



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



FRONT OFFICE AND HOUSEKEEPING OPERATIONS

FHOGS501

Conducting Guest Satisfaction Activities

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



CONDUCTING GUEST SATISFACTION ACTIVITIES



AUTHOR'S NOTE PAGE (COPYRIGHT)

The competent development body of this manual is [Rwanda TVET Board](#) © reproduced with permission.

All rights reserved.

- This work was produced initially with the Rwanda TVET Board, with the support from the European Union (EU).
- This work has copyright but permission is given to all the Administrative and Academic Staff of the RTB and TVET Schools to make copies by photocopying or other duplicating processes for use at their workplaces.
- This permission does not extend to making copies for use outside the immediate environment for which they are made, nor making copies for hire or resale to third parties.
- The views expressed in this version of the work do not necessarily represent the views of RTB. The competent body does not give a warranty nor accept any liability.
- RTB owns the copyright to the trainee and trainer's manuals. The training providers may reproduce these training manuals in part or in full for training purposes only. Acknowledgment of RTB copyright must be included in any reproductions. Any other use of the manuals must be referred to the RTB.

© **Rwanda TVET Board**

Copies available from:

- *HQs: Rwanda TVET Board-RTB*
- *Web: www.rtb.gov.rw*

KIGALI-RWANDA

Original published version: April 2025.

ACKNOWLEDGEMENTS

Rwanda TVET Board (RTB) would like to recognize all parties who contributed to the development of the trainer's and trainee's manuals for the TVET Certificate V in in Front Office and Housekeeping Operations for the module: **"FHOGS501– CONDUCTING GUEST SATISFACTION ACTIVITIES"**

Thanks to the EU for financial support and Ubukerarugendo Imbere Project for technical support on the implementation of this project.

We also wish to acknowledge all trainers, technicians and practitioners for their contribution to this project.

The management of Rwanda TVET Board appreciates the efforts of its staff who coordinated this project.

Finally, RTB would like to extend its profound gratitude to the MCT Global team that technically led the entire assignment.

This training manual was developed:



Under Rwanda TVET Board (RTB) guiding policies and directives



Under European Union financing



Under Ubukerarugendo imbere project implementation, technical support and guidance

COORDINATION TEAM

Aimable RWAMASIRABO

Félix NTAHONTUYE

Eugène Munyanziza

Production Team

Authoring and Review

KOMPANYI SIRAMBELE Gerard

HARELIMANA Wilson

Vincent Kamegeri

Conception, Adaptation and Editorial works

Jean Marie Vianney Muhire

Vincent Havugimana

John Paul Kanyike

Formatting, Graphics, Illustrations and infographics

Jean Claude Asoka Niyonsaba

Aliane Umutesi

Shema Gustave

Coordination and Technical support

Ubukerarugendo Imbere Project and RTB

Project Implementation

MCT Global Ltd

TABLE OF CONTENT

AUTHOR'S NOTE PAGE (COPYRIGHT)	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENT	vii
LIST OF ABBREVIATIONS AND ACRONYMS	viii
INTRODUCTION	1
LEARNING OUTCOME 1: PROMOTE GUEST SATISFACTION	3
Topic 1.1: Gathering Hotel information	6
Topic 1.2: Welcoming guest	12
LEARNING OUTCOME 2: HANDLE GUESTS WITH SPECIAL OCCASIONS	17
Topic 2.1: Performing the pre arrival activities of guest with special occasion.....	20
Topic 2.2: Checking guest with special occasions.....	24
LEARNING OUTCOME 3 : ORGANIZE OUTDOOR SERVICES	28
Topic 3.1: Preparing for outdoor services	31
Topic 3.2: Collaborating with hotel partners having outdoor services	34
Topic 3.3: Arranging neighbourhood trips	37
Topic 3.4: Tour experiences arrangement.....	40
Topic 3.5: Handle guest complaints	43
Topic 3.6: Collecting guest feedback	46
REFERENCES	56

LIST OF ABBREVIATIONS AND ACRONYMS

EU: European Union

FOM: Front Office Manager

GM: General Manager SMS

IT: Information Technology

MOU: Memorandum of Understanding

OTA: Online Travel agencies

PMS: Property management system

POS: Points of Sale system

PPE: Personal Protective Equipment

QR: Quick Response

RQF: Rwanda Qualification Framework

RS: Rwandan Standard

RTB: Rwanda TVET Board

SMS: Short Message Service

SWOT: Strength, Weakness, Opportunity and Trend

TPB: Theory of Planned Behavior

TVET: Technical and Vocational Education and Training

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Conducting Guest Satisfaction Activities**. 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 practical opportunities reflecting real life situations.

The Trainer's Manual is subdivided into Learning Outcomes, each learning 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's 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's 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 your strengths, weaknesses and areas for improvements.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

GUEST SATISFACTION ACTIVITIES

Learning Outcomes	Learning Hours	Topics
Learning outcome 1: Promote guest satisfaction	15	Gathering hotel information
		Welcoming guest
Learning outcome 2: Handle guest with special occasions	15	Performing the pre arrival activities of guest with special occasion
		Perform check-in and checkout activities of guest with special occasion
Learning outcome 3: Organize outdoor services	20	Preparing for outdoor services
		Collaborating with hotel partners having outdoor services
		Arranging neighborhood trips
		Tour experiences arrangement
		Handling guest complaints
		Collecting guest feedback

LEARNING OUTCOME 1: PROMOTE GUEST SATISFACTION



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 perform opening duties. They will cover the identification of tools and equipment used in switchboard activities, checking of tools and equipment status and display of information materials.
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. Determine guests' categories	1. Apply the hotel gathering information techniques	1. Pay attention to details while dealing with guests

Knowledge	Skills	Attitudes
2. Describe welcoming guest facilities	2. Select the hotel information gathering tools	2. Demonstrate empathy while dealing with guests
3. Describe the welcoming techniques and principles	3. Apply the welcoming techniques	3. Comply with courtesy principles when welcoming guests
4. Determine the hotel gathering information tools and techniques	4. Use the welcoming facilities when welcoming guests	



Steps:



Discovery Activity



Task 1

Ask trainees to read and answer the following questions:

1. Why do we need to maintain good service?
2. Why do hotel staff pay attention to details while dealing with guests?
3. What are the hotel guest groups?
4. What are the sources of hotel information?
5. How to acceded to hotel information?
6. How to collect hotel information?

Topic 1.1: Gathering Hotel information



Objectives:

By the end of the topic, trainees will be able to:

- a. Describe the types of hotel guests
- b. Use the sources of hotel information
- c. Manipulate the hotel gathering information tools, equipment and techniques



Time Required: 5hours.



Learning Methodology:

Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation



Materials, Tools and Equipment Needed:

Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen,



Preparation:

- ☐ Gather tools, equipment and materials for hotel information collection
- ☐ Workshop arrangement
- ☐ Contact hotels to organize field visit.

Cross Cutting Issues:

1. Genocide Studies
2. Environment and sustainability: Ensure environment is maintained clean while gathering hotel information.
3. Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
4. Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)
5. Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
6. Financial Education

7. Standardization culture
8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.



Prerequisites:

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety

Instructions to the scenario.

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

Scenario 1:

For his daily activities, Peter has the duty of identifying his guest through hotel information gathering.



Task 2:

Ask trainees to refer to the scenario 1, and assist Peter to achieve his goal by answering the following questions:

- a. What are the hotel guest groups?
- b. What are the sources of hotel information?
- c. How to acceded to hotel information?
- d. How to collect hotel information?



Activity 1: Problem-Solving

1. Using an appropriate method such as individual work, pairs or small groups, ask students to read the Scenario 1 in their manuals and answer the questions that follow. Give clear instructions on how the task should be done, any tools/materials and duration.

2. After answering the questions, guide students to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations.
3. Encourage other students to give their contributions during the presentations.
4. Responses can be put where students can refer to them during the session.
5. After the presentations, let students refer to Key facts 1.1: Gathering hotel information in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. Answer any questions students might have as well as clearing any misconceptions they may have.



Activity 2: Guided Practice



Task 3

Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals. In pairs, one student can be the interns while another one act as Peter or a small group of students can be interns while other student(s) can act as Peter. Give students the following instructions:

- a. Students acting as Peter should help the interns to describe any three types of hotel guests, discuss any two sources of hotel information and identify tool, equipment and techniques used to collect hotel information

1. Describe any three types of hotel guests

Answer:

- ✓ Business travelers are individuals who journey across cities, countries, and continents for professional reasons. This could range from attending corporate events, trade exhibitions, and conferences, to exploring new investment opportunities or strengthening customer relationships.
- ✓ Leisure travelers are those who take a break from their daily routine to indulge in a vacation. These trips are typically marked by stays in comfortable hotels or resorts, beach relaxation, sightseeing, and exploring local tourist attractions. Leisure travelers are often in search of relaxation and entertainment.

✓ Family travelers focus on sharing and engaging with others, usually travelling in family groups, sometimes with friends or multiple families as well. While they have high to medium income they put a lot of faith in word of mouth and recommendations from other travelers. They tend to fall in the 25-49 age group.

✓ Luxury travelers are focused on enjoyment and willing to spend more to obtain it. They often travel as a couple aged 25-49. They seek cities that are hot and coastal and tend to look closely at online reviews. Luxury travelers expect high-end amenities and exceptional service.

2. Discuss any two sources of hotel information

Answer:

✓ Property Management System

Traditionally, a hotel PMS was defined as software that enabled a hotel or group of hotels to manage front-office capabilities, such as booking reservations, guest check-in/checkout, room assignment, managing room rates, and billing.

Today, hotel PMS technology has evolved well beyond the front desk. A hotel PMS is now a critical business operations system that enables hoteliers to deliver amazing guest experiences.

A hotel property management system (PMS) can be a valuable source of information for a hotel's business intelligence:



Reporting and analytics



Guest data



Operational planning



Integration with other systems

✓ Booking history

This refers to the record of past hotel reservations made by a guest or through a specific booking platform.

This information can be valuable for both hotel and guests in multiple ways, offering insights into travel preferences, patterns and trends.

✓ Guest contact information

Refers to the personal details collected by hotel during the reservation or check-in process to facilitate communication and enhance the guest experience.

3. Identify tool, equipment and techniques used to collect hotel information

Answer:

Tools: Telephone

Equipment: Desktop

Techniques: Research and data collection

- a. Surveying guests
- b. Networking

4. Give each pair or small group enough time to perform the task. After each pair or small group has performed the task, ask other students to give feedback on the pair or group while also referring to **Key Facts 1.1**. Ask each pair or small group probing questions so as to support their action and also guide them where they find challenges.



Activity 3: Application



Task 4

Ask trainees to Visit the nearby hotel in community and participate to the hotel gathering information activity.

Answer:

Checklist on gathering hotel information.

S/N	Task	Score	Status
1	Tools for information collection are properly handled	1	
2	Equipment for information collection is properly handled	1	
3	Techniques for collecting information are applied	1	
4	Guest feedback and opinion are collected	1	

5	Open-ended questions about guest experiences are asked	1	
6	Right attitude is maintained	1	

Topic 1.2: Welcoming guest

	Objectives: By the end of the topic, trainees will be able to: a. Describe the types of hotel guests b. Apply the welcoming procedures c. Personalize the welcoming procedures
	Time Required: 5 hours
	Learning Methodology: Role play, Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation
	Materials, Tools and Equipment Needed: Computer, telephone, projector, screen, Materials Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures Tools Telephone, office tray, gifts basket, Cocktails and mock tails ingredients.
	Preparation: ☐ Gather tools, equipment and materials for hotel information collection ☐ Workshop arrangement ☐ Contact hotels to organize field visit.
	Prerequisites: ✓ Applied English ✓ Customer care ✓ Hygiene and safety



Activity 1: Problem-Solving

Ask trainees to read this statement and answer the questions below:

You are hired as front office personnel at KG Hotel located in Kayonza district. You are required to welcome guests according to their types.



Task 5

1. Describe the types of hotel guests
2. Explain the hotel guests welcoming procedures



Activity 2: Guided Practice

Ask trainees to read the below task and assist them to perform it.



Task 6

You are hired as front office personnel at JJ Hotel where you have to receive VIP guests. Comply with the receiving protocols principles to create a memorable and personalized arrival experience emphasizing luxury and hospitality.

Elaborate the activities plan with all steps to welcome the VIP guests.

Answer: Refer to key facts 1.2 in trainee manual



Activity 3: Application

Guide trainees to the nearest hotel and Ask them to perform the below task.



Task 7

As your nearest hotel is organizing an inauguration ceremony of its new additional building, it expects to receive a VIP guest for the occasion. As a well-trained student in Front office operations you are required to provide your expertise by performing the welcoming activities for this VIP guest.

Checklist on gathering hotel information.

S/N	Task	Score	Status
1	VIPs are identified	1	
2	Warm and professional greeting is provided	1	
3	VIPs are escorted to their rooms	1	
4	Guest feedback and opinion are collected	1	
5	A bid farewell is provided	1	

I. Match the type of hotel guest with the appropriate way to welcome them:

Column A: Guest Type	Column B: Welcome Gesture	Answer
1. Business Traveller	A. Offer complimentary cake and balloons.	C
2. Loyal Guest	B. Provide expedited check-in and room upgrade.	B
3. Guest with a Special Occasion	C. Mention Wi-Fi access and quiet workspaces.	A
4. First-Time Visitor	D. Provide a warm greeting and explain hotel facilities.	D
5. Family with Children	E. Offer child-friendly amenities and activity suggestions.	E

II. Match the guest's special occasion with the most thoughtful way to celebrate:

Column A: Special Occasion	Column B: Gesture	Answer
1. Honeymoon	A. Customized welcome gift with flowers.	C
2. Birthday	B. Private dining setup with a personalized menu.	E
3. Wedding Anniversary	C. Complimentary room upgrade and champagne.	A
4. Family Reunion	D. Reserved family area for meals or activities.	D
5. Graduation Celebration	E. Handwritten congratulatory card and cake.	B

III. Match the scenario to the best hospitality action:

Column A: Scenario	Column B: Action	Answer
1. Guest arrives tired after a long flight.	A. Arrange a birthday cake delivery.	C
2. Guest mentions it's their anniversary.	B. Offer a complimentary spa voucher.	E
3. Guest is staying for a business conference.	C. Assist with luggage and provide a refreshing welcome drink.	B
4. Family with children arrives for a weekend.	D. Provide kid-friendly activities and extra bedding.	D
5. Guest is celebrating their birthday.	E. Upgrade the room and offer champagne.	A

IV. What is the first step in welcoming a guest to the hotel?

- a. Asking for their payment information immediately
- b. Greeting them warmly and offering assistance
- c. Directing them to the check-in counter without interaction
- d. Handing them a brochure about hotel policies

Answer: B - Greeting them warmly and offering assistance creates a positive first impression.

V. When welcoming a loyal guest, what is the best approach?

- a. Offer them a discount on their current booking
- b. Simply check them in like other guests
- c. Acknowledge their loyalty and offer personalized touches
- d. Ask if they want to enroll in the hotel's loyalty program

Answer: C - Acknowledging loyalty and providing personalized service enhances the guest experience and strengthens their connection to the hotel.



Points to Remember

- Recognition is a great tool to use for promoting guest satisfaction. Guests appreciate when you anticipate their arrival, and knowing their name is the first step as it helps to personalize the service.
- Anticipate Guest Needs.
- Communicate Effectively and Follow up on any guest requests to ensure their satisfaction. Maintain Cleanliness and Comfort by ensuring rooms and common areas are spotless and well-maintained.



Self-Reflection

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.

1. 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).

LEARNING OUTCOME 2: HANDLE GUESTS WITH SPECIAL OCCASIONS



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 perform opening duties. They will cover the identification of tools and equipment used in switchboard activities, checking of tools and equipment status and display of information materials.
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.
4. 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 special occasions guests	1. Apply the techniques of sharing information among hotel departments	1. Pay attention to details while handling guests with special occasions

Knowledge	Skills	Attitudes
2. Describe the hotel departments	2. Apply the ways and techniques of checking guest's special occasion preparation	2. Demonstrate empathy while dealing with guests
3. Determine the ways and techniques of communication with other departments	3. Apply communication skills when dealing with colleagues and guests with special occasions	3. Comply with courtesy principles when welcoming guests
4. Describe the techniques of handling guests with special occasions	4. Personalize the welcoming techniques while handling guests with special occasions	



Steps:



Discovery Activity



Task 1

Ask trainees to read and answer the following questions:

1. At the hotel front office, a guest mentions it's their anniversary during check-in, a family requests special seating for a graduation celebration.

What is a common point for those two types of guests?

How to perform the pre arrival activities of guests with special occasion?

Describe the checking procedure of a guest with special occasion?

Topic 2.1: Performing the pre arrival activities of guest with special occasion

	Objectives: By the end of the topic, trainees will be able to: b. Define guest with special occasion c. Determine the characteristics of Guests with Special Occasions d. Classify specific occasions e. Determine the specific action of each department for guest with special occasion
	Time Required: 5hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation
	Materials, Tools and Equipment Needed: Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen, basket of gifts, ceremonial cake.
	Preparation: ☐ Gather teaching tools and equipment ☐ Workshop arrangement ☐ Contact hotels to organize field visit.
	Cross Cutting Issues: 1. Genocide Studies 2. Environment and sustainability: Ensure environment is maintained clean while gathering hotel information. 3. Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. 4. Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)

5. Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
6. Financial Education
7. Standardization culture
8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak



Prerequisites:

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety

Instructions to the scenario.

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



Activity 1: Problem-Solving

Scenario 1: Josiane is front office personnel at VV Hotel. Hotel guests are presented into different categories among them the ones with special occasions who require a particular attention through personalization and adaptation of services to exceed their expectation.

Answer any questions students might have as well as clearing any misconceptions they may have.



Task 2:

Ask trainees to refer to the scenario 1 and assist Josiane to identify guests with special occasions by answering this question:

1. What are the common special occasions celebrated by hotel guests?
2. What are the characteristics of guest with special occasion?
3. Determine the role of each department in preparing the arrival of guest with special occasion.



Activity 2: Guided Practice



Task 3

Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals.

Student acting as Josiane has to perform the pre arrival activities of guest with birthday ceremony.

Answer:

Checklist of Pre arrival activities for Guest with Birthday

S/N	Task	Score	Status
1	Reservation details are confirmed	1	
2	Coordination with other departments is maintained	1	
3	Room is decorated with balloons, banners, or flowers	1	
4	Personalized birthday cake or dessert is prepared	1	
5	Prepare welcome note or card is prepared	1	
6	Gifts or surprises are set (if applicable)	1	

Activity 3: Application



Task 4

Ask trainees to Visit the nearby hotel in community and perform the below task:

Participate to the pre-arrival activities of guest with special occasion then elaborate report on the performed activities.

Answer:

Checklist of Pre-arrival activities for Guest with special occasion

S/N	Task	Score	Status
1	Reservation details are confirmed	1	
2	Coordination with other departments is maintained	1	
3	Communication with the guest is maintained		
4	Room is decorated with balloons, banners, or flowers	1	
5	Liaison with external vendors is ensured	1	
6	Prepare welcome note or card is prepared	1	
7	Gifts or surprises are set (if applicable)	1	

Topic 2.2: Checking guest with special occasions

	Objectives: By the end of the topic, trainees will be able to: - Identify the hotel departments involved in checking of Guests with Special Occasions - Determine the contribution of each department in checking of Guest with Special Occasion - Apply the techniques of checking guest with special occasion
	Time Required: 5hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation
	Materials, Tools and Equipment Needed: Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen, ceremonial cake
	Preparation: ☐ Gather teaching tools and equipment ☐ Workshop arrangement ☐ Contact hotels to organize field visit.
	Cross Cutting Issues: - Genocide Studies - Environment and sustainability: Ensure environment is maintained clean while gathering hotel information. - Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. - Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)

5. Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
6. Financial Education
7. Standardization culture
8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.



Prerequisites:

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety

Instructions to the scenario.

Individually or in large group, let students, read the scenario under Topic 2.2 and guide them to do tasks that follow.



Activity 1: Problem-Solving

Answer any questions students might have as well as clearing any misconceptions they may have.



Task 2:

Ask trainees to refer to the scenario 1 and answer the following question:

How to Check guest with special occasions?



Activity 2: Guided Practice



Task 3

Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals.

Assuming that you are hired as front office personnel, you have to receive guests with special occasion. In a play role game, apply the ways and techniques of preparing the checking of guest with special occasion.

Answer: Refer to key facts 2.2 in trainee manual.



Activity 3: Application



Task 4

Ask trainees to Visit the nearby hotel in community and perform the below task:

Participate to the activity of checking guest with special occasion then elaborate a report ad hoc.

Check list

Indicators:	Score	Mark	Observation/Remarks
Special occasion is mentioned	3		
Guest preferences are indicated	3		
Special need is mentioned	2		
Information is shared on time	2		
Departments are mentioned	2		
Actions to be taken are indicated as per departments			
Front Office	2		
Housekeeping	2		
Food and Beverage	2		
Information and technology department	2		
Total	20		



Formative Assessment

1. Determine the responsibilities of each of the following departments when receiving guest with special occasion:
 - a. Front office
 - b. Food and beverage

Answer: Refer to key facts 2.2 in trainee manual.

2. Illustrate any two ways for preparing the checking of a guest with special occasion.

Answer: Refer to key facts 2.2 in trainee manual.



Points to Remember

- By sharing specific details about the guest with special occasion with relevant departments, the hotel can deliver a memorable and seamless guest experience tailored to their special occasion.
- To classify the information of guests with special occasions into relevant hotel departments, consider the responsibilities and roles of each department



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)

LEARNING OUTCOME 3 : ORGANIZE OUTDOOR SERVICES



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 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 perform opening duties. They will cover the identification of tools and equipment used in switchboard activities, checking of tools and equipment status and display of information materials.
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. Identify outdoor services	1. Apply Strategies for increasing tour experiences	1. Pay attention to details when handling guest complaints
2. Describe the types of guest feedback	2. Apply guest complaints handling process	2. Respect diverse backgrounds when handling guest complaints (Cultural sensitivity)
3. Identify hotel partners with outdoor services	3. Arrange Tour experiences	3. Act quickly to address guests' requests
4. Determine the types of guest complaints	4. Arrange neighbourhood trips	4. Stay adaptable to unexpected situations when organising outdoor services
	5. Collect guest feedback	



Steps:



Discovery Activity



Task 1

Ask trainees to read and answer the following questions:

1. Where do people prefer to spend their leisure time?
2. How do people maintain their fitness and wellness?
3. Enumerate the types of outdoor services
4. What are the hotel partners having outdoor services?
5. Determine the factors influencing tour experience.
6. Identify the steps of neighbourhood trips
7. What are the types of guest feedback?
8. How to handle guest complaints?

Topic 3.1: Preparing for outdoor services

	Objectives: By the end of the topic, trainees will be able to: - Identify outdoor service - Describe the types of outdoor services
	Time Required: 5hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation
	Materials, Tools and Equipment Needed: Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen, Tents, vehicles
	Preparation: ☐ Gather tools, equipment and materials for hotel information collection ☐ Workshop arrangement ☐ Contact hotels to organize field visit.
	Cross Cutting Issues: - Genocide Studies - Environment and sustainability: Ensure environment is maintained clean while identifying outdoor services. - Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. - Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)

5. Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
6. Financial Education
7. Standardization of culture in outdoor services.
8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.



Prerequisites:

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety
- ✓ Basics on tourism attractions

Instructions to the scenario.



Activity 1: Problem-Solving

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

Scenario 1: Kamugi is KFC hotel front office manager. His guest request him to suggest them some enjoyable outdoor services to make their weekend nice.



Task 2:

Ask trainees to refer to the scenario 1, and assist Kamugi to identify the types of outdoor service:

Referring to the scenario 1, as a well-trained Front Office and Housekeeping operations student assists Kamugi to identify the types of outdoor services.



Activity 2: Guided Practice



Task 3

Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals. In pairs, one student can be the interns while another one act as Kamugi or a small group of students can be interns while other student(s) can act as Kamugi. Give students the following instructions:

- a. Students acting as Kamugi should help the interns to describe any two types of outdoor services.

Answer: Refer to key facts 3.1 in trainee manual

- b. Give each pair or small group enough time to perform the task. After each pair or small group has performed the task, ask other students to give feedback on the pair or group while also referring to **Key Facts 3.1**. Ask each pair or small group probing questions so as to support their action and also guide them where they find challenges.



Activity 3: Application



Task 4

Ask trainees to Visit the nearby tourism destination in community and perform the below task:

Describe any four types of outdoor services available in the visited destination.

Answer: Refer to key facts 3.1 in trainee manual

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.

Topic 3.2: Collaborating with hotel partners having outdoor services

	Objectives: By the end of the topic, trainees will be able to: - Identify partnering companies - Describe outdoor services offered - Elaborate a Partnership Memorandum of Understanding
	Time Required: 5hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation
	Materials, Tools and Equipment Needed: Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen, Tents, vehicles
	Preparation: ☐ Gather tools, equipment and materials for hotel information collection ☐ Workshop arrangement ☐ Contact hotels to organize field visit.
	Cross Cutting Issues: - Genocide Studies - Environment and sustainability: Ensure environment is maintained clean while identifying outdoor services. - Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. - Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)

5. Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
6. Financial Education
7. Standardization of culture in outdoor services.
8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.



Prerequisites:

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety
- ✓ Basics on tourism attractions

Instructions to the scenario.



Activity 1: Problem-Solving

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

Scenario 1:

KVS hotel receives regularly guests with outdoor service needs. However, the management of this hotel is not able to satisfy those needs. As a well-trained student you are requested to provide your expertise to assist this hotel in guest satisfaction.



Task 2:

Referring to the scenario 1, helps this hotel to identify the partnering companies, the outdoor services offered and the way to create a partnership.



Activity 2: Guided Practice



Task 3

Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals. In pairs, one student can be the interns while another one act as Kamugi or a small group of students can be interns while other student(s) can act as Kamugi. Give students the following instructions:

Students acting as Kamugi should help the interns to draft a MoU with a transport company.

Answer:

Give each pair or small group enough time to perform the task. After each pair or small group has performed the task, ask other students to give feedback on the pair or group while also referring to **Key Facts 3.2**. Ask each pair or small group probing questions so as to support their action and also guide them where they find challenges.



Activity 3: Application



Task 4

Ask trainees to Visit the nearby tourism destination in community and elaborate a MoU with it to facilitate the accessibility of your guests to the outdoor services.

Answer:

Checklist on MOU elaboration

S/N	Task	Score	Status
1	Purpose of partnership is clearly stated	1	
2	Scope of service is determined	1	
3	Responsibilities are specified		
4	Financial arrangements are detailed	1	
5	Duration and conditions for ending are set	1	
6	Ways of disputes resolution are planned	1	
7	Signatories from both parties are availed	1	

Topic 3.3: Arranging neighbourhood trips

	Objectives: By the end of the topic, trainees will be able to: a. Describe the types of neighborhood trips b. Determine the neighborhood trips activities c. Apply the steps of neighborhood trips arrangement
	Time Required: 5hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation
	Materials, Tools and Equipment Needed: Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen, Tents, vehicles
	Preparation: ☐ Gather tools, equipment and materials for hotel information collection ☐ Workshop arrangement ☐ Contact a tourism attraction to organize field visit.
	Cross Cutting Issues: 1. Genocide Studies 2. Environment and sustainability: Ensure environment is maintained clean while arranging neighbourhood trips. 3. Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. 4. Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health) 5. Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. 6. Financial Education

7. Standardization of culture in arranging neighbourhood trips.
8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.



Prerequisites:

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety
- ✓ Basics on tourism attractions

Instructions to the scenario.



Activity 1: Problem-Solving

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

Scenario 1:

Jane and John are working as Front Office personnel at KFC hotel. They have to arrange a neighborhood trip for their guests and they need the assistance of an expert in trips arrangement for the success of the event. As a well-trained student you are requested to provide your expertise to assist this hotel in arranging the trip.



Task 2:

Ask trainees to refer to the scenario 1 and help this hotel to select the types of neighborhood trips their activities and the steps to follow for the success.



Activity 2: Guided Practice



Task 3

1. Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals. In pairs, one student can be the interns while another one act as

Referring to the previous activity, act as Jane et/or John to select the types of neighborhood trips their activities and the steps to follow for the success.

Answer: Refer to key facts 3.

2. Give each pair or small group enough time to perform the task. After each pair or small group has performed the task, ask other students to give feedback on the pair or group while also referring to **Key Facts 3.3**. Ask each pair or small group probing questions so as to support their action and also guide them where they find challenges.



Activity 3: Application



Task 4

1. Ask trainees to Visit the nearby tourism destination in community and participate to a trip then elaborate a report on the performed activity.

Answer:

Checklist on arranging a trip

S/N	Task	Score	Status
1	The purpose of the trip is defined	1	
2	Participants are identified	1	
3	Date and time are set	1	
4	Destination is selected	1	
5	Transportation is arranged	1	
6	Details are planned	1	
7	Group communication channel is created	1	
8	Safety is considered	1	

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 report.

Topic 3.4: Tour experiences arrangement



Objectives:

By the end of the topic, trainees will be able to:

- a. Describe the types of neighborhood trips
- b. Determine the neighborhood trips activities
- c. Apply the steps of neighborhood trips



Time Required: 5hours.



Learning Methodology:

Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation



Materials, Tools and Equipment Needed:

Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen, Tents, vehicles



Preparation:

- ☐ Gather tools, equipment and materials for hotel information collection
- ☐ Workshop arrangement
- ☐ Contact a tourism attraction to organize field visit.

Cross Cutting Issues:

1. Genocide Studies
2. Environment and sustainability: Ensure environment is maintained clean while arranging neighbourhood trips.
3. Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
4. Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health)
5. Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
6. Financial Education

7. Standardization of culture in arranging neighbourhood trips.
8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.

**Prerequisites:**

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety
- ✓ Basics on tourism attractions

Instructions to the scenario.**Activity 1: Problem-Solving**

Individually or in large group, let students, read the scenario under Topic 3.4 and guide them to do tasks that follow.

Scenario 1.:

Hotel KFC is receiving a group of guests needing to make a tour of Gasabo district. You are hired as expert to assist the hotel in this tour arrangement.

**Task 2:**

Ask trainees to refer to the scenario 1 and help to arrange the gasabo district tour by answering the following questions:

- a. What are the factors influencing tour experiences arrangement in Gasabo District?
- b. What are the strategies for increasing tour experience?



Activity 2: Guided Practice



Task 3

1. Using an appropriate method such as pairs or small groups, guide students to perform task 3 in their manuals.
 - a. Guide the guests to discover the tourism attractions found in Gasabo District.
 - b. Incorporate the taste of local food in this tour.

Notes: - Refer to the key facts 3.4.

You may contact your trainer for guidance.

Answer:

2. Give each pair or small group enough time to perform the task. After each pair or small group has performed the task, ask other students to give feedback on the pair or group while also referring to **Key Facts 3.4**. Ask each pair or small group probing questions so as to support their action and also guide them where they find challenges.



Activity 3: Application



Task 4

3. Ask trainees to Visit the nearby tourism company in community, participate to a tour experience arrangement and elaborate a report on the performed activity.

Answer:

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.

Topic 3.5: Handle guest complaints

	Objectives: By the end of the topic, trainees will be able to: - Describe the types of guest complaints - Apply guest complaints handling process
	Time Required: 5hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation
	Materials, Tools and Equipment Needed: Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen, Tents, vehicles
	Preparation: ☐ Gather tools, equipment and materials for hotel information collection ☐ Workshop arrangement ☐ Contact a tourism attraction to organize field visit.
	Cross Cutting Issues: - Genocide Studies - Environment and sustainability: Ensure environment is maintained clean while arranging neighbourhood trips. - Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. - Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health) - Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. - Financial Education - Standardization of culture in arranging neighbourhood trips.

8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.



Prerequisites:

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety
- ✓ Basics on tourism attractions

Instructions to the scenario.



Activity 1: Problem-Solving

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

Scenario 1

W hotel is located in the City Center. Over the last six months, guest complaints increased by 25% impacting hotel reputation, occupancy rates and hotel revenues.



Task 2:

Ask trainees to refer to the scenario 1 and answer the following questions:

- a. What are the types of guest complaints?
- b. What are the complaints handling process?



Activity 2: Guided Practice



Task 3

1. Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals.

Assuming that you are a Manager at W Hotel where a Guest expresses complaints when He feels insulted by rude or tactless hotel staff members. Due to your responsibilities, you are required to maintain good guest relations by:

- a. Determine this type of complaints
- b. Apply the complaints handling process

Answer:

2. Give each pair or small group enough time to perform the task. After each pair or small group has performed the task, ask other students to give feedback on the pair or group while also referring to **Key Facts 3.5**. Ask each pair or small group probing questions so as to support their action and also guide them where they find challenges.



Activity 3: Application



Task 4

1. Visit the nearby hotel in community, participate to handling guest complaint process and elaborate a report on the performed activity.

Answer:

Checklist on handling guest complaints

S/N	Task	Score	Status
1	Customer is listened	1	
2	Empathy is demonstrated	1	
3	Questions are asked for clarification	1	
4	Solutions are suggested	1	
5	Follow up is done	1	
6	Complaint is recorded	1	

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 report.

Topic 3.6: Collecting guest feedback

	Objectives: By the end of the topic, trainees will be able to: a. Describe the types of Guest Feedback b. Apply the Methods to Collect Guest Feedback
	Time Required: 5hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion, role play, practical exercise and presentation
	Materials, Tools and Equipment Needed: Flip chart, pen, A4 paper, post it, flipchart stand, markers, highlighter, different hospitality and tour company brochures, computer, telephone, projector, screen, Tents, vehicles
	Preparation: ☐ Gather tools, equipment and materials for hotel information collection ☐ Workshop arrangement ☐ Contact a tourism attraction to organize field visit.
Cross Cutting Issues: 1. Genocide Studies 2. Environment and sustainability: Ensure environment is maintained clean while arranging neighbourhood trips. 3. Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. 4. Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health) 5. Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. 6. Financial Education 7. Standardization of culture in arranging neighbourhood trips.	

8. Inclusiveness: put apprentices into different mixed-ability groups. If there are learners with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.



Prerequisites:

- ✓ Applied English
- ✓ Customer care
- ✓ Hygiene and safety
- ✓ Basics on tourism attractions

Instructions to the scenario.



Activity 1: Problem-Solving

Individually or in large group, let students, read the scenario under Topic 3.6 and guide them to do tasks that follow.

Scenario 1

In order to improve services and enhance guest satisfaction, Gasore Hotel located in Gasabo district is advised to collect guest feedback. However, It doesn't know the types of guest feedback to collect and how to apply the feedback collection methods.



Task 2:

Ask trainees to refer to the scenario 1 and answer the following questions:

- a. What are the Types of guest feedback?
- b. How to collect guest feedback?



Activity 2: Guided Practice



Task 3

1. Using an appropriate method such as pairs or small groups, guide students to do task 3 in their manuals.
2. Assuming that you are hired as Front office staff at W Hotel you are requested to collect guest feedback:

- a. Determine the types of guest feedback
- b. Apply the methods of collecting guest feedback.

Answer:

3. Give each pair or small group enough time to perform the task. After each pair or small group has performed the task, ask other students to give feedback on the pair or group while also referring to **Key Facts 3.6**. Ask each pair or small group probing questions so as to support their action and also guide them where they find challenges.



Activity 3: Application



Task 4

1. Ask trainees to Visit the nearby hotel in community, participate to guest feedback collection then elaborate a report on the performed activity.

Answer:

Checklist on guest feedback collection.

S/N	Task	Score	Status
1	Feedback forms are collected	1	
2	Survey emails are analyzed	1	
3	Live chats are collected	1	
4	Verbal feedback and opinion are collected	1	
5	Interviews are conducted	1	
6	Right attitude is maintained	1	

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 report.



Formative Assessment

1. How do I handle unreasonable complaints?
 - i. Stay Professional: Avoid arguing or being defensive.
 - ii. Redirect to Facts: Politely share relevant policies or information while emphasizing what you can do for them.
 - iii. Involve a supervisor: If necessary, escalate the situation to someone with more authority.
2. What should I do if the guest becomes aggressive?
 - i. Stay Calm: Maintain your composure and avoid escalating the situation.
 - ii. Set Boundaries: Politely but firmly address inappropriate behavior.
 - iii. Seek Help: If the situation becomes unmanageable, involve security or higher management.
3. Which of the following methods is NOT commonly used to collect guest feedback?
 - a. Surveys
 - b. Suggestion boxes
 - c. Social media reviews
 - d. Ignoring guest opinions

Answer: D

4. Which platform is commonly used for collecting online guest feedback?
 - a. Social media platforms like Facebook and Instagram
 - b. Review sites like TripAdvisor and Yelp
 - c. Email surveys
 - d. All of the above

Answer: D

5. What is the main goal of collecting guest feedback?
 - a. To increase revenue
 - b. To enhance guest satisfaction and experience
 - c. To avoid providing additional services
 - d. To compete with other businesses

Answer: B

6. Answer by True/False:

- a. Landscaping design includes adding elements like water features and outdoor lighting.

True

- b. Outdoor cleaning services only involve picking up trash.

False

- c. Seasonal weather changes can impact the demand for outdoor services.

True

- d. Pest control services are only needed for indoor spaces.

False



Points to Remember

By incorporating diverse outdoor services, hotels and resorts can create memorable guest experiences while leveraging the unique appeal of their locations.

Key Considerations for Outdoor Services

- **Safety and hygiene:** Ensuring proper equipment, trained guides, and first-aid availability. Cleanliness: Regularly sanitize tables, chairs, and shared surfaces. Pest Control: Use discreet measures to keep insects away. Crowd Management: Arrange seating to maintain comfort and avoid overcrowding.
- **Accessibility:** Catering to different levels of mobility and age groups. Ensure walkways are wide enough for wheelchairs.
- **Customization:** Offering tailored experiences for families, couples, or solo travellers.
- **Sustainability:** Minimizing environmental impact and promoting eco-friendly practices.

Outdoor dining and drinking areas are popular in the hospitality industry for creating unique and enjoyable guest experiences. These spaces often enhance ambiance, promote relaxation, and provide a connection with nature



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)



Summative assessment

Kagoma is a five-star Hotel located in Kigali. A month ago, this hotel faced a very critical situation whereby during check-in process, a physically challenged client was upset about his requests not to have been taken into consideration for smooth check-in for particular person with this condition. To solve this problem for good, the hotel management decided to recruit a new experienced guest relation officer. As a new staff, you are requested to organize a smooth check-in as the hotel will host the chairperson of physically challenged persons and his wife from South Africa. The couple will stay in the hotel for five nights for their honeymoon and they requested the hotel to plan for their trip in Akagera National Park.

Tasks: You are required to perform the below-mentioned activities within 2 hours

1. Prepare welcome facilities (30 minutes)
2. Organize their honeymoon offers (30 minutes)
3. Plan for the couple's trip (60 minutes)

Resources: Telephone, Computer, wheel chair

Materials/ Consumables: Pen, paper, post it, flipchart stand, markers, highlighter, petals, Brochures and price list from different tour companies' partners.

Checklists

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Promote guest satisfaction (30%)	1.1. Hotel information is properly gathered according to the hotel standard	Guest grouping is done			9
		Hotel information is sourced			
		Property Management System is tracked			

	1.2. Welcoming guest facilities are properly organized according to the operational process	Welcome drinks are prepared			9
		Welcome gifts are appropriately set			
		Welcome entertainments are arranged			
	1.3. Guests are properly welcomed based on their categories	VIP Guests are welcomed			12
		Consideration to the physically challenged client is provided			
		Wheel chair is used			
2. Handle guest with special occasion (30%)	2.1. Guests with special occasion are appropriately identified according to the types of occasions	Room decoration is personalized			9
		Honeymoon is planned			
		Attention to details is paid			
	2.2. Information about guest with special occasion is correctly classified according to the concerned departments	Housekeeping department is classified			9
		Food and beverage department is classified			
		Front office department is classified			

	2.3.The preparation of Guests' special	Ways and techniques are prepared			12
	occasions is properly followed up as per hotel standards	Service delivery values are prepared			
3. Organize outdoor services based on guest requests (40%)	3.1. Outdoor services are accurately identified according to their categories	Recreational facilities are identified			10
		Outdoor Dining and Drinking facilities are precisely branded			
		Concierge services are properly done			
	3.2. Hotel partners are correctly identified according to outdoor services they offer	Partnering companies and outdoor services offered are appropriately selected			10
		Partnership Memorandum of Understanding (MoU) is properly identified			
	3.3. Neighborhood trips are	Outdoor Adventures are properly arranged			20

	appropriately arranged in accordance with guest preferences	Cultural experiences are accurately settled			
		Shopping and retail excursions are rightly set			
Total marks		100			
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): 70%					

REFERENCES

1. Alan Pennington (2016)"Customer Experience Management: How to Design, Integrate, and Deliver Exceptional Experiences"
2. Baker, S., Bradley, P., & Huyton, J. (1994). Principles of hotel front office operations.
3. Enda Larkin (2014) "How to Run a Great Hotel: Everything You Need to Achieve Excellence in the Hotel Industry"
4. Gary K. Vallen and Jerome J. Vallen (2010) "Check-In Check-Out: Managing Hotel Operations"
5. Hotelier Tanji (2015), "Secrets of Successful Guest Complaint Handling in Hotel & Restaurant"
6. Jay Kandampully (2019)"Managing Hospitality Organizations: Achieving Excellence in the Guest Experience"
7. Jonathan Tisch (2007),"Chocolates on the Pillow Aren't Enough: Reinventing the Customer Experience"
8. Joseph A. Michelli (2008) "The New Gold Standard: 5 Leadership Principles for Creating a Legendary Customer Experience Courtesy of the Ritz-Carlton Hotel Company"
9. Mark J. Maciha and Tracie M. Fisher (2012) "Outdoor Hospitality Essentials: A Workbook for Success"
10. Micah Solomon (2016), The Heart of Hospitality: Great Hotel and Restaurant Leaders Share Their Secrets"
11. Michael C. Sturman, Jack B. Corgel, and Rohit Verma (2011), "The Cornell School of Hotel Administration on Hospitality: Cutting Edge Thinking and Practice"
12. Nada K. Kakabadse and Andrew Kakabadse (2021) "Service Excellence in Tourism and Hospitality"
13. Philip Kotler, John Bowen, and Seyhmus Baloglu (2021, 8th Edition), "Marketing for Hospitality and Tourism"
14. The Disney Institute and Theodore Kinni (2001) "Be Our Guest: Perfecting the Art of Customer Service"
15. Todd Wynne-Parry (2024) "The Business of Glamping: An Anthology of Articles on Outdoor Hospitality"



April 2025