

RQF LEVEL 5



FRONT OFFICE AND HOUSEKEEPING OPERATIONS

FHOFA501

Performing Front desk Activities

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

Performing Front desk Activities



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LIST OF ABBREVIATIONS AND ACRONYMS

CBET: Competence Based Education and Training

PPE: Personal Protective Equipment

RQF: Rwanda Qualification Framework

RS: Rwandan Standard

RSB: Rwanda Standards Board

RTB: Rwanda TVET Board

TVET: Technical and Vocational Education and Training

PBX: Private Branch Exchange

POS: Points of Sale system

PMS: Property management system

ADR: Average Daily Rate

NPS: Net Promoter score

ROI: Return on Investment

CRM: Customer Relationship Management

FOM: Front Office Manager

GM: General Manager

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Performing front desk 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.

PERFORMING FRONT DESK ACTIVITIES

Learning Outcomes	Learning Hours	Topics
Learning outcome 1: Prepare Front Desk activities	10	Arranging front desk area
		Gathering daily hotel information
		Carrying out Administrative activities
Learning outcome 2: Organize check-in activities	20	Carrying out preliminary activities
		Handling guest inquiries
		SOPs for updating guest profile in PMS.
Learning outcome 3: Organize check out activities	10	Preparing guest folio
		Settling guest account

LEARNING OUTCOME 1: PREPARE FRONT DESK ACTIVITIES



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 prepare front desk activities. They will cover the arrangement of front desk activities, gathering daily hotel information and Carrying out administration activities.
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 key steps of cleaning the front desk area	1. Clean the front desk area	1. Comply with hygiene and safety measures when cleaning the front desk area
2. Describe best practices for keeping the front desk area clean	2. Keep the Front Desk Area Clean	

Knowledge	Skills	Attitudes
3. Highlights Key considerations when arranging front desk facilities	3. Place front desk facilities	2. Demonstrate organizational skills when arranging front desk facilities
4. Identify sources of daily hotel information	4. Gather hotel daily information	3. Pay attention to detail when gathering daily hotel information
5. Define key front desk administrative activities	5. Perform front desk administrative activities	4. Demonstrate professionalism when carrying out front desk activities



Steps:



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 share their prior experience from their home area regarding the preparation of front desk activities under task 1 in their Trainee's Manuals. *Make sure instructions are understood, all the students are actively participating and necessary requirements 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.
4. Introduce new topic: Topic 1.1: Arranging front desk area

Topic 1.1: Arranging front desk area

	Objectives: By the end of the topic, trainees will be able to: - Describe the guidelines/steps for cleaning the desk area - Select front desk cleaning supplies - Clean front desk area - Place front desk facilities
	Time Required: 3 hours.
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation
	Materials, Tools and Equipment Needed: Boards, flip charts, markers, pens, session plans, computer, internet resources, Telephones, Calendar, watches, logbooks, key racks, filling cabinets, printers, decorative elements
	Preparation: ☐ Gather tools, equipment and materials for arranging front desk area ☐ Workshop arrangement ☐ Contact hotels to organize field visit.

Cross Cutting Issues:

- ✓ **Environment and sustainability:** Ensure environment is maintained safe and clean while disposing waste
- ✓ **Gender balance:** mix girls and boys to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **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:** Be efficient and effective when selecting cleaning supplies
- ✓ **Inclusiveness:** put students 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
- ✓ Hygiene and safety
- ✓ Handle hotel calls



Activity 1: Problem-Solving



Task 2

1. Using an appropriate methodology such as individual work, pairs or small groups, guide to students read the Scenario 1 under task 2 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 methodology such as pair-share or small group presentations.

Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

3. After the presentations, let students refer to Key facts 1.1: Arranging front desk area 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 making clear any misconceptions they may have.



Activity 2: Guided Practice



Task 3

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 2 under task 3 in their manuals and perform the tasks required.
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. 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. Write their responses for reference. *Encourage all students to give their views.*
5. Give the students enough time to perform the task. After the students have performed the task, let them share the responses/answers/findings to the rest of the class. While students are presenting, use the responses below to assess their work:

Possible answers- (Refer trainees to Key fact 1.1)

- a. Identify the cleaning supplies that can used when cleaning the front desk area.
- b. Describe the steps for cleaning front desk area.
- c. Explain the importance of cleaning the front desk
- d. Discuss the factors that are considered when placing front desk facilities.



Activity 3: Application



Task 4

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 3 under task 4 in their manuals and perform the tasks required.
2. Have student's role of a busy check-in scenario with a disorganized desk space and smother and assist the front desk officer to arrange the front desk area.
3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
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 performing the role-play.
5. As students are performing the role-play, use the checklist below to assess them.

Indicator and elements to check	Yes(Y) or No(N)	Observation
1. The front desk area is well arranged:		
2. The outdated materials are removed		
3. The seating area for waiting guests are provided		
4. Physical form are limited by the use of digital devices		
5. Encourage guest to do pre-registration by filling out their information before their arrival		

Topic 1.2: Gathering daily hotel information

	Objectives: By the end of the topic, trainees will be able to: - Explain the importance of gathering daily hotel information - Determine the key sources of daily hotel information - Describe daily information gathering process
	Time Required: 3 hours
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation
	Materials, Tools and Equipment Needed: Boards, flip charts, markers, pens, session plans, computer, internet resources, Guest Data Collection Forms, Sample Brochures, Projector or Screen, Digital Devices, Hotel Property Management System (PMS), Role-Playing Materials, Feedback Mechanism
	Preparation: ☐ Gather tools, equipment and materials for gathering daily hotel information ☐ Workshop arrangement
	Prerequisites: ✓ Safety ✓ Hygiene ✓ Handle hotel calls



Activity 1: Problem-Solving



Task 5

Instructions to the scenario.

1. Using an appropriate methodology such as individual work, pairs or small groups, guide to students read the Scenario 1 under task 5 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 methodology such as pair-share or small group presentations.

Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

3. After the presentations, let students refer to Key facts 1.2: Gathering daily 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 making clear any misconceptions they may have.



Activity 2: Guided Practice



Task 6

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 2 under task 6 in their manuals and perform the tasks required.
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. 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. Write their responses for reference. *Encourage all students to give their views.*
5. Give the students enough time to perform the task. After the students have performed the task, let them share the responses/answers/findings to the rest of the class. While students are presenting, use the responses below to assess their work:

Answers- Should be found in the key fact 1.2



Activity 3: Application



Task 7

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 3 under task 7 in their manuals and perform the tasks required.
2. Have student's role-play of a busy check-in scenario with gathering hotel daily information and perform the required activities in task 7.
3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
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 performing the role-play.

5. As students are performing the role-play, use the checklist below to assess them.

Indicator and elements to check	Yes(Y) or No(N)	Observation
The guest check in details are appropriately recorded:		
1. The name of the guest are recorded		
2. The number of the guest are recorded		
3. Room category and room number is recorded		
4. Check in time is recorded		
5. Special request is recorded		
6. Payment status is identified		
Occupancy report is well prepared		
1. Room status is recorded		
2. Check out time is recorded		

Topic 1.3: Carrying out administrative activities

	Objectives: By the end of the topic, trainees will be able to: a. Identify the key administrative activities b. Design the information layout c. Manage guest feedback and complaints
	Time Required: 4 hours
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation
	Materials, Tools and Equipment Needed: Boards, flip charts, markers, pens, session plans, computer and software, internet resources, Property Management Systems (PMS) such as Opera or Room Raccoon, Printer, Telephone
	Preparation: ☐ Gather tools, equipment and materials for switchboard activities ☐ Workshop arrangement
	Prerequisites: ✓ Safety ✓ Applied English ✓ Handle hotel calls



Activity 1: Problem-Solving



Task 8

Instructions to the scenario.

1. Using an appropriate methodology such as individual work, pairs or small groups, guide to students read the Scenario 1 under task 8 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 methodology such as pair-share or small group presentations.

Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

3. After the presentations, let students refer to Key facts 1.3: Carrying out administrative activities 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 making clear any misconceptions they may have.

Individually or in large group, let students, read the scenario 1 under Topic 1.3 and guide them to answer questions that follow:



Activity 2: Guided Practice



Task 9

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 2 under task 9 in their manuals and perform the tasks required.
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. 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. Write their responses for reference. *Encourage all students to give their views.*
5. Give the students enough time to perform the task. After the students have performed the task, let them share the responses/answers/findings to the rest of the class. While students are presenting, use the responses below to assess their work:

Possible answers- Should be found in the key fact



Activity 3: Application



Task 10

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario
2. under task 10 in their manuals and perform the tasks required.
3. Have student's role-play of a busy check-in scenario with gathering hotel daily information and perform the required activities in task 10.
4. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
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 performing the role-play.

6. As students are performing the role-play, use the checklist below to assess them.

Indicator and elements to check	Yes(Y) or No(N)	Observation
The guest check in is properly performed:		
1. The reservation is verified		
2. Guest identity is confirmed		
3. Payments and room assignment are performed		
4. Any special request is addressed		
5. Room key is issued		
6. Guests are directed to their room		
The guest check out is properly performed:		
1. Room charges are verified		
2. Any outstanding balance is collected		
3. Guest feedbacks are received		
4. The system to mark the room as vacant for housekeeping is updated		



Formative Assessment

- Which of the following is the most important area to clean at the hotel front desk?
 - Guest computers and phones
 - Front desk counters and workspaces
 - Lobby seating
 - Hotel bathrooms
 - Correct Answer:** B. Front desk counters and workspaces
- What should be used to disinfect the front desk counter and guest-facing surfaces?
 - Warm water and soap

- b. Only a wet cloth
 - c. disinfectant spray or wipes
 - d. vacuum cleaner
 - **Correct Answer:** C. A disinfectant spray or wipes
3. **Which of the following should be removed from the front desk area before cleaning?**
- a. All promotional materials
 - b. Phones and headsets
 - c. Personal items like bags
 - d. All the above
 - **Correct Answer:** D. All of the above
4. **Scenario:** You receive daily guest feedback that includes both positive comments and complaints about the cleanliness of rooms. How would you handle this information and ensure improvement?*
- **Answer:** I would immediately forward the guest complaints about cleanliness to the housekeeping department to investigate and address the issue. Positive feedback should be shared with the staff to acknowledge and maintain the good performance. I would then ensure that housekeeping takes corrective actions, such as better training or more frequent inspections. I would track these issues for any recurring patterns and report them in the daily operations review.
5. It is important to gather daily guest feedback to track guest satisfaction and identify areas for improvement.
- **Correct Answer:** True
6. The daily information gathered in a hotel should only include guest arrivals and departures.
- **Correct Answer:** False.
7. Daily reports should be generated and reviewed by the front desk manager to make necessary adjustments for smooth hotel operations.
- **Correct Answer:** True
8. Tracking daily guest arrivals and departures is only useful for front desk staff, not for other hotel departments.
- **Correct Answer:** False.

9. Which of the following is an essential administrative task for a hotel front desk?
- Supervising hotel maintenance
 - Checking the cleanliness of guest rooms
 - Managing guest reservations and check-ins/check-outs
 - Planning hotel marketing strategies

Correct Answer: C. Managing guest reservations and check-ins/check-outs

10. It is acceptable to check in a guest without confirming their reservation if the hotel is not fully booked.(True or false)

Correct Answer: False.

11. What are the key administrative tasks performed by the front desk during a guest's check-in?

Answer: Key tasks include verifying the guest's reservation, collecting identification and payment information, assigning a room, issuing room keys, and providing information about hotel amenities and policies.



Points to Remember

- When cleaning the hotel front desk area, it's essential to maintain cleanliness and ensure the space is welcoming and functional for both guests and staff.
- When gathering daily hotel information, it's essential to ensure accuracy, efficiency, and relevance.
- When performing hotel front desk activities, it's essential to maintain a balance between guest service, operational efficiency, and attention to detail



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 2: ORGANIZE CHECK-IN ACTIVITIES



Learning outcome 2: 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 organize check-in activities. They will cover Carrying out preliminary activities, Handling guest inquiries and Updating guest profile in PMS.
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 phases of guest life cycle	1. Interpret phases of guest life cycle	1. Attention to details, Customer services
2. Identify key steps involved in room assignment	2. Follow steps of room assignment	2. Accuracy, organization, attention to detail
3. Describe steps to follow when handling guest inquiries	3. Handle guest inquiries	3. Empathy, Personalization, customer loyalty, conflict resolution
4. Describe the key steps to follow when using SOPs for updating guest profile into PMS	4. Follow the key steps to follow when using SOPs for updating guest profile into PMS	4. Maintain guest data accuracy and confidentiality, data retention



Steps:



Discovery Activity



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 share their prior experience from their home area regarding organizing check-in activities under task 11 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.
4. Introduce Topic 2.1: Carrying out preliminary activities

Topic 2.1: Carrying out preliminary activities

	Objectives: By the end of the topic, trainees will be able to: a. Describe the phases of hotel guest life cycle. b. Perform room assignment c. Describe the tips for encouraging repeat stay
	Time Required: 7 hours
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit...
	Materials, Tools and Equipment Needed: Boards, flip charts, markers, pens, session plans, computer and software, internet resources, Property Management Systems (PMS) such as Opera or Room Raccoon, Printer, Telephone
	Preparation: ☐ Gather tools, equipment and materials for switchboard activities ☐ Workshop arrangement ☐ Contact hotels to organize field visit.



Cross Cutting Issues:

- ✓ Environment and sustainability: Ensure environment is maintained clean
- ✓ while disposing waste.
- ✓ 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
- ✓ 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:

- ☐ Safety
- ☐ Applied English
- ☐ Handle hotel calls



Activity 1: Problem-Solving



Task 12

Instructions to the scenario.

1. Using an appropriate methodology such as individual work, pairs or small groups, guide to students read the Scenario 1 under task 12 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 methodology such as pair-share or small group presentations.

Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

3. After the presentations, let students refer to Key facts 2.1: Carrying out preliminary activities 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 making clear any misconceptions they may have.



Activity 2: Guided Practice



Task 13

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 2 under task 13 in their manuals and perform the tasks required.
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. Write their responses for reference. *Encourage all students to give their views.*
5. Give the students enough time to perform the task. After the students have performed the task, let them share the responses/answers/findings to the rest of the class. While students are presenting, use the responses below to assess their work:

Possible answers- Should be found in the key fact 2.1

factors that are considered when placing front desk facilities.



Activity 3: Application



Task 14

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario under task 14 in their manuals and perform the tasks required.
2. Have student's role-play of a busy check-in scenario with gathering hotel daily information and perform the required activities in task 14
3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
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 performing the role-play.
5. As students are performing the role-play, refer to the key facts 2.1 to assess them.

Topic 2.2: Handling guest inquiries



Objectives:

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

- a. Describe the most frequent inquiries
- b. Describe guest complaints handling steps.



Time Required: 7 hours



Learning Methodology: Role-play, small group work, video, brainstorming, field visit...



Materials, Tools and Equipment Needed:

Boards, flip charts, markers, pens, session plans, computer and software, internet resources, Property Management Systems (PMS) such as Opera or Room Raccoon, Printer, Telephone



Preparation:

- ☐ Gather tools, equipment and materials for switchboard activities
- ☐ Workshop arrangement
- ☐ Contact hotels to organize field visit.



Cross Cutting Issues:

- ✓ Environment and sustainability: Ensure environment is maintained clean while disposing waste.
- ✓ 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
- ✓ 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:

- ☐ Safety
- ☐ Applied English
- ☐ Handle hotel calls



Activity 1: Problem-Solving



Task 15

Instructions to the scenario.

1. Using an appropriate methodology such as individual work, pairs or small groups, guide to students read the Scenario 1 under task 15 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 methodology such as pair-share or small group presentations.

Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

3. After the presentations, let students refer to Key facts 2.2: Handling guest inquiries 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 making clear any misconceptions they may have.



Activity 2: Guided Practice



Task 16

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 2 under task 16 in their manuals and perform the tasks required.
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. 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. Write their responses for reference. *Encourage all students to give their views.*
5. Give the students enough time to perform the task. After the students have performed the task, let them share the responses/answers/findings to the rest of the class. While students are presenting, use the responses below to assess their work:

Possible answers- Should be found in the key fact 2.2



Activity 3: Application



Task 17

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario under task 17 in their manuals and perform the tasks required.
2. Have student's role-play of a busy check-in scenario with handling guest inquiries and perform the required activities in task 17.
3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
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 performing the role-play.
5. As students are performing the role-play, refer to the key facts 2.2 to assess them.

Topic 2. 3: SOPs for updating guest profile in PMS

	Objectives: By the end of the topic, trainees will be able to: - Update the guest information throughout the stay - Identify the procedure for updating guest profile - Monitoring and compliance
	Time Required: 6 hours
	Learning Methodology: Role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Boards, flip charts, markers, pens, session plans, computer and software, internet resources, Property Management Systems (PMS) such as Opera or Room Raccoon, Printer, Telephone
	Cross Cutting Issues: ✓ Environment and sustainability: Ensure environment is maintained clean ✓ while disposing waste. ✓ 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 ✓ 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.
	Preparation: ☐ Gather tools, equipment and materials for switchboard activities ☐ Workshop arrangement ☐ Contact hotels to organize field visit.
	Prerequisites: ✓ Safety ✓ Applied English ✓ Handle hotel calls



Activity 1: Problem-Solving



Task 22

Instructions to the scenario.

1. Using an appropriate methodology such as individual work, pairs or small groups, guide to students read the Scenario 1 under task 22 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 methodology such as pair-share or small group presentations.
 - a. *Encourage other students to give their contributions during the presentations.*
 - b. *Responses can be put where students can refer to them during the session.*
3. After the presentations, let students refer to Key facts 2.3: SOPs for updating guest profile in PMS 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 making clear any misconceptions they may have.



Activity 2: Guided Practice



Task 23

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 2 under task 23 in their manuals and perform the tasks required.
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. 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. Write their responses for reference. *Encourage all students to give their views.*
5. Give the students enough time to perform the task. After the students have performed the task, let them share the responses/answers/findings to the rest of the class. While students are presenting, use the responses below to assess their work:

Possible answers- Should be found in the key fact 2.3



Activity 3: Application



Task 24

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario under task 24 in their manuals and perform the tasks required.
2. Have student's role-play of a busy check-in scenario with handling guest inquiries and perform the required activities in task 24
3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
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 performing the role-play.
5. As students are performing the role-play, use the checklist below to assess them.

Indicator and elements to check	Yes(Y) or No(N)	Observation
1. The guest special request are well recorded in PMS		
2. The guest's room preferences (e.g., higher floor, bathtub).		
3. Guest special requests (e.g., dietary restrictions)		
4. The guest profile with these preferences for future reference is updated.		
5. The requests to the relevant departments (housekeeping, restaurant, etc.) are communicated.		
6. Room key is issued		
7. The guest is informed about any confirmation or actions taken.		



Formative Assessment

I. Multiple-Choice Questions (MCQs)

1. Which of the following is the first phase in the guest life cycle?

- a. Arrival
- b. Post-Departure
- c. Pre-Arrival
- d. Departure

Answer: c) Pre-Arrival

2. In which phase of the guest life cycle is the guest most likely to provide feedback about their experience?

- a. Pre-Arrival
- b. During Stay
- c. Departure
- d. Post-Departure

Answer: b) During Stay

3. Which of the following is a primary factor in determining a guest's room assignment?

- a. Guest's preference for room size or view
- b. The floor plan of the hotel
- c. The guest's previous stay history
- d. All of the above

Answer: d) All of the above

4. What is the most common method used by hotel front desk staff to assign rooms to guests upon check-in?

- a. Random selection
- b. First come, first served
- c. Based on guest preferences and availability
- d. By room price categories

Answer: c) Based on guest preferences and availability

5. What is the most important factor when responding to a guest inquiry at the front desk?

- a. Providing a quick answer, regardless of accuracy
- b. Listening carefully and addressing the guest's needs thoroughly
- c. Recommending the most expensive service
- d. Transferring the inquiry to another department immediately

Answer: b) Listening carefully and addressing the guest's needs thoroughly

6. A guest at the front desk asks for directions to the nearest restaurant. What should you do first?

- a. Tell the guest to use a search engine on their phone
- b. Provide a detailed written map and suggest a few nearby options
- c. Suggest a restaurant inside the hotel without considering the guest's preferences
- d. Ignore the request since it is not related to the hotel services

Answer: b) Provide a detailed written map and suggest a few nearby options

7. When a guest calls to inquire about a room upgrade, what should you consider before providing an answer?

- a. The guest's loyalty status and availability of upgraded rooms
- b. The time of day and availability of the room
- c. The guest's reason for the upgrade request
- d. All of the above

Answer: d) All of the above

8. Which of the following is the most important reason for updating guest data in the PMS?

- a. To ensure accurate billing and communication
- b. To improve the hotel's marketing strategies
- c. To meet the legal requirements for guest tracking
- d. All of the above

Answer: d) All of the above

9. What should be done if a guest requests a change in their personal information (e.g., name or contact details) after check-in?
- a. Update the PMS immediately and notify the guest of the change
 - b. Tell the guest it is not possible to change their information
 - c. Write the new information on paper and update it later
 - d. Ignore the request if the guest does not provide documentation

Answer: a) Update the PMS immediately and notify the guest of the change

10. When should guest data be updated in the PMS?
- a. Only at the time of check-in
 - b. At check-in, during the stay, and at check-out as required
 - c. Only when there is a problem with billing
 - d. Once a week, regardless of any changes

Answer: b) At check-in, during the stay, and at check-out as required

II. True/False Questions

1. The 'Post-Departure' phase is only about collecting feedback from guests.
- Answer:** False. While collecting feedback is important, it also involves following up to maintain guest loyalty and encourage repeat business.

2. In the 'Pre-Arrival' phase, guests often form their first impressions of the service provider.

Answer: True. The guest's initial interactions with marketing materials, online presence, and customer service are critical in shaping expectations.

3. The 'Departure' phase only involves the guest checking out from the hotel.

Answer: False. The 'Departure' phase can also include ensuring guest satisfaction, handling any last-minute issues, and reinforcing the likelihood of future visits.

4. During the 'During Stay' phase, guests are most likely to interact with on-site services such as housekeeping, dining, and concierge.

Answer: True. This phase involves the guest's active engagement with the services provided at the destination.

5. Room assignments should always be based on the guest's loyalty status and special requests.

Answer: True. Guest preferences and loyalty can influence room assignment, but availability is a key factor.

6. Guests should not be assigned rooms near elevators, vending machines, or ice machines unless they specifically request them.

Answer: True. These areas tend to be noisy, so assigning rooms near them may affect guest satisfaction unless they specifically request such a room.

7. It is important to always acknowledge a guest's inquiry, even if you do not have an immediate answer.

Answer: True. Acknowledging the inquiry shows attentiveness and professionalism.

8. Guests who inquire about hotel services are typically only looking for the cheapest option.

Answer: False. Guests may inquire about services for various reasons, including convenience, quality, or specific preferences, not just cost.

9. After a guest checks out, their information can be deleted from the PMS immediately.

Answer: False. Guest data should be retained according to legal requirements and company policies, even after check-out.

10. Updating guest data in the PMS can be done at any time during a guest's stay, including during check-in, in response to changes, and at check-out.

Answer: True

11. What is the role of the front desk staff in ensuring the accuracy of guest data in the PMS?

12. Explain the process for updating a guest's contact details in the PMS and why accuracy is important.



Points to Remember

- Ensure a smooth, efficient, and positive guest experience when conducting check-in preliminary activities
- Ensure a smooth, efficient, and pleasant room assignment process, contributing to a positive guest experience and fostering repeat business.
- Ensure that each guest inquiry is handled professionally, efficiently, and with a focus on delivering outstanding customer service.
- Ensure that guest data is updated accurately, securely, and efficiently in the PMS, while maintaining high standards of service, privacy, and compliance.



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 CHECK OUT ACTIVITIES



Learning outcome 3: Self-Assessment

1. Referring to the unit above illustration, discuss the following:
 - a. What does the illustration show?
 - b. What topics do you think will be covered in the unit base on the illustration?
2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this unit.
 - a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - b. Think about yourself; do you think you have the knowledge, skills or attitudes to do the task? How well?
 - c. Read the statements across the top, tut a check-in a curriculum that best represents your level of knowledge, skills and attitudes.
 - d. At the end of this unit, you will assess yourself again



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the process of identifying room availability	1. Room assignment	1. Comply with hotel SOPs
2. Differentiate the guest inquiries	2. Interpret guest reviews	2. Use data from previous stay
3. Describe the hotel services package	3. Follow the procedures of hotel service charges	3. Use the previous data
4. Explain the guest folio details	4. Prepare guest folio and record all the necessary information	4. Comply with hotel SOPS

Knowledge	Skills	Attitudes
5. Describe the mode of payments	5. Explain what allowed	5. Organizational skills and attention to details
6. Prepare the tips for building farewell	6. Prepare a well message to get all the necessary information which attract guest to revisit	6. Detail oriented
7. Identify the reporting channel	7. Submit the report to the right persons	7. Make a follow up



Steps:



Discovery Activity



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 share their prior experience from their home area regarding organizing check-out activities under task 25 in their Trainee's Manuals. *Make sure instructions are understood, all the students are actively participating and necessary requirements 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.
4. Introduce topic 3.1

Topic 3.1: Preparing guest folio



Objectives:

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

- a. Describe the steps for preparing guest folio
- b. Identify information that guest folio should contain
- c. Prepare a guest folio



Time Required: 5 hours.



Learning Methodology:

Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation



Materials, Tools and Equipment Needed:

Boards, flip charts, markers, pens, session plans, computer, internet resources, Telephones, Calendar, watches, guest chairs, , backup power supply, monitoring and reporting tools, office supplies, check in station set up, Property Management System (PMS), Worksheets, Role play script, sample of guest folio, training manual, projector.



Preparation:

- ☐ Gather tools, equipment and materials for arranging front desk area
- ☐ Workshop arrangement
- ☐ Contact hotels to organize field visit.

Cross Cutting Issues:

- ✓ **Environment and sustainability:** Ensure environment is maintained clean while disposing waste.
- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **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
- ✓ **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
- ✓ Hygiene and safety
- ✓ Handle hotel calls



Activity 1: Problem-Solving



Task 26

Instructions to the scenario.

1. Using an appropriate methodology such as individual work, pairs or small groups, guide to students read the Scenario 1 under task 26 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 methodology such as pair-share or small group presentations.

Encourage other students to give their contributions during the presentations.

Responses can be put where students can refer to them during the session.

3. After the presentations, let students refer to Key facts 3.1: Preparing guest folio 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 making clear any misconceptions they may have.



Activity 2: Guided Practice



Task 27

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 3 under task 27 in their manuals and perform the tasks required.
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. 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. Write their responses for reference. *Encourage all students to give their views.*
5. Give the students enough time to perform the task. After the students have performed the task, let them share the responses/answers/findings to the rest of the class. While students are presenting, use the responses below to assess their work:

Possible answers-

Guide them on how to prepare the guest's folio with the following information:

1. Room rate: \$100 per night
2. Room service charges: \$50
3. Mini-bar charges: \$30
4. Taxes: 10% sales tax
5. Prepaid deposit: \$200
6. Payments: Prepaid deposit = \$200
6. 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.
7. After all the pairs or small groups performed the task, in a large group have a brainstorming session by asking students to describe the key considerations when placing front desk facilities. Write their responses where they can be used for reference. After the brainstorm, let students turn to Key Facts 1.1: to arrange the front desk area, review them together while harmonizing their responses and giving clarifications where necessary.

Answer:

Step-by-Step Guide to Prepare the Guest Folio

1. Gather Necessary Information
 - Room Rate:** \$100 per night
 - Length of Stay:** 3 nights
 - Room Service Charges:** \$50
 - Mini-Bar Charges:** \$30
 - Sales Tax:** 10%
 - Prepaid Deposit:** \$200
 - Payments Made:** Prepaid deposit = \$200
2. Calculate Total Room Charges
 - Total Room Charges** = Room Rate × Number of Nights

Total Room Charges = $\$100 \times 3 = \300

3. Calculate Total Additional Charges

Total Additional Charges = Room Service Charges + Mini-Bar Charges

Total Additional Charges = $\$50 + \$30 = \$80$

4. Calculate Subtotal

Subtotal = Total Room Charges + Total Additional Charges

Subtotal = $\$300 + \$80 = \$380$

5. Calculate Taxes

Sales Tax = Subtotal $\times$ Sales Tax Rate

Sales Tax = $\$380 \times 10\% = \38

6. Calculate Total Amount Due

Total Amount Due = Subtotal + Sales Tax

Total Amount Due = $\$380 + \$38 = \$418$

7. **Apply Prepaid Deposit**

Since the guest made a prepaid deposit of \$200, subtract this from the total amount due.

Remaining Balance = Total Amount Due - Prepaid Deposit

Remaining Balance = $\$418 - \$200 = \$218$

8. **Prepare the Guest Folio**

Format the folio neatly with clear headings and itemized charges. Here's an example layout:

Guest Folio

Guest Name: [Insert Guest Name]

Room Number: [Insert Room Number]

Check-In Date: [Insert Check-In Date]

Check-Out Date: [Insert Check-Out Date]

Description	Amount (\$)
Room Rate (3 nights @ \$100)	300
Room Service Charges	50
Mini-Bar Charges	30

Subtotal	380
Sales Tax (10%)	38
Total Amount Due	418
Prepaid Deposit	(200)
Remaining Balance Due	218

9. Communicate with the Guest

When presenting the folio to the guest during check-out:

Explain each charge clearly, including room rate, additional services, taxes, and the prepaid deposit.

Confirm the remaining balance due and discuss payment options if applicable.



Activity 2: Guided Practice



Task

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario under task 21 in their manuals and perform the tasks required.
2. Have student's role-play of a busy check-in scenario with handling guest inquiries and perform the required activities in task 21.
3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
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 performing the role-play.
5. As students are performing the role-play, use the answer below to assess them.

Answer

Step-by-Step Calculation

1. Calculate Room Charges

Standard Rooms:

Number of Rooms: 5

Rate per Night: \$150

Number of Nights: 3

Total Standard Room Charges:

Total Standard Room Charges = 5 rooms × \$150 per night × 3 nights = \$2,250

Total Standard Room Charges = 5 rooms × \$150 per night × 3 nights = \$2,250

Deluxe Rooms:

Number of Rooms: 5

Rate per Night: \$200

Number of Nights: 3

Total Deluxe Room Charges:

Total Deluxe Room Charges = 5 rooms × \$200 per night × 3 nights = \$3,000

Total Deluxe Room Charges = 5 rooms × \$200 per night × 3 nights = \$3,000

2. Calculate Additional Charges

Catering Services Total: \$1,000

Room Service Charges for Deluxe Rooms: \$150

3. Calculate Subtotal

Combine all charges:

Subtotal = Total Standard Room Charges + Total Deluxe Room Charges + Catering Services + Room Service Charges

Subtotal = Total Standard Room Charges + Total Deluxe Room Charges + Catering Services + Room Service Charges

Subtotal = Total Standard Room Charges + Total Deluxe Room Charges + Catering Services + Room Service Charges

Subtotal=\$2,250+\$3,000+\$1,000+\$150=\$6,400
 Subtotal=\$2,250+\$3,000+\$1,000+\$150=\$6,400

4. Calculate Taxes

Sales Tax (10%):

Sales Tax=\$6,400×10%=\$640
 Sales Tax=\$6,400×10%=\$640

5. Calculate Total Amount Due

Total Amount Due=Subtotal+Sales Tax
 Total Amount Due=Subtotal+Sales Tax

Total Amount Due=\$6,400+\$640=\$7,040
 Total Amount Due=\$6,400+\$640=\$7,040

Consolidated Group Folio

Here's how the consolidated group folio would look:

Consolidated Group Folio

Group Name: [Insert Company Name]

Check-In Date: [Insert Check-In Date]

Check-Out Date: [Insert Check-Out Date]

Number of Guests: 10

Description	Amount (\$)
Standard Rooms (5 rooms @ \$150/night x 3)	2,250
Deluxe Rooms (5 rooms @ \$200/night x 3)	3,000
Catering Services (for 10 guests)	1,000
Room Service Charges (Deluxe Rooms)	150
Subtotal	6,400
Sales Tax (10%)	640
Total Amount Due	7,040

Topic 3.2: Settling guest account

	Objectives: By the end of the topic, trainees will be able to: a. Determine the key steps of receiving guest payment. b. Prepare for night audit c. Perform guest account review
	Time Required: 5 hours
	Learning Methodology: Small group work, video, brainstorming, field visit, observation, simulation, group discussion and presentation
	Materials, Tools and Equipment Needed: Boards, flip charts, markers, pens, session plans, computer, internet resources, sample of guest folios (e.g., cash payments, credit card transactions, direct billing), Point of sale (POS) system, projector, training manual
	Preparation: ☐ Gather tools, equipment and materials for gathering daily hotel information ☐ Workshop arrangement
	Prerequisites: ✓ Safety ✓ Hygiene ✓ Handle hotel calls



Activity 1: Problem-Solving



Task 28

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario 2 under task 28 in their manuals and perform the tasks required.
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. 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.
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. Give the students enough time to perform the task. After the students have performed the task, let them share the responses/answers/findings to the rest of the class. While students are presenting, use the responses below to assess their work:

Possible answers- Should be found in the key fact

Answer:

Step-by-Step Closing Activities

1. Review Guest Payments

- **Credit Card Payment:**

Amount: \$350

Status: Processed, but receipt not printed.

Action: Ensure that the payment is recorded in the Property Management System (PMS). Print the receipt and place it in the guest's file or hand it to the guest if they return.

Cash Payment:

Amount: \$200

Status: Payment recorded as pending in the PMS; receipt not collected.

Action: Verify that the cash payment is secured in the cash drawer. Update the PMS to reflect that the payment has been received and mark it as complete. Print a receipt for this transaction and keep it with your closing documents.

Corporate Voucher Payment:

Amount: \$500

Status: Recorded correctly in the PMS.

Action: Confirm that this payment is reflected accurately in the accounts. No further action needed if already recorded.

2. Reconcile Transactions

- **Total Payments Received:**

Credit Card: \$350

Cash: \$200

Corporate Voucher: \$500

Total Payments:

Total Payments=\$350+\$200+\$500=\$1,050
Total Payments=\$350+\$200+\$500=\$1,050

Check Cash Drawer:

Ensure that you have \$200 in cash from the cash payment.

Confirm Credit Card Processing:

Verify with your payment processing system that the credit card transaction of \$350 was successful.

3. Resolve Discrepancies

- **Pending Cash Payment:**

Since the PMS shows a pending payment for the guest who paid \$200 in cash, update this status to "Completed" once you confirm that you have received the cash and printed a receipt.

Printed Receipts:

Ensure that both receipts (for credit card and cash payments) are printed and filed appropriately.

4. System Updates

- **PMS Updates:**

Update the PMS to reflect all completed transactions:

Mark the cash payment as completed.

Ensure that all receipts are attached to their respective transactions in the PMS.

5. Prepare Closing Reports

- **Daily Transaction Report:**

Generate a report summarizing all transactions for your shift, including:

Total cash received

Total credit card payments processed

Total corporate voucher payments

Any discrepancies noted during your shift

- **Prepare for Next Shift:**

Ensure that all reports are printed and placed in an easily accessible location for the next shift.

Include any notes regarding unresolved issues or special requests from guests.

6. Final Checks

- **Cash Drawer Balance:**

Count and verify that your cash drawer balances with recorded transactions.

- **Secure All Documents:**

Ensure all sensitive documents (receipts, reports) are secured before leaving your shift.



Activity 3: Application



Task 29

Instructions to the scenario.

1. Using an appropriate methodology such as pairs or small groups, guide students to analyze the scenario under task 29 in their manuals and perform the tasks required.
2. Have student's role-play of a busy check-in scenario with settling guest account and perform the required activities in task 29.
3. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
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 performing the role-play.
5. As students are performing the role-play, use the answer below to assess them.

Answer:

To effectively address the situation where a guest's advance payment was not applied to their folio, follow these structured steps to ensure accuracy and proper communication with the finance team. Here's how to manage this process:

Step-by-Step Process

1. Review the Guest's Booking Records

Access the PMS: Log into the Property Management System (PMS) and locate the guest's profile using their name or reservation ID.

Check Booking Records: Look for the booking details, including:

Check-in and check-out dates.

Total charges incurred during their stay.

Any notes regarding advance payments or deposits.

Identify Advance Payment: Confirm that a \$500 advance payment was recorded in the system but not applied to the final bill.

2. Apply the \$500 to the Guest's Folio

Open Guest Folio: Access the guest's folio in the PMS.

Apply Payment:

Update the folio to reflect the \$500 advance payment.

Ensure that this payment is applied against the total bill of \$450.

Calculate Overpayment:

Since the guest's final bill is \$450, and they prepaid \$500, calculate the overpayment:

Overpayment = Advance Payment - Final Bill

Overpayment = \$500 - \$450 = \$50

Process Refund:

Initiate a refund process for the overpayment of \$50. This may involve generating a refund transaction within the PMS or notifying finance to process it.

3. Notify the Finance Team

Draft a Notification: Prepare an email or internal message to notify the finance team about the refund that needs to be issued.

Example Notification:

Subject: Refund Request for Guest Overpayment

Dear [Finance Team/Specific Contact Name],

I hope this message finds you well.

I would like to bring to your attention that a guest who stayed for three nights prepaid \$500 before their arrival. However, their final bill at checkout totaled \$450, and unfortunately, the advance payment was not applied to their folio.

As a result, there is an outstanding balance of \$450 in our system. I have applied the prepaid amount of \$500 to their folio and calculated an overpayment of \$50. Please process a refund of \$50 to the guest at your earliest convenience.

Thank you for your prompt attention to this matter.

Best regards,

[Your Name]

[Your Position]

4. Document the Situation in End-of-Shift Report

Prepare Documentation: In your end-of-shift report, include details about this situation for management review.

Example Documentation Entry:

End-of-Shift Report – [Date]

Guest Name: [Insert Guest Name]

Reservation ID: [Insert Reservation ID]

Check-In Date: [Insert Check-In Date]

Check-Out Date: [Insert Check-Out Date]

Summary of Situation:

- The guest prepaid \$500 before arrival for a three-night stay.
- Final bill at checkout totaled \$450; however, the advance payment was not applied to their folio.
- Outstanding balance in PMS showed as \$450 after checkout.
- Applied prepaid amount of \$500 to guest's folio and processed a refund for overpayment of \$50.
- Notified finance team for prompt issuance of refund.

Action Required:

- Ensure that finance processes refund promptly and update records accordingly.

Prepared by: [Your Name]



Formative Assessment

Section A: Multiple Choice Questions (MCQs)

1. What is the first step when receiving a guest payment?
 - a. Confirm the payment method
 - b. Review the guest's bill
 - c. Issue a receipt
 - d. Process the payment

Answer: b) Review the guest's bill

2. Which of the following is NOT a common payment method in hotels?
 - a. Credit/Debit Card
 - b. Cash
 - c. Cryptocurrency
 - d. Mobile Payments

Answer: c) Cryptocurrency

3. What should be done after processing a guest's payment?

- a. Ask the guest to leave immediately
- b. Issue a receipt
- c. Offer a discount
- d. Ignore any remaining balances

Answer: b) Issue a receipt

4. Why is a revenue report important in a hotel setting?
- a. It helps track room availability
 - b. It summarizes the income generated by the hotel
 - c. It shows a list of pending guest requests
 - d. It is only useful for tax purposes

Answer: b) It summarizes the income generated by the hotel

5. What information is NOT typically included in a payment report?
- a. Payment type
 - b. Guest's nationality
 - c. Outstanding balance
 - d. Refunds and adjustments

Answer: b) Guest's nationality

6. What is a guest folio?
- a. A hotel's staff schedule
 - b. A list of all charges a guest incurs during their stay
 - c. A guest's personal identification document
 - d. A hotel's marketing brochure

(Answer: b)

7. Which of the following is NOT a type of guest folio?
- a. Master folio
 - b. Individual folio
 - c. Housekeeping folio
 - d. Corporate folio

(Answer: c)

8. Why is it important to verify guest information when preparing a folio?
- a. To ensure the guest has the correct meal plan
 - b. To ensure accurate billing and financial records

- c. To check the availability of rooms
- d. To confirm staff working hours

(Answer: b)

9. What should be included in a guest folio?
- a. Guest's full name and room number
 - b. All room charges and additional services used
 - c. Payments made and balance summary
 - d. All of the above

(Answer: d)

Section B: True or False

- 1. Mobile payments such as Apple Pay and Google Pay are never accepted in hotels. **(False)**
- 2. A night audit ensures that all financial transactions for the day are accurate. **(True)**
- 3. The front desk system should remain open even after the night audit is complete. **(False)**
- 4. A transaction report tracks all financial transactions in a hotel, including room bookings and payments. **(True)**
- 10. A guest's outstanding balance should not be included in the payment report. **(False)**
- 5. Tax and service charges are optional and do not need to be included in the guest folio. **(Answer: False)**
- 6. A hotel must provide a copy of the finalized folio to both the guest and retain one for hotel records. **(Answer: True)**
- 7. The final balance in a guest folio should be checked for accuracy before presenting it to the guest. **(Answer: True)**
- 8. Payments should only be applied to a folio at check-out, never during a guest's stay. **(Answer: False)**

Section D: Scenario-Based Questions

1. A guest is checking out and notices an incorrect minibar charge on their folio.

How would you handle this situation?

Answer: Apologize for the mistake, verify the minibar charge with housekeeping records, and correct the folio if necessary.

2. A guest asks for an itemized breakdown of their charges before making payment. What steps should you take?

Answer: Generate an itemized folio from the PMS, explain each charge, and provide a printed or electronic copy to the guest.

3. A guest has prepaid for their stay, but there is still a balance on their folio. What might be the cause?

Answer: Additional charges incurred during the stay, such as restaurant bills or laundry services.

4. During check-out, a guest asks for a VAT invoice for reimbursement purposes. What should you do?

Answer: Ensure the folio includes tax details and provide an invoice formatted according to local tax regulations.

5. What should be included in the staff handover to ensure a smooth transition between shifts?

Answer: Pending guest folio adjustments, unresolved disputes, and outstanding balances that need follow-up.



Points to Remember

- Consistency: Use standardized templates for each type of report.
- Detail: Provide as much detail as necessary to convey the condition and actions taken.
- Accuracy: Double-check information for accuracy before submitting.
- Timeliness: Ensure reports are completed and submitted promptly.
- Review: Supervisors should regularly review reports to address any issues and maintain high standards
- Make a follow up



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

Instructions:

Read the scenario below and attempt to the questions which are asked in the situation.

Integrated situation

UBUKERARUGENDO Hotel located in Nyarugenge District, and is a busy hotel during a peak season. The hotel has recently hosted a corporate group for a conference, and now you are managing the check-out process for both the corporate guests and individual travelers. Your responsibilities include handling check-ins and check-outs, managing guest requests, processing payments, and ensuring guest satisfaction.

As a hired front desk attendant, you are requested to perform front desk activities.

Read the situation provided above and perform the following tasks

The guests are in the following rooms including Room 201, 203 and 205 within 45 minutes.

1. Prepare Front desk activities (10 min)
2. Organize check in activities (25 min)
3. Organize check-out activities (10 min)

You are provided with the following resources (tools, materials.....)

Resources:	
Tools	Electronic signature pad, ID card scanner, Credit card authorization machine, Cash register, Mail and message rack, Wakeup call device, Room status board, key cards .
Equipment	Computer and PMS software, Telephone system, Luggage carts and bellman equipment
Materials/ Consumables	Front office amenities, such as welcome gift, PMS, Receipt printer, Guest feedback form.

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Prepare front desk activities (40%)	1.1. The front desk area is correctly arranged according to the hotel standards	Cleanliness of the area is checked			10
		Front desk activities are placed			
	1.2. Daily hotel information is carefully gathered according to the hotel services	Handover is reviewed			10
		Events, discount, promotion and outlets information are gathered			
		Management information are collected			
	1.3. Front desk administrative activities are correctly carried out	Appointments are arranged			20
		Data entry is done			
		Correspondences are			

	according	managed			
2. Organize check in activities (40%)	2.1 Check in preliminary activities are properly carried out according to hotel standards	Room assignment is done			15
		Room readiness is ensured			
		Check in documents are prepared			
	2.2 Guest inquiries are carefully handled based on services offered by hotel	Guests request are handled			15
		Guest complain are handled			
	2.3 Guest profile is correctly updated in PMS according to standards operating procedures of check in process	Process for updating folio followed			10
		Guest account is managed according			
3. Organize check out activities		Charges are posted			6
		Discrepancies are checked			

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