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What is in this guide?

This Trainer Guide to Activities accompanies the Learner Workbook for the unit *SITHACS303 Provide accommodation reception services* in the SIT12 Hospitality Training Package.

The Trainer’s Guide contains:

* a summary of the LLN requirements of the unit
* advice on carrying out an activity where it may not be obvious from the design of the activity itself. When the design of an activity speaks for itself, comments are on possible variations, enhancements or extensions of the activity that would ensure it is useful for learners with lower LLN skills
* possible answers where this may assist the trainer to understand the intent of the activity
* resources to support the activities, such as role play cards or sample documents.

Many activities assume that learners have access to a workplace or simulated workplace. If this is not the case, trainers should adapt or omit the activity. If learners are in different workplaces, they could compare the different ways things are done.

LLN requirements of the unit

*SITHACS303 Provide accommodation reception services*

|  |  |
| --- | --- |
| Skill | Applications |
| Reading | * Check and review daily arrival and departure lists
* Read reservation information
* Prepare and update front office records
 |
| Speaking and listening | * Interact positively with guests
* Follow up uncertain arrivals or reservations
* Welcome guests courteously, confirm reservation details and upsell venue products
* Seek information on departing guests from other departments
* Explain guest account clearly and courteously
* Action or refer guest requests for departure assistance
 |
| Writing | * Complete relevant documentation, including registration procedures
* Compile accurate arrivals information
* Allocate rooms
* Prepare and update front office records
 |
| Numeracy | * Complete relevant documentation, including registration procedures
* Compile accurate arrivals information
* Allocate rooms
* Prepare and update front office records
 |
| Digital literacy | * Use computerised front office systems
* Generate guest accounts
* Process electronic cards
 |

Guide to the activities

Activity 1 What kind of person makes a good receptionist?

Before learners discuss what kind a person makes a good receptionist, check they understand the vocabulary.

Once learners have decided what words describe a person who would be a good receptionist, encourage them to explain why. Give positive reinforcement to individuals who volunteer ideas. Ask quiet people early so all the obvious ideas are not gone, but not first so it is not too challenging for them.

Activity 2 Learn the language

Elicit learner suggestions and suggest possibilities yourself as required to fill any significant gaps.

Encourage learners to add to the list as they come across different jargon in their workplaces.

Activity 3 Using the 24 hour clock

You will need to show learners examples. A picture of a clock on the whiteboard will help here.

You may have to explain midnight and midday, as these can become very confusing.

* Midnight – 12.00 am – 00:00 hours – the start of the day, so counting starts from here.
* Midday – 12.00 pm – 12:00 hours – the middle of the day.

1 In the first task, ask them to decide whether the time is morning (am) or afternoon/evening (pm).

07:30 morning

06:25 morning

11:20 morning

00:00 morning (midnight)

00:10 morning

14:30 afternoon/evening

22:15 afternoon/evening

2 In the second task, ask learners, in pairs, to convert the times to the 24 hour clock.

|  |  |
| --- | --- |
| **12 hour clock** | **24 hour clock** |
| 6.15 am | *06:15*  |
| 3.05 am | *03:05*  |
| 6.15 pm | *18:15*  |
| 111.45 pm | *23:45*  |
| 10.45 am | *10:45*  |
| 11.00 am | *11.00* |
| 2.30 pm | *14:30*  |
| 12.15 pm | *12:15* |
| 8.30 pm | *20.30* |

Activity 4 Handover

1. This activity is workplace specific. If learners are in different workplaces, encourage them to compare procedures.
2. Tell housekeeping that Suite 132is empty.

Check the tap in Room 303 is fixed before you allocate it to anyone else.

Organise maintenance to replace the TV in Room 220.

Activity 5 Check equipment

This activity is workplace specific. If learners are in different workplaces, encourage them to compare equipment and how to check it.

Activity 6 Keep the reception area attractive

The actions they will take may depend on the procedures at the workplace. Some suggestions have been given.

Once learners have given their ideas, write reasonable suggestions in a table on the board. Learners can then copy this into their workbooks.

| You notice … | What will you do? |
| --- | --- |
| 1. The flowers on the desk are wilting.
 | *Put in fresh water.**Ask Angela when the flowers are going to be replaced.* |
| 1. There is a lolly wrapper on the floor.
 | *Pick it up.* |
| 1. A light globe has blown.
 | *Call Maintenance to replace it.* |
| 1. There is some unattended luggage by the door.
 | *Ask the porter about it.* |
| 1. The rack of tourist brochures is untidy.
 | *Ask the porter to restock them. Or restock them yourself if the porter is doing something else.* |
| 1. There are finger marks on the glass door.
 | *Ask Housekeeping to come and clean the marks off the windows.* |
| 1. some guest newspapers and magazines are spread around on the chairs and low tables.
 | *Tidy up the magazines.**Check the newspapers are current and put them back in order so the front page is on top.* |
| 1. The reception counter has marks on it and there are a couple of pens lying on it.
 | *Put pens away. Spray and wipe counter top with a soft cloth.* |

Activity 7 Prepare guest paperwork

This activity is workplace specific. If learners are in different workplaces, encourage them to compare procedures.

Activity 8 How do you reduce waste at work?

This activity is workplace specific.

Learners may have been shown during induction how waste is reduced or they may have been shown on the job. If they are not sure, they could ask their supervisor when they are next at work.

If learners are in different workplaces, encourage them to compare procedures.

Activity 9 Reading the Arrivals List

If the learners are in a workplace, you could use a daily Arrivals List from their workplace and adjust the questions. But don’t include real guest details.

1 Some guests have already checked in. Who are they?

*Mr Liu Bin and Ms Peng Bo*

2 How many days are Miss Sara and Miss Harriet Billington planning to stay?

*3 days*

3 What time is Dr Jacoma expected to arrive?

*13:30*

4 What special instructions are there for Ms Stearman and Ms Myer?

*They will be arriving late, so keep the room – don’t sell it to someone else.*

*Charge to company room only, pay own extras.*

5 What type of accommodation has Mrs Bernhard booked?

*A 2 bedroom self-contained unit.*

6 How many people are booked in under Mr Saleh’s name?

*5 people (2 adults, 3 children)*

Activity 10 Send the list to other departments

Encourage learners to make suggestions from their knowledge of their own workplace. Some suggestions have been given in the following table.

Once learners have given their ideas, write reasonable suggestions in a table on the board. Learners can then copy this into their workbooks.

| Department | What information do they need? | Why do they need this information? |
| --- | --- | --- |
| Housekeeping | * Total number of guests
* Room allocation
* Number of guests in each room
* ETA of guests
* Special requests
 | * *So they can plan which rooms to clean and get ready first.*
* *So they know how to prepare the room, e.g. number of towels.*
* *So they can meet the special requests, e.g. baby cot or rollaway bed.*
 |
| Food and Beverage | * Total number of guests
* Special food requests
 | * *So they can plan for meals and order supplies.*
 |
| Laundry | * Total number of guests
 | * *So they can plan rosters and linen supply.*
 |
| Maintenance | Any special requests that require their servicesWhen rooms are vacant | *So they can meet these requests, e.g. DVD player.**So they know when they can access rooms to perform preventative maintenance tasks.* |

Activity 11 Who meets the special request?

Encourage learners to make suggestions from their knowledge of their own workplace. Some suggestions have been given.

Some workplaces will have different arrangements e.g. does Maintenance or Housekeeping provide the cot or extra beds?

Once learners have given their ideas, write reasonable suggestions in a table on the board. Learners can then copy this into their workbooks.

|  |  |
| --- | --- |
| **Special request** | **Whose job is it?** |
| 1. A cot or extra bed
 | * *Housekeeping*
 |
| 1. A room for someone with a disability
 | * *Reception or Reservations*
 |
| 1. Early or late check-out
 | * *Reception or Reservations*
 |
| 1. A quiet room
 | * *Reception or Reservations*
 |
| 1. Extra towels in the room
 | * *Housekeeping*
 |
| 1. Fruit or flowers in the room
 | * *Housekeeping or Food and Beverage*
 |
| 1. Special food because of food allergies
 | * *Food and Beverage*
 |
| 1. Champagne in the room
 | * *Food and Beverage*
 |
| 1. A room with a view
 | * *Reception or Reservations*
 |
| 1. The bill to be paid by the guest’s work
 | * *Reception or Finance*
 |

Activity 12 Housekeeping report

Suggest that learners look at the room numbers in the Housekeeping Report and check if those rooms appear on the Arrivals List.

There are two problems. You may have to point out the problems and elicit responses to the questions.

Some suggested responses have been given. However, the responses will depend on the workplace procedures. In all cases learners would have to check with their supervisor.

1 Can you see any problems?

If so, what are the problems?

***Problem 1****: Room 103 has a leaking tap and the room won’t be available until later in the afternoon. A honeymoon couple is booked into the room and are due to arrive at 1430.*

***Problem 2****: Room A12 is a check-out room, but has not yet been cleaned because the previous guest checked out late. The guests who have been booked into the room have arrived.*

2 What should you do about the problems?

***Problem 1****: You could check if another room of the same standard is available for the honeymoon couple. If you do this, make sure you let Housekeeping and Food and Beverage know, so they can provide the special requests to the correct room (flowers and champagne). Or you could offer the couple a special gift such as a free drink, spa treatment or a short tour to fill in the time until their room is ready.*

***Problem 2****: Let Housekeeping know that the guests have arrived. You could check if another room of the same standard is available. You could suggest they make use of some of the resort facilities. If they still seem unhappy, you could offer them a free gift such as a drink in the coffee lounge until their room is ready.*

3 A walk-in family of 4 arrives.

Is the 2 bedroom self-contained unit, A14, available?

Is it ready for the guests to go into immediately?

*You would need to check Reservations to see if the unit is available for sale.*

*If so, the Housekeeping Report shows that the self-contained unit, A14, is ready for guests to go into immediately (Vacant Inspected).*

Activity 13 Room rate codes

This is workplace specific. If learners don’t know the codes at this stage, you could supply a list from their workplace or a workplace you know.

Activity 14 Welcoming guests

In this activity learners practise welcoming guests. Some role play suggestions are given in guest cards at Appendix 1.

This activity allows for multiple practices. Learners take turns to greet guests in a queue.

Before you begin, have learners practise the standard greeting for their workplace or give them a standard greeting for Oasis Resort. (*Good afternoon ma’am/sir. Welcome to Oasis Resort, how can I help you?)*

You could add others that are more typical of the learners’ workplace. These are scenarios – learners can write a short script then practise the role play, or perform the role play without a script. This will depend on the confidence of the learners.

Encourage the learners to expand on the role play scenarios, such as adding names, problems to be solved or special requests.

Also remind learners about the guidelines for showing a welcoming manner, such as:

* using body language (including a smile)
* acknowledging the guest
* using guests’ names and titles (but not their given name)
* addressing people from different cultures appropriately
* acknowledging when guests have stayed before
* actively listening to queries and requests.

After learners have had time to practise, monitor their role plays and give feedback, correcting any obvious errors. But concentrate on the guidelines for showing a welcoming manner. You should not expect perfection at this stage!

If learners are confident, you could ask some to demonstrate their role play to the group.

You could take the role of the receptionist if the learners are having difficulty with this exercise.

Activity 15 Reading a registration form

If learners are in a workplace, you could substitute this form with one from the workplace. However, change guest details to preserve confidentiality.

1 How many people are being registered?

*2 people*

2 How long are they staying?

*2 nights*

3 What time do they plan to arrive?

*14:00*

4 What is the charge per night for the room?

*$145*

5 Which room have they been allocated?

*Room 306*

6 How is Mr Blackland paying for the room?

*By credit card, Visa*

7 How much will he pay for the room in total?

*2 nights at $145 = $290 in total*

8 Which parts of the form does Mr Blackland have to complete?

*Address*

*Email*

*Signature*

Activity 16 Explain the hotel facilities

Use a brochure or information guide from the learners’ own workplace, if possible. You could also source brochures from different establishments to give learners a range of practice.

Some guest cards have been provided at Appendix 2. You may need to change these depending on the information provided on the brochures.

Depending on what is on the brochure or information guides, ask learners to explain the key features of the resort, hotel or other establishment.

Remind them about up-selling – giving information about the services provided to encourage guests to use them. If guests are using services that attract a separate fee, such as restaurants and spa tours, this will help the establishment make a profit.

You could have the learners explain the features to a range of different guests, as some guests will need different information.

Learners can take it in turns to explain the facilities to the guests. You can add other types of guests and queries more suitable to the learners’ workplace, if appropriate.

Monitor the activity to check learners are being clear about their explanations, while maintaining a warm, welcoming manner.

Activity 17 Welcome and register a guest

The resources for this activity are provided at Appendix 3.

In this activity, learners practise registering guests through a scripted role play. There are two situations:

* a guest who has a reservation
* a guest without a reservation.

For each role play there are two cards – one with only the receptionist’s lines and the other with only the guest’s lines.

Divide the learners into pairs. Person A is the receptionist and Person B is the guest. Learners then swap roles so they all get the chance to play the role of the receptionist.

When completing registration forms, the learners can make up their own details for the guest or you could provide them on the board.

You could substitute these forms with forms from the learners’ workplace, if appropriate. If this is the case, you may have to adjust the script.

Activity 18 The room is not available yet

Elicit responses from your learners. Give positive reinforcement to individuals who volunteer ideas. Ask quiet people early so all the obvious ideas are not gone, but not first so it is not too challenging for them.

As learners provide possible suggestions, note them on the whiteboard or ask learners to write them up. If any suggestions are not suitable, explain why.

Learners can then copy suitable suggestions into their workbook.

Use answers as a source of discussion, especially if learners are in different workplaces.

Here are some suggestions:

* *check if there is another similar room available that they can move into immediately*
* *offer to store their luggage while they wait*
* *offer them a free drink*
* *suggest a comfortable place to wait, such as the lobby or lounge*
* *show them the café where they could sit and have something to eat and drink*
* *show them a map of the resort and suggest they walk around and explore the facilities, for example the children might want to have a swim or use the play equipment*
* *direct them to the porter or brochures for information about tourist attractions to visit.*

Activity 19 Dealing with different check-in situations

The scenario cards for this activity are at Appendix 4.

In this activity, learners practise dealing with a range of registration situations.

Divide the group into pairs. Learners take it in turns to be the receptionist and the guest.

Give each group a set of cards, so they can take it in turns dealing with different registration situations.

Monitor the activity, checking that the learners maintain a polite and welcoming manner.

Encourage the learners who are taking the part of the guest to act in different ways, such as being upset or angry. However, stop the activity if it gets too aggressive.

If learners are not confident about the unscripted activity, they could write a brief dialogue, at least for the first one. They could then use this as a script.

Activity 20 Read the Departures List

1 What will be the busiest time at Reception on 26 July?

 *It will be the busiest at 07:30, as a tour group of 20 is checking out and a family of 4 is also checking out.*

2 What times do you have to order taxis?

 *09:15 and 10:00*

3 How many days has Ms Matsuto stayed?

 *3 days – 23–26 July (23, 24 and 25 July, checking out on 26)*

4 What room type did Mr Thomlinson and his family stay in?

 *2 bedroom unit*

5 What time are Mr Thomlinson and his family joining a tour?

 *08:00*

6 Who needs a limo booked?

 *Mr and Mrs Sweetman*

7 How many rooms do bags have to be removed from?

 *Tour group of 20 – in 10 rooms (204–213)*

 *Any other rooms if requested by the guests*

8 What time are Mr Liu and Ms Peng leaving the resort? When will they check out?

 *Leaving the resort at 1700; checking out at 1000*

Activity 21 Explain the account

Activity cards are at Appendix 5.

In this activity, learners work in pairs. One person is Ms Matsuto and the other person is the receptionist.

The receptionist has to respond – there is no script for this.

There are 6 different queries. Learners can change roles after 3 queries so they both have a chance of being the receptionist to answer queries.

If the receptionist is unable to fix the problem, remind the learners that they should refer the matter to their supervisor.

If you think the learners need extra help before they begin this exercise, you could encourage them to look at each of the queries and write a script for the reply. Check them before you begin.

Monitor the responses.

If some learners seem confident, you could ask them to role play the situations for the whole group.

Activity 22 Processing payments

The scripts for this activity are at Appendix 6.

This is a role play where learners practise the language and procedure for taking payments and giving change. The actual processing of payments is covered in a different unit.

There are two different scripts, so learners can take it in turns being the receptionist and calculating the final account and change. Each person only has their part of the script.

Monitor the activity. If learners are having difficulty or lack confidence, you could demonstrate with a more confident learner.

Activity 23 Different check-out situations

This activity is workplace specific. If learners are in different workplaces, encourage them to compare procedures.

Activity 24 Complaints procedures

This activity is workplace specific. If learners are in different workplaces, encourage them to compare procedures.

Activity 25 Dealing with a guest who has a complaint

In this activity, learners will be practising dealing with complaints.

Complaints cards for this activity can be found at Appendix 7. Copy and cut up the cards and give each pair a stack of cards.

Each person in the pair will take it in turns to be the receptionist and the guest. The guest will pick up a card and make a complaint. The receptionist will try to deal with it.

The learners will then swap roles, so the new guest picks up a card and makes a complaint, with the new receptionist trying to deal with it.

Remind learners if they are not sure how to deal with the complaint, or don’t have authority to make changes, they must refer the situation to their supervisor or other appropriate person or department.

Monitor the role plays to check learners are making suitable responses.

If learners are confident, they could demonstrate their role play in front of the group.

Activity 26 Your workplace reports

This activity is workplace specific. If learners are in different workplaces, encourage them to compare procedures.

Some reports and records that may need to change if there is a cancellation are:

* Room allocation
* Housekeeping schedule
* Room availability

Activity 27 Distributing reports

If learners have difficulty with this activity, you could elicit the information by asking questions about the reports. Also try to draw out how the departments would use the reports.

Some suggestions have been given in the following table.

| Report | Who needs the report? How would they use it? |
| --- | --- |
| Arrivals and Departures Lists | *Porters – so they can organise for luggage to be collected or sent to rooms and so they know when guests are arriving**Housekeeping – so they know which rooms to clean and prepare for guests**Food and Beverage – so they can organise for requests to go into rooms e.g. champagne; and so they can check departure rooms first for minibar use**Finance – so they can prepare accounts* |
| Room status report | *Housekeeping – so they know which rooms to clean**Reception – so they know which rooms to allocate**Food and Beverage – so they know which rooms to check minibar* |
| Special requests report | *Housekeeping – if it includes bedding or related requests**Food and Beverage – if it includes food or drink**Porters – if it includes moving furniture or obtaining goods from outside e.g. flowers**Maintenance – if it includes changes to the room* |
| Occupancy reports | *Finance and Management – so they can make planning decisions**Sales and Marketing – so they can plan advertising campaigns, for example to attract guests at low occupancy periods (off season)* |
| Room maintenance records | *Maintenance – so they can carry out the work required**Housekeeping – so they know which rooms are available or out of service**Reservations – so they know which rooms they can book**Reception – so they know which rooms they can allocate to guests* |
| Guest feedback summary | *Management – in case there are some problems that show up often and that need to be addressed**Maintenance – in case there is a physical problem with the room that needs to be fixed**Sales and Marketing – so they can see what guests like and don’t like* |

Appendix 1 Resources for Activity 14

|  |
| --- |
| Serving a guest who has arrived with a reservation. But the receptionist does not know the person’s name |
| Serving a guest and family who have arrived with a reservation. They have stayed at the resort before. |
| Serving a guest who is checking in and another guest comes up to the counter. |
| Listening to a request for a larger room while the guest is registering. |
| Serving a person who comes into the resort without a reservation. |
| Serving Li Min. She has just arrived from China. |
| Serving a guest who is asking for information about the resort, and the phone rings. |
| Serving a guest who is very angry because their room is not ready yet, even though they had let the resort know they were arriving early. |
| Registering a family with five active children, who are all making noise around the reception area. |
| Listening to a request to be moved to a quieter room. |

Appendix 2 Resources for Activity 16

|  |
| --- |
| A honeymoon couple has arrived. Explain where they can get breakfast and the times it is available. |
| A person is staying for 3 days. Explain where the different cafés and restaurants are, and their hours of operation. |
| A family with young children is having a holiday for a week. Explain where the swimming pool is and the hours it is open. Point out that children must not swim without an adult present. |
| An overseas visitor wants to see the local tourist attractions. Explain how to organise a tour. |
| A person is staying for business. Explain where the Business Centre is, the services offered and its hours of operation. |
| A single traveller, who is interesting in fitness, has arrived. She wants to know where the gym is and when it is open. |
| Some tourists want to go shopping. Explain how to get to the closest shops and mention any specialist shops that are available. |

Appendix 3 Resources for Activity 17

**Situation 1 – Script for receptionist**

|  |  |
| --- | --- |
| **Receptionist** | Good afternoon sir. Welcome to Oasis Resort. Do you have a reservation with us? |
| **Mr Blackland** |  |
| **Receptionist** | Here’s your registration form, Mr Blackland. Can you check the details for me?Then complete the form with your address and email, and sign it here. |
| **Mr Blackland** |  |
| **Receptionist** | If you give me the correct number I’ll change it here on the computer. |
| **Mr Blackland** |  |
| **Receptionist** | Thanks. This is your room (*point to room number on key wallet*) I’ll give you two key cards so you can have one each.Your room’s on the third floor. The porter will take your luggage to your room and show you how everything works.Breakfast is included in your room rate. It’s served in the café over there, from 6 am to 10 am. |
| **Mr Blackland** |  |
| **Receptionist** | Is there anything else I can help you with? |
| **Mr Blackland** |  |
| **Receptionist** | Certainly Mr Blackland. I hope you and Mrs Blackland enjoy your stay with us. |
| **Mr Blackland** |  |

**Situation 1 – Script for guest**

|  |  |
| --- | --- |
| **Receptionist** |  |
| **Mr Blackland** | Yes, my name’s Joe Blackland. My wife and I have booked a room for 2 nights. |
| **Receptionist** |  |
| **Mr Blackland** | Oh, my phone number is not correct. |
| **Receptionist** |  |
| **Mr Blackland** | It’s 0400 123 457. |
| **Receptionist** |  |
| **Mr Blackland** | Oh, good, thanks. |
| **Receptionist** |  |
| **Mr Blackland** | Yes, can you please organise a wake up call for 6.30 am, and a taxi for 7.30 to take us into the city tomorrow. |
| **Receptionist** |  |
| **Mr Blackland** | Thanks. |

**Situation 1 – Registration form for guest**

|  |  |
| --- | --- |
|  | **Oasis Resort****Guest Registration Form** |
| **Arrival date:** 27/06/13 | **Departure date:** 29/06/13 | **No. of nights:** 2 |
| **Family name**  | Blackland |
| **Given name** | Brian |
| **Title**  | Mr |
| **Address (include country)** |  |
| **Email**  |  |
| **Telephone:**  | **M:** 0400 123 456  | **H:**  | **B:** 03 9689 1244 |
| **Number of guests**  | 2 |
| **Check-in date**  | 27/06/13 |
| **ETA**  | 1400 |
| **Room type** | King |
| **Room rate**  | $145 |
| **Room number**  | 306 |
| **Method of payment** | 🞎 MasterCard | ✓ Visa | 🞎 Amex | 🞎 Diners |
|  | 🞎 Cash | 🞎 CTC | 🞎 CTA |  |
| **Guest signature**  |  |

**Situation 2 – Script for receptionist**

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| **Receptionist** | Good afternoon ma’am. Welcome to Oasis Resort. Do you have a reservation with us? |
| **Ms White** |  |
| **Receptionist** | Can I have your name please? |
| **Ms White** |  |
| **Receptionist** | I’ll just check our reservations, Ms White. Let me see. Oh yes, we have some rooms available. How many people in your party and how long do you want to stay? |
| **Ms White** |  |
| **Receptionist** | Do you want separate rooms or will you share a room? |
| **Ms White** |  |
| **Receptionist** | Yes we have a lovely room on the first floor with two king single beds and plenty of room. It’s $150 a night. That includes breakfast.Would you like me to book that for you? |
| **Ms White** |  |
| **Receptionist** | Can you please complete this registration form and sign it? |
| **Ms White** |  |
| **Receptionist** | Yes, that’s fine. I’ll give you two key cards so you can have one each. The porter will take you to your room and show you how everything works.Breakfast is served in the café over there, from 6 am to 10 am.Is there anything else I can help you with? |
| **Ms White** |  |
| **Receptionist** | The porter will point it out to you on the way to your room. Enjoy your stay with us. |
| **Ms White** |  |

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**Situation 2 – Script for guest**

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| **Receptionist** |  |
| **Ms White** | No I don’t, I was wondering if you have a room for tonight. |
| **Receptionist** |  |
| **Ms White** | Yes, it’s Antonia White. |
| **Receptionist** |  |
| **Ms White** | There are two of us, my sister and me. We only want to stay one night as we’re on our way back home. |
| **Receptionist** |  |
| **Ms White** | Share a room I think. Do you have a room we can share? |
| **Receptionist** |  |
| **Ms White** | Yes thanks.  |
| **Receptionist** |  |
| **Ms White** | OK, here it is. Have I completed it correctly? |
| **Receptionist** |  |
| **Ms White** | Yes, I notice you have a gym. Can you tell us where it is so we can get a workout? |
| **Receptionist** |  |
| **Ms White** | Thanks |

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**Situation 2 – Registration form for guest**

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|  | **Oasis Resort****Guest Registration Form** |
| **Arrival date:**  | **Departure date:**  | **No. of nights:**  |
| **Family name**  |  |
| **Given name** |  |
| **Title**  |  |
| **Address (include country)** |  |
| **Email**  |  |
| **Telephone:**  | **M:**  | **H:**  | **B:**  |
| **Number of guests**  |  |
| **Check-in date**  |  |
| **ETA**  |  |
| **Room type** |  |
| **Room rate**  |  |
| **Room number**  |  |
| **Method of payment** | 🞎 MasterCard | 🞎 Visa | 🞎 Amex | 🞎 Diners |
|  | 🞎 Cash | 🞎 CTC | 🞎 CTA |  |
| **Guest signature**  |  |

Appendix 4 Resources for Activity 19

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| **Overbooking – Guest**You arrive at the resort for an overnight stay and are told that the resort is overbooked. They have moved you to a nearby resort. You are very upset as someone had recommended this resort to you. |
| **Overbooking – Receptionist**The resort is going to be full, and you realise that a guest won’t have a room for the night. You have booked the guest into another resort nearby. |
| **Room change – Guest**You have spent one night in your room and found it very noisy as it faces the street. You want to be moved to a quieter room for the next 2 nights. |
| **Room change – Receptionist**A guest has asked for their room to be changed. |
| **Guest wants to stay longer – Guest**You are really enjoying your stay at the resort and want to stay another 3 days. You ask reception if this is possible. |
| **Guest wants to stay longer – Receptionist**A guest has asked to stay 3 days longer at the resort. |
| **Uncertain arrival – Guest**You are booked into the resort, driving from another town. However, you had car trouble and are held up. You have not rung the resort to tell them you will be late. |
| **Uncertain arrival – Receptionist**Your resort is full and there are some people on the waiting list. A guest said he would be arriving at 4 pm, but it is now 6 pm and you have not heard from him. Ring the guest to see if he is still coming. |
| **Cancellation – Guest**You are booked into the resort tomorrow. However, due to work commitments you find you are not able to go on the holiday you had planned. You need to cancel your booking. |
| **Cancellation – Receptionist**A guest who is booked in for the next day rings to cancel the booking. |
| **Guest is unwell – Guest**You are staying at the resort and have developed a very bad cold. You are worried about flying because your ears are blocked and want to see a doctor. |
| **Guest is unwell – Receptionist**A guest comes down to reception with a very bad cold and asks for a doctor. |

Appendix 5 Resources for Activity 21

Ms Matsuto asks these questions. The receptionist makes an appropriate response.

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| Can you explain which items on the account show the room rate and breakfast? |
| I didn’t use anything from the mini bar. It must be a mistake. |
| I took my friend to dinner at Palm Restaurant. But I was very disappointed with the food. I don’t think I should have to pay for it. |
| What is the GST? Why do I have to pay it? |
| I have been charged for 2 people for the Oasis tour, but I went by myself. So I should have only been charged $75. |
| I didn’t realise I had to pay for the telephone. It seems very expensive. |

Appendix 6 Resources for Activity 22

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| Situation 1: Paying by cashReceptionist (You will have to calculate a total amount and change) |
| **Receptionist** | Good morning Mr Grafton, are you ready to check out? |
| **Mr Grafton** |  |
| **Receptionist** | Will you be putting this on your card? |
| **Mr Grafton** |  |
| **Receptionist** | Here is the account. The total for the 2 nights is $240, plus $21 for room service. That makes a total of (*give the amount*). Do you agree with this account? |
| **Mr Grafton** |  |
| **Receptionist** | Thanks. Here is your change of (*give the amount*). |

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| **Situation 1: Paying by cash****Guest – Mr Grafton (You will have to check your total and change)** |
| **Receptionist** |  |
| **Mr Grafton** | Yes, I’m checking out of room 203. |
| **Receptionist** |  |
| **Mr Grafton** | No, I’ll be paying cash. |
| **Receptionist** |  |
| **Mr Grafton** | Yes, that’s right. Here is $300. |
| **Receptionist** |  |

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| **Situation 2: Paying by voucher and cash****Receptionist (You will have to calculate a total amount and change)** |
| **Receptionist** | Good morning Mrs Maloney. Are you ready to check out? |
| **Mrs Maloney** |  |
| **Receptionist** | That’s right, we have your details here. Here is the account. The room was covered by the voucher, but you have to pay $27 for food and $4 for telephone calls. That is a total of (*give the amount*). How will you pay for this? |
| **Mrs Maloney** |  |
| **Receptionist** | Yes, you can see on the voucher here that it just covers the room. |
| **Mrs Maloney** |  |
| **Receptionist** | Thanks. Here is your change of (*give the amount*). |

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| **Situation 2: Paying by voucher and cash****Guest (You will have to check your total and change)** |
| **Receptionist** |  |
| **Mrs Maloney** | Yes, I was in room 333 and have a voucher from the travel agent. |
| **Receptionist** |  |
| **Mrs Maloney** | Oh, I didn’t realise that I had to pay for these. |
| **Receptionist** |  |
| **Mrs Maloney** | Oh yes, I see. I’ll pay by cash. Here is $50. |
| **Receptionist** |  |

Appendix 7 Resources for Activity 25

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| You are upset that the swimming pool closes at 10 pm. |
| The refrigerator in your room is very noisy and you can’t sleep. |
| You find the pillows in the room are too hard and you want softer ones. |
| Your room is cold. |
| Breakfast arrived half an hour late so you missed your tour. |
| You thought breakfast was included in the room rate, but you were charged for breakfast. |
| When you booked you were told that your room would have a view, but all you can see is the car park. |
| The television in your room is not working. |