?
 - c) What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to Organize Pre-Event Protocol Arrangement. They will cover Identification of event types and venue, Identification of attendees, crosschecking of event logistics, Identification of suppliers and stakeholders and Building event agenda proposal while complying with tourism industry.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a) The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b) There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c) They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d) They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e) At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the event debriefing	1. Prepare an event debriefing	1. Pay attention to details while dealing with attendees.
2. Identify attendees' complaints	2. Apply attendees' complaints handling techniques	2. Demonstrate team spirit while working with others
3. Describe the post event report	3. Prepare post event report	3. Comply with national and international standards related to preparing event report



Steps:

Instructions to the scenario.

Individually or in group, let students, read the scenario under Topic 3.1 and guide them to do tasks that follow.



Discovery activity



Task 27

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience about handling event closure activities like weeding. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are given.

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Encourage all students to give their views.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.

Topic 3.1: Conducting debriefing

	Objectives: By the end of the topic, trainees will be able to: a. Classify correctly the types of events debriefs to handle event closure activities. b. Explain properly the key points of a successful debriefing. c. Prepare properly the Send thank you notes for conducting event debriefing d. Collect effectively Event Feedback to Conducting event debriefing. e. Share properly the event presentation materials for Conducting event debriefing f. Describe correctly the techniques to set a baseline for next event in Conducting event debriefing
	Time Required: 6 hours
	Learning Methodology: Group discussion, Brainstorming and Demonstration.
	Materials, Tools and Equipment Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it, ...)
	Preparation: ☐ Preparation of workshop for handle event closure activities ☐ Connect with tour companies' managers to organize field site visit related to handle event closure activities ☐ Available material for conducting debriefing

**Cross Cutting Issues:**

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment in events Protocol Arrangement
- ✓ Promote standardization of culture among students through realizing the need/importance of selecting standards tools and equipment

**Prerequisites:**

- ✓ Facilitation skills
- ✓ Communication skills
- ✓ Analytical thinking
- ✓ Active listening

**Activity 1: Problem-Solving****Task 28**

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions, guide trainees to answer the questions provided under task related to the types of tools and equipment used to conduct debriefing in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 29

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided under task in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While students are still performing the task, use this opportunity to discuss or address cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students to Key Facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 30

1. Using an appropriate methodology such as individual work, pairs or small groups trainees perform the task and make various tools and equipment that they will need to work on the task 30 in trainees 'manual.
2. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best

practices and limitations in the workplace. You can also ask them to go to another facility to compare practices

3. Tell trainees that each one will share his/her experience gained from the workplace with the rest of the class
4. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
5. Use the following checklist to assess the consideration of conducting debriefing:

Checklist Item	Considerations	Yes/No	Observation
Conducting debriefing	Key points of a successful debrief are identified		
	Send thank you notes are prepared		
	Feedback is collected		
	Event presentation materials are shared		
	Social media are identified		

Topic 3.2: Handling attendees' complaints

	Objectives: By the end of the topic, trainees will be able to:
	a. Describe correctly different types of complaints in handling event closure activities
	b. Identify properly the causes of event complaints to handle event closure activities
	c. Implement correctly the techniques of handling complaints as used in handle event closure activities
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chalks, brochures, Papers, pens, markers, pins, post it

	Preparation: ☐ Preparation of workshop for handling event closure activities ☐ Connect with tour companies’ managers to organize field site visit related to handle event closure activities ☐ Available material for conducting debriefing
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment ✓ Promote standardization culture among students through realizing the need/importance of selecting standards materials
	Prerequisites: ✓ Customer service skills ✓ Active listening ✓ Problem solving skills ✓ Communication skills ✓ Patience and empathy

Activity 1: Problem-Solving

Task 31

1. Using appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussions. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.

3. After the sharing session, refer students to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 32

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to carry out the activities provided under task in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in the activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. While students are still performing the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, standardization culture, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students to Key Facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 33

1. Using an appropriate methodology such as individual work, pairs or small groups trainees perform the task on the field of the scenario and make a report on the following:
 - a) Explain how to respond to the tourists' complaint
 - b) Describe the strategies to use to actively listen to the tourists' concerns and empathize with their disappointment?
 - c) Describe the steps to prevent similar complaints in the future
 - d) Determine how to use feedback from the complaint to enhance their overall service quality and customer satisfaction
2. Give more guidance or instruction on what they will do. Link what they have done in the classroom to what they should do in the workplace. Then they can compare best practices and limitations in the workplace. You can also ask them to go to another facility to compare practices
3. Tell trainees that each one will share his/her experience gained from workplace with the rest of the class
4. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
5. Use the following checklist for handling attendees' complaints:

Checklist Item	Considerations	Yes/No	Observation
Preparation for post event report	Data and information is gathered		
	Report structure is defined		
	Executive summary is identified		
Parts of an event report	Executive Summary is identified		

Checklist Item	Considerations	Yes/No	Observation
	Event Introduction is identified		
	Event Logistics are identified		
	Event Activities are identified		
	Key Findings and Outcomes are identified		
	Challenges and Opportunities are identified		
	Conclusion and Recommendations are identified		

Topic 3.3: Preparation of post event report

Objectives:  By the end of the topic, trainees will be able to: a) Explain properly steps to prepare a post event report b) Identify properly different part of an even report c) Prepare properly the post event report	
	Time Required: 7 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and Demonstration.
	Materials Needed: Chalk board, flipcharts, badges, chinks, brochures, Papers, pens, markers, pins, post it
	Preparation: ☐ Preparation of workshop for events Protocol Arrangement ☐ Connect with tour companies managers to organize field site visit related to selection of different event and venues ☐ Available material for events Protocol Arrangement
	Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Promote standardization culture among students through realizing the need/importance of selecting standards materials

Prerequisites:



- ✓ Writing skills
- ✓ Analytical skills
- ✓ Attention to details
- ✓ Organizational skills



Activity 1: Problem Solving



Task 34

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to crosscheck event logistics as per nature of event provided in their Trainee's Manuals and answer the questions that follow. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
3. After the sharing session, refer students to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 35

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion guide trainees to study the crosschecking event logistics provided in their Trainee's Manuals.
2. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used
3. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
6. Write their responses for reference. Encourage all students to give their views.
7. After the sharing session, harmonize students' responses by referring to Key Facts 3.3.



Activity 3: Application.



Task 36

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task in the trainee's manuals and crosscheck logistics and make a report of the task.
2. Make sure instructions are understood, all the students are actively participating, and necessary materials/tools are provided and being used

3. Students should make a report of what was performed during the crosschecking logistics work
4. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
5. Use the following checklist to check the post event report:

Checklist Item	Criteria	Yes/No	Observation
Conducting Debriefing	Key points of a successful debrief are identified		
	Send thank you notes are prepared		
	Feedback is collected		
	Event presentation materials are shared		
Handling Attendees' Complaints	Complaints are identified		
	causes of event complaints are identified		
	Complaints are handled		
Preparation for Post-Event Report	Event report is selected		
	Parts of an event report are identified		
	Post event report is prepared		



Formative Assessment

1. What is the primary goal of a debriefing session in an event? Choose one letter

- a) To assign blame for mistakes.
- b) To celebrate individual successes.
- c) To learn from experiences and improve future performance.
- d) To simply discuss what happened during the event.

Answer: C

2. What is a common mistake to avoid during a debriefing session? Circle the correct answer

- a) Encouraging open discussion.
- b) Focusing on solutions, not just problems.
- c) Taking notes during the session.
- d) Dominating the conversation.

Answer: D

3. When dealing with an attendee complaint, the first step should be to

- a) Ignore the complaint and hope it goes away.
- b) Immediately escalate the issue to management.
- c) Listen actively and empathetically to the attendee's concerns.
- d) Apologize profusely, regardless of the situation.

Answer: C

4. After resolving an attendee complaint, it's important to

- a) Forget about the incident and move on.
- b) Document the complaint and the resolution.
- c) Blame the attendee on the issue.
- d) Share the complaint with all staff members.

Answer: B

5. A positive attitude and a willingness to help can significantly improve the outcome of

- a) A successful event.
- b) Handling attendee complaints.
- c) A well-planned event.
- d) A large-scale event.

Answer: B

Read the scenario below and perform the related tasks:

The "Sunset Symphony Festival" a three-day outdoor music event held on a remote, picturesque coastal location, has just concluded. The festival aimed to attract high-end tourists and boost the local economy. While the musical performances were largely successful, several logistical and organizational issues arose, particularly during the final day's departure and the post-event cleanup. So, based on the above information, you are tasked to:

1. Conduct the event debriefing,
2. Handle attendees' complaints
3. Prepare event report

Checklist

Checklist Item	Criteria	Yes/No	Observation
Conducting Debriefing	Key points of a successful debrief are identified		
	Send thank you notes are prepared		
	Feedback is collected		
	Event presentation materials are shared		
Handling Attendees' Complaints	Complaints are identified		
	causes of event complaints are identified		
	Complaints are handled		
Preparation for Post-Event Report	Event report is selected		
	Parts of an event report are identified		
	Post event report is prepared		

Further Information for the Trainer

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Summative assessment

Integrated/Summative assessment

Integrated situation

On April 15, 2024, Karibu Convention Centre located in Niboye sector, Kicukiro district in Rwanda will host the highly anticipated "Tech Summit 2024." The event will attract tech industry leaders, international delegates, venture capitalists, media representatives, and tech enthusiasts from around the world. As the company is lacking a competent worker to provide protocol services, they have decided to hire you as an expert in event protocol services provision to make this summit a success.

Activities:

1. Identify suppliers and stakeholders of the event
2. Build the agenda of the event
3. Assisting guest in check-in to the event
4. Prepare the seating arrangement of the event
5. Conduct departure assistance of the event
6. Handle guest complaints accordingly
7. Prepare the post event report of the event

❖ Accomplish this task within 2hours

❖ All necessary equipment, tools and materials are available in the school workshop

❖ Consider all the necessary steps to accomplish this task

Resources

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Organize pre- event protocol arrangement	Events types and venue are effectively identified as per organiser protocol standards	Types of events are well identified			3
		Types of Venues are well identified			3

	Guests are identified according to the nature of event	Event format is well chosen			3
		Types of guest/ attendees are identified			3
	Event suppliers and stakeholders are properly reviewed as per event organizers	Sponsors are well identified			3
		Staff is effectively identified			3
		Media is well identified			2
		Partners are well identified			3
		Vendors are well identified			3
	Event logistics are correctly crosschecked with the protocol department	Purpose and goals of the event are well defined			2
	Proposed agenda of the event is correctly built as per nature of the event	Event duration and format are properly determined			2
		Key session and activities are well identified			2
		Event agenda is effectively confirmed			2
	Event logistics are correctly crosschecked with the protocol department	Pre-check-in email is properly sent			2
		Practice with your team is well done			3
2. Provide protocol		Self-check-in kiosks are properly installed			3

services during the event		Station for unregistered guests are properly set			3
		Help table is effectively set up			3
		Name tags and materials are well set			3
	Sitting arrangement is properly planned as per guest profile	Seating Arrangements are properly made			3
		Attendees are safely escorted to the seats			3
	attendees assistance is correctly offered to the guests during the event as per protocol guidelines	Problems are effectively prevented and anticipated			3
		Communication and collaboration is well done			3
		Service is well delivered			2
	Departure assistance is properly provided as per guest's profile	Warm farewells are effectively provided			3
		Luggage are properly handled			3
		Personalised farewell is well done			3
		Future needs are effectively anticipated			3
		Departure experience is seamlessly created			3
3.Handle event	Debriefing is properly conducted as per protocol	Thank you notes are effectively shared			3

closure activities	guidelines	Feedback are properly collected			3
		Materials from the event are properly shared			3
		Baseline for the next event is properly set			4
	Handling attendees complaints	Complaints are effectively handled			3
		Apologies are properly done			3
	Post event Report is effectively prepared in reference to the nature of event	Steps to prepare a post event report are properly followed			3
Total marks					
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): 70%					

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