



# PASSPORT TO HOSPITALITY

## UNIT 2: FRONT OF HOUSE

### ELEMENT 2:

## RECEPTION AND BOOKINGS



# FRONT OF HOUSE

## ELEMENT 2: RECEPTION & BOOKINGS

**DURATION: 5+ WEEKS**

**YEAR GROUP: KS5 (YEAR 12/13)**

### STUDENTS WILL:

- > Understand the protocol of welcoming guests, booking guests in and other reception duties.
- > Practice and develop skills directly related to Front of House
- > Learn life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in written and spoken language
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

### ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
- > Class variation throughout

### NOCN QUALIFICATION

NOCN links:

**Introduction to Front of House Y/650/8486**

- > Learning Outcome 2

You can gather evidence through photos, practical activities, teacher observation and assessment.

### SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity
- > Leadership

### KEY WORDS:

- > Career/job
- > Employment
- > Front of House
- > Front desk
- > Customer/guest
- > Customer service
- > Bookings
- > Phone calls
- > Greetings
- > Skills

### RESOURCES FOR ALL LESSONS:

- > Computer - internet access
- > Paper and pens
- > Reception area
- > **UN2E202** Inclusive skills builder learning resource pack
- > **Un2E203** Customer Greetings
- > **UN2E204** Top 5 tips to greeting a customer
- > **UN2E205** Listening
- > **UN2E206** Booking to check out
- > **UN2E207** Step by step answering a call
- > **UN2E208** Checking in and out process
- > **UN2E209** Simple booking excel spreadsheet
- > **UN2E210** Job description
- > **UN2E104** Comment Card Activity
- > **UN2E107** 5 steps to dealing with a complaint



## SESSION 1: INTRODUCTION TO RECEPTION/ FRONT DESK



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<ol style="list-style-type: none"> <li>1. See if the students understand what Reception/ Front desk do within a hotel or restaurant? You could explain that reception is more of an English/ European term and front of house/front desk is a wider international term.</li> <li>2. Watch this <a href="#">video</a> (up to 1:35 min) or this <a href="#">video</a> to see if the students gave a correct answer.</li> <li>3. See if the students could share/list some skills you may need for the various roles needed in this job? Working alone or in groups.</li> <li>4. Ask the students to pair up and identify each other's skills. See if they agree and why they are helpful in this role.</li> <li>5. Pick 2 or 3 of the skills they mentioned and see if they link to the skills builder. <a href="#">Inclusive Learning Resource Pack - Training Resource (skillsbuilder.org)</a> within the resources there is a short story on each skill, you could watch the story related to the skill highlighted.  Fourth activity could be to allow the students to highlight where else they use these skills, you can then talk about 'transferable skills for the work place'</li> </ol> <p><b>TASK VARIATION:</b> Watch the skills videos in the skills builder resource and see if the students can pick out if they have these skills and when they would use them day to day.</p> <p><b>PMLD TASK VARIATION:</b> See if you can get hold of a bell for the students to ring themselves if possible or listen and feel. You could also play some different reception bell sounds <a href="#">Link</a>, <a href="#">Link</a>, <a href="#">Link</a>. See if they have a preference.</p>	<ul style="list-style-type: none"> <li>➤ An introduction to front desk/ reception.</li> <li>➤ Understanding the terms used.</li> <li>➤ Identify skills needed for this role.</li> <li>➤ Self-evaluation of skills and identify skills that others hold.</li> <li>➤ Further insight into skills builder.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet access</li> <li>➤ Pen and paper</li> <li>➤ Activity: <b>UN2E202</b> Inclusive skills builder learning resource pack.</li> </ul>



## SESSION 2: WELCOME AND GREETINGS



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<ol style="list-style-type: none"> <li>1. First impressions count, this is why a welcome or greeting is key in hospitality. <a href="#">Video</a> top tips for first impressions. Talk through the 5 top tips when greeting a customer flashcard.</li> <li>2. Work through the videos in this training talking about and trying to replicate it after <a href="#">Introduction to Reception Skills Training - YouTube</a></li> <li>3. Look at the greetings activity, See if the students have a favourite greeting, get the groups to write down a few different greeting lines they could say to a customer. Here are few ideas: <a href="#">Top 10 Customer Service Greetings (customerservicemanager.com)</a> Work through the Comment Card activity, can the students identify greetings they should use?</li> <li>4. See if the students can practice their chosen greeting in a welcome reception setting, you could even utilise the reception at school if possible, for the real life feeling. Point out that some of these skills are the same for other departures/ roles.</li> </ol> <p><b>TASK VARIATION:</b> Break down some of the above steps to achievable goals, see if the students can greet each other focusing on being polite and welcoming.</p> <p><b>PMLD TASK VARIATION:</b> <a href="#">Greeting video and song</a></p>	<ul style="list-style-type: none"> <li>➤ Understanding why a greeting is important.</li> <li>➤ Understand the impact of a good greeting</li> <li>➤ Introduction to reception skills</li> <li>➤ Exploring different greetings</li> <li>➤ Identifying a greeting that works for the student</li> <li>➤ Practicing greetings in a real-life setting.</li> <li>➤ Linking transferable skills</li> </ul> <p><b>NOCN links:</b> Introduction to Front of House Y/650/8486</p> <ul style="list-style-type: none"> <li>➤ Learning Outcome 2</li> </ul>	<ul style="list-style-type: none"> <li>➤ Internet access</li> <li>➤ Pen and paper</li> <li>➤ Reception area</li> <li>➤ Activity: <b>Un2E203</b> Customer Greetings</li> <li>➤ Flashcard: <b>UN2E204</b> Top 5 tips to greeting a customer <b>UN2E104</b> - Comment Card Activity</li> </ul>



## SESSION 3: PHONE CALLS AND BOOKINGS



### ACTIVITIES TO SUPPORT LEARNING

The telephone within hospitality is the connection for business, as we know bookings mostly go through the internet now with online bookings, however there will still be phone call bookings, questions, and other important calls. Therefore, answering the phone correctly is key.

1. Watch this [video](#) on phone call tips, up until about halfway through.
2. Listening is key during phone calls, things can go wrong, or people may feel annoyed if you don't listen correctly.

Look through the 5 steps to dealing with a complaint so students are aware of how they can respond to difficult conversations.

What happens when you don't listen? See if the students can highlight what might happen to the customer experience without listening?

This funny [video clip](#) might help explain not listening and the impact on a person.

3. Now we have some tips and understand listening, we will give a phone call a go. Use the step-by-step flash card to answer a call to help.
  - Scenario for receiving a call:
  - Taking a table booking
  - Room booking
  - Confirming when they had made a booking
  - Confirming check in and out times
  - Asking about parking

[Video](#) may help, Link not great English, but quite clear.

### LEARNING OUTCOMES

- Introduction to the use of a telephone in a professional setting.
- Understanding the importance of listening to others.
- Understanding what the customer feels when they aren't listened to.
- Practicing phone call scenarios.
- Receiving feedback.
- Working within a role play setting.
- Respecting each other

#### **NOCN links:**

Introduction to Front of House **Y/650/8486**

- Learning Outcome 2

### DIFFERENTIATION & RESOURCES

- Internet access
- Pen and paper
- Flashcard:
  - **UN2E205** Listening
  - **UN2E206** Booking to check out
  - **UN2E207** Step by step answering a call
  - **UN2E107** - 5 steps to dealing with a complaint



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p><b>4.</b> See if the students can call each other and take a room/table booking following the excel booking system.</p> <p>Note: if this is a step too far, just write a few simple questions that they could be asked. Are you open on? What time do you close? Can I bring my dog? Do you cater for dietary needs? Etc.</p> <p>Progress to bookings when suitable.</p> <p><b>Extension activity:</b></p> <ol style="list-style-type: none"> <li>1, <a href="#">Room booking face to face video</a> may help.</li> <li>2, Email booking, or replying to an email question.</li> </ol> <p>Ensure feedback is given on what went well and what could be improved.</p> <p><b>TASK VARIATION:</b></p> <p>Use the booking to check out flash card to explain the process from start to finish.</p> <p><b>PMLD TASK VARIATION:</b></p> <p>Play some of the sound effects explaining what they are used for. <a href="#">Phone sounds</a>, <a href="#">notification sound effect</a>, <a href="#">Email sent sound effect</a>, <a href="#">email received sound effect</a>.</p>		



## SESSION 4: CHECKING A GUEST IN AND OUT.



### ACTIVITIES TO SUPPORT LEARNING

1. Guest [check in](#) and [check out](#) training
2. Work through the step-by-step guides on the flash card with the students, break it down into sections if needed. This [link](#) may help
3. Task the students to practice their check in and out routine, simplify the step-by-step guide if needed.

Again, you can set up the table in the classroom to look like a check out or use reception at the school if possible.

Simple excel spread sheet as a booking in system can be used for the students to book in or check reservation.

Although the first impression is key, we also find the goodbye to be the lasting impression. Again, it is key that we treat this the same as the welcome.

The top tips from the welcome remain the same, apart from we change hello to goodbye.

#### TASK VARIATION:

Practice hellos and goodbyes to people arriving and leaving a building, see if you can build up to any of the other skills. This can be set up the same at reception or in and out of the classroom.

#### PMLD TASK VARIATION:

[Listen to people](#) saying hello and goodbye in different languages.

### LEARNING OUTCOMES

- Understanding the check in system at a hotel or restaurant.
- Practice the checkout system at a hotel or restaurant.
- Following steps to deliver a service.
- Understanding that lasting impressions also count.

#### NOCN links:

Introduction to Front of House Y/650/8486

- Learning Outcome 2

### DIFFERENTIATION & RESOURCES

- Internet access
- Pen and paper
- Flashcard:
  - **UN2E208** Checking in and out process
  - **UN2E209** Simple booking excel spreadsheet



## SESSION 5: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the students to look over the job description, See if they have met any of the skills through the sessions Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job For those that wish to, you could hold a mock interview asking questions around the skills they have learnt related to working on reception.</p>	<ul style="list-style-type: none"> <li>➤ Skill identification</li> <li>➤ Linking activity to careers and subject learning</li> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Reading</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>UN2E210</b> Job description</li> </ul>





## OTHER RESOURCES

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p><a href="#">Reception/ Front desk dos and don't video</a></p> <p><a href="#">Dealing with a complaint</a></p> <p><a href="#">10 front desk interview questions and answers</a></p> <p><a href="#">Receptionist skills: Definitions and Examples</a></p> <p><a href="#">Front desk first impressions- Unprofessional</a></p>		