

Unit 7:

Understanding workplace expectations

Hotel TEACH Lesson Plan
Unit 7, Lesson 1A

The Language for Taking Initiative

Objective: Sts learn to politely make a suggestion.

| | |
|---------------------|--|
| EFF Skill Sets | Cooperate with Others: Offer clear input on own interests and attitudes so others can understand one’s actions and reactions. |
| Industry Skill Sets | Take Ownership |

Activity 1:

In small groups, T tells Sts that they will see four photographs of employees at the Grand Idea Hotel (Handout 1). Sts select a picture card and ask each other the following questions:

- 1) What is their job?
- 2) What could be a problem they have with their job?
- 3) What could be a way to fix it? (action)

When Sts have finished, T asks them to talk about one of the cards.

Example: In card #1 (one idea)

- 1) They are working in the credit department
- 2) It is difficult to move behind the counter
- 3) Turn the desk the other way so the woman will sit on the other side of the table and it can be easier to walk around.

Activity 2

T then asks Sts,

What would be a good way to speak to the supervisor about the idea?

How could you introduce the idea?

- *Excuse me, would you mind if I....*
- *Is it ok if I*
- *Would it be possible to.....?*
- *Could I offer a suggestion about the....?*

What was the idea in this example? Turn the desk the other way

What is the reason for it? It is difficult to move behind the counter

What are ways to introduce a reason? Because or so

Because + current situation – it is difficult to move behind the counter

So + changed future situation – it will be easier to move behind the counter.

| Suggestion | Action (verb) | Reason (because or so) |
|----------------------|-----------------------------|--|
| Is it if we | turn the desk the other way | because it is crowded behind the counter |
| Would it be possible | install a cordless phone | so we don't have to |

| | | |
|----|--|------------------------------|
| to | | have our station in the sun? |
| | | |
| | | |
| | | |
| | | |

T passes out Handout 2, and in pairs Sts fill out a suggestion for each card, using “so” or “because” for their reason.

When ready, Sts role-play the situations, with one person being the supervisor and the other the employee. Supervisors can either agree with the suggestion or politely refuse the suggestion and offer another idea.

Is it OK if we turn the desk the other way, because it is too crowded behind the counter?

That sounds good. Go ahead.

Or

No, we can't do that because the computer will be too far from the outlet, but maybe we can run cables under the rug.

Extension Activity

Sts notice a problem at their work or at home. Sts figure out an idea to solve it and a way to suggest the idea to their supervisor, husband, wife, child, etc. In language lab, Sts record their idea. Then Sts exchange recordings and listen to see if they:

- 1) Politely introduced the suggestion
- 2) Suggested an action
- 3) Offered a reason using **because** or **so**

Unit 7, Lesson 1A Handout 1

Directions: Cut out and distribute four pictures to each group



Card 1



Card 2



Card 3



Card 4



Unit 7, Lesson 1A Handout 2

| Suggestion | Action (verb) | Reason (<u>because</u> or <u>so</u>) |
|-------------------------|-----------------------------|--|
| Is it OK if we | turn the desk the other way | because it is crowded behind the counter? |
| Would it be possible to | install a cordless phone | so we don't have to have our station in the sun? |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Hotel TEACH Lesson Plan
Unit 7, Lesson 1B

Career Counseling: Taking Initiative

Objective

Students will learn the importance of taking initiative and identify specific examples of taking initiative at work.

| | |
|-------------------------------|---|
| EFF Skill Sets addressed | Plan: Set and prioritize goals. Take Responsibility for Learning: Test out new learning in real life applications. |
| Industry Skill Sets addressed | Take Ownership Exceed Customer Expectations |

Activity 1: Skyline Hotel

T hands out the handout for the Skyline Hotel (Handout 1) and explains to Sts that they will be reading about the employees who work at the Skyline Hotel. T breaks the class up into five groups and asks them to look for examples of taking initiative. After Sts have finished reading, T asks the class these questions:

What do you notice about the attitude of the staff at the Skyline Hotel?

Write down individual responses on the board.

T asks each group about one of the workers at the Skyline Hotel.

(Group 1) *What does Jorge do to show initiative?*

He communicates to his supervisor and informs him of the problem. He offers to fix the problem.

What could have happened if Jorge had not shown initiative?

Someone could have gotten hurt, and the problem could have been worse.

If you were Jorge, how would you inform your supervisor about the problem and your idea to fix it?

Elicit from Sts ways they would ask information from supervisor, make note of it and review preceding “Taking Initiative” language lesson if needed.

(Group 2) *What does Alba do to show initiative?*

She is working on her self-improvement by taking English classes. She is practicing English at the job and reading the English-language newspaper.

What is the benefit of Alba showing initiative?

She can communicate better with her co-workers, supervisors and guests. She is improving her chances of being promoted to supervisor.

(Group 3) *What does Miguel do to show initiative?*

He calls the appropriate department to take care of the problem and takes the responsibility to fix the problem when no one from the department is available.

How does the hotel benefit when Miguel shows initiative?

The hotel benefits because Miguel is a team player who goes above and beyond his job description.

(Group 4) *How does Irina show initiative?*

She initiates small talk with her supervisor.

Is this a good idea or not?

Yes, because she shows that she is a friendly, outgoing employee.

(Group 5) *What does Phil do to show initiative?*

He thinks of his co-workers and offers to distribute the newsletter to make sure they get the information in it.

What is the benefit of Phil showing initiative?

All the hotel employees benefit because Phil is a team player who is looking out for the success of his fellow employees and, consequently, the hotel.

T asks Sts the following and lists their responses on the board:

“What are ways that you show initiative in your own life?”

- Taking this class.
- Fixing problems around the home.
- Working on homework with your children.

T asks the class:

“In your own words, how would you describe what it means to take initiative?”

T writes Sts’ responses on the board, along with the following definition if necessary.

Initiative: A new action that you take that is intended to solve a problem or create a positive result. When you take initiative, you do so independently and without the direction of others. You do the right thing without being told, and accept responsibility above and beyond your stated job.

Activity 2: The Value of Initiative

T asks Sts:

Is it important to take initiative at work? Why or why not?

What are some reasons why it is important to take initiative at work? (If students have trouble thinking of reasons, preface each of these suggestions with “Would you ...”)

You feel good about the job that you are doing.
You are a valued employee.
You feel confident about yourself and the work you do.
You like to help others.
You are a good problem solver.
You understand the big picture of the job.
You are a good team player.
You are a good communicator.

Which reason do you think is the most important for taking initiative?

T reviews the EFF wheel to demonstrate Sts’ answers. T asks Sts, “Which sections of the wheel best describe taking initiative?”

T then asks Sts:

What are values?

Values are beliefs that are important to you.

Is taking initiative one of your work values? Why or why not?

Is taking initiative important in your home country? Why or why not?

* There may be cultural differences that discourage Sts from taking initiative. Review with Sts why taking initiative is an important value/work ethic in the United States, referring to the EFF wheel, while being sensitive to their original values.

T asks Sts for examples of when they took initiative in previous jobs they held. Review with each volunteer what was good about taking initiative and what was not good about taking initiative. What were the consequences of taking initiative? Also ask students what the consequences might have been if they had not taken initiative.

Activity 3: The Grandview Hotel

Sts continue to work in their groups. T distributes Grandview Hotel handout (Handout 2). Sts are to read the stories of workers in the Grandview Hotel and think of ways that each worker could take initiative in his/her situation. When Sts finish this assignment, T reviews each group’s answers and puts their suggestions on the board.

Homework: Preparing to Take Initiative

Sts are then asked to write in their notebooks or journals three ways in which they can take initiative at their own job. They are also to identify someone who they know takes initiative and write what it is this person does to show initiative.

Teacher Tips

As a follow-up, you can show the AHLA's Ten-Minute Trainer Video: Segment 9 ("I've got a client coming!") offers a good opportunity to discuss how the worker could go beyond guests' expectations and brainstorm ways to take initiative.

Equipped for the Future

The 16 EFF Content Standards

The Four Categories: Communication Skills, Decision-Making Skills, Interpersonal Skills, Lifelong Learning Skills



<http://www.nifl.gov/nifl/eff.html>

Unit 7, Lesson 1B Handout 1

Skyline Hotel

Welcome to the Skyline Hotel!

Jorge from engineering is in the basement, working on the air conditioning. He notices that one of the lights on the stairs is out. When he has finished fixing the air conditioner, he asks his manager if he can fix the light, as he doesn't want anyone to trip.

Down the hall, **Alba** is on her lunch break. Alba is taking an English class at her local library. She is reading a newspaper to learn new vocabulary. She is also trying to speak only English with her co-workers. One day she would like to be a supervisor of the housekeeping department.

Upstairs, **Miguel** is working as a doorman. No one is checking in or out; the lobby is empty and very quiet. Miguel is going to go outside and talk to his friend when he notices that one of the plants in the lobby has been knocked over and there is dirt on the floor. He phones maintenance to pick up the mess, but they are busy. He goes to the storage room and gets a broom to pick up the dirt himself.

On the third floor, **Irina** has finished cleaning the guest rooms. She sees her supervisor in the hall and remembers that he just had his first grandchild. She says to him, "Hello, Mr. Jones! How was your weekend? Did you get to visit your grandson?" Irina and her supervisor continue to chat for the next couple of minutes.

Skyline Hotel has been around for 20 years and takes pride in its staff. Management has a company newsletter that announces staff achievements and posts upcoming training opportunities. While reading the paper on his coffee break, **Phil** realizes that many of his co-workers don't pick up the newsletter, so they miss important information. He decides to go to management to volunteer to distribute the newsletter to the different departments so that more people can benefit from it.

Unit 7, Lesson 1B Handout 2 Grand View Hotel

Welcome to the Grand View Hotel!

In the basement of the hotel, Carlos is working in the laundry room and the air conditioner is broken. The laundry room is very hot, which makes it harder to work. Carlos complains to his co-workers about the heat all day, and uses it as an excuse to sit down when his supervisor isn't looking.

How could Carlos take more initiative in this situation?

Alicia works in the lobby at the front desk, and she will be late to work because her daughter is sick. She thinks that her co-worker James always comes early, so he will be at the front desk until she gets there. She calls her supervisor and lets her know. When Alicia arrives at work, her supervisor is upset because James called in sick this day and there was no one to cover the front desk.

What could Alicia have done to take more initiative in this situation?

Down the hall, Maria is working in the banquet department. Maria has worked for the Grand View Hotel for several years, and would like to move up to manager. She knows there is a training class starting next month, but she doesn't know how to sign up for it. She thinks, "Well, if my manager thought I was good enough, she would tell me how to sign up."

How could Maria take more initiative in this situation?

Upstairs, Angara has almost finished cleaning the last guest room. As she is leaving the bathroom, she notices that some of the floor tiles are loose. She moves the garbage can on top of the tiles and leaves the room.

How could Angara take more initiative in this situation?

Hotel TEACH: The Workplace
Unit 7, Lesson 2

Working with Others: Requesting Help

Objective: To politely request assistance of co-workers and supervisors

| | |
|---------------------|--|
| EFF Skill Sets | Cooperate with Others: Seek input from others in order to understand their actions and reactions. |
| Industry Skill Sets | Follow Directions |

Activity 1

T puts up four large sheets of paper on the wall, each with the following statements:

- 1) It's not good to ask people for help.
- 2) It's difficult to ask for help.
- 3) It annoys people when others ask them for help.
- 4) It makes people feel good when others ask them for help.

T gives each St four Post-it notes, and Sts write "T" for "true" or "F" for "false" on their Post-its in response to each statement, and put it on the paper. When Sts have put down their responses, T leads class in a review of the responses. Sts get into small groups to discuss the following questions:

- 1) *What surprises you about the results from the class?*
- 2) *Do people ask for help in your country?*
- 3) *What are some reasons why it is good to ask for help?*
- 4) *If you were a boss, would you want your employees to ask for help?*

Activity 2: Asking for and Accepting Help

T cues up the video, AHLA "Improving Communication Skills" (#05080VHS01ENGE), to 7 minutes into the tape, where the section on active listening starts. It is a scene between a supervisor and a new engineer.

Sts write down the three steps of active listening displayed on the screen:

Active Listening

- 1) Pay attention
- 2) Understand the message
- 3) Respond to the message

T writes the following question on the board,
Does the new engineer ask for help?

T asks Sts to watch the situation for the answer. T asks Sts to report back their answer:

No, he doesn't. He has a confused expression on his face when his supervisor walks into the room.

T stops the tape and asks Sts:

What do you think is going to happen next?

T plays the tape, and then asks,

What did his supervisor say? When I started fixing those air conditioners, I needed it explained a couple of times.

Why did the supervisor say that?

Was the engineer happy that the supervisor said that? How could you tell?

What surprised you about this example?

T asks Sts to think of questions the engineer could use in the future to ask for help:

Do you mind showing me this again?

Could you tell me how to do this again?

I think I remember how to do this, but I'm not clear about this part ...

Finally, T asks Sts:

How did the engineer show that he was listening and understood the directions?

He paid attention and repeated what the supervisor said. He responded to the directions with, "It will be up and running in half an hour." His body language showed that he was confident and that he knew what he was doing now.

Activity 3 – Explaining a Task

In this activity, Sts will practice explaining a task and using clarifying questions to make sure they understand, and each will teach another St the skill.

Divide class into two groups (housekeeping and banquet) and have Sts sit in a circle. In housekeeping the leader is housekeeper 1 and gets Handout 1A. The rest of the housekeepers get Handout 1B. In the banquet group, the leader is banquet server 1 and gets Handout 2A. The rest of the banquet group gets Handout 2B. The leader, who "knows how to do the task," starts the activity. (The Sts in housekeeping learn how to make the bed, and the Sts in banquet learn how to set the table.)

Give the Sts time to study their handouts. The leaders need to think of how to explain the task and have the rest think of questions to ask to learn the task. Encourage Sts to use some of the questions from Activity 2.

For example:

Could you show me how to ... ?

At my last job, we did it this way. Is that how I do it here?

Sts may need to ask for clarification from their classmates and practice their tag questions (Unit 2, Lesson 3B). For example:

First I need to strip the bed, don't I?

The wine glasses go above the knives, don't they?

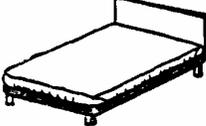
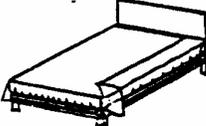
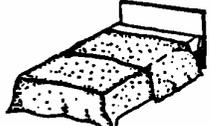
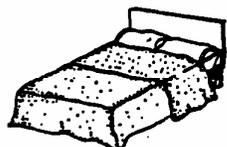
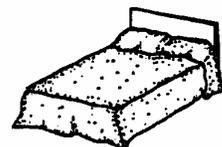
When Sts are ready, housekeeper 1 and banquet server 1 start telling their neighbor how to do the task; then that neighbor will tell the next, and so on around the circle until the last person tells housekeeper 1 or banquet server 1. (The exercise is similar to a traditional telephone activity.) The first person tells the person sitting next to him/her and so on until the last person gets the task and needs to report to either housekeeper 1 or banquet server 1. If the answers are not the same, housekeeper 1 or banquet server 1 will need to go over with the group how to do the task.

Materials

Four sheets of newsprint to put on wall, video from AHLA
“Improving Communication Skills” (#05080VHS01ENGE) set at 7
minutes into the tape.

Teacher Tips

The activities are from OTAN Housekeeping Curriculum and Sheraton Banquet setup instructions.

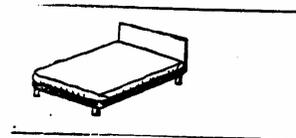
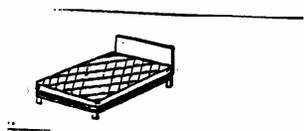
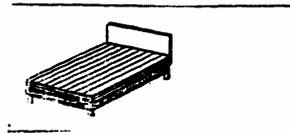
| | |
|---|--|
| <p>1.</p>  | <ul style="list-style-type: none"> ✓ First, strip the bed. |
| <p>2.</p>  | <ul style="list-style-type: none"> ✓ Put the mattress pad on the bed. |
| <p>3.</p>  | <ul style="list-style-type: none"> ✓ Put the bottom sheet on the bed. ✓ Square the corners |
| <p>4.</p>  | <ul style="list-style-type: none"> ✓ Put the top sheet on the bed. ✓ Square the corners. |
| <p>5.</p>  | <ul style="list-style-type: none"> ✓ Put the blanket on the bed. ✓ Square the corners. |
| <p>6.</p>  | <ul style="list-style-type: none"> ✓ Put the bedspread on the bed. ✓ Fold the top down. |
| <p>7.</p>  | <ul style="list-style-type: none"> ✓ Put the pillows on the fold. |
| <p>8.</p>  | <ul style="list-style-type: none"> ✓ Pull the bedspread up over the pillows. |

Unit 7, Lesson 2 Handout 1A
Housekeeper #1 – Knows How to Make the Bed

Unit 7, Lesson 1 Handout 1B

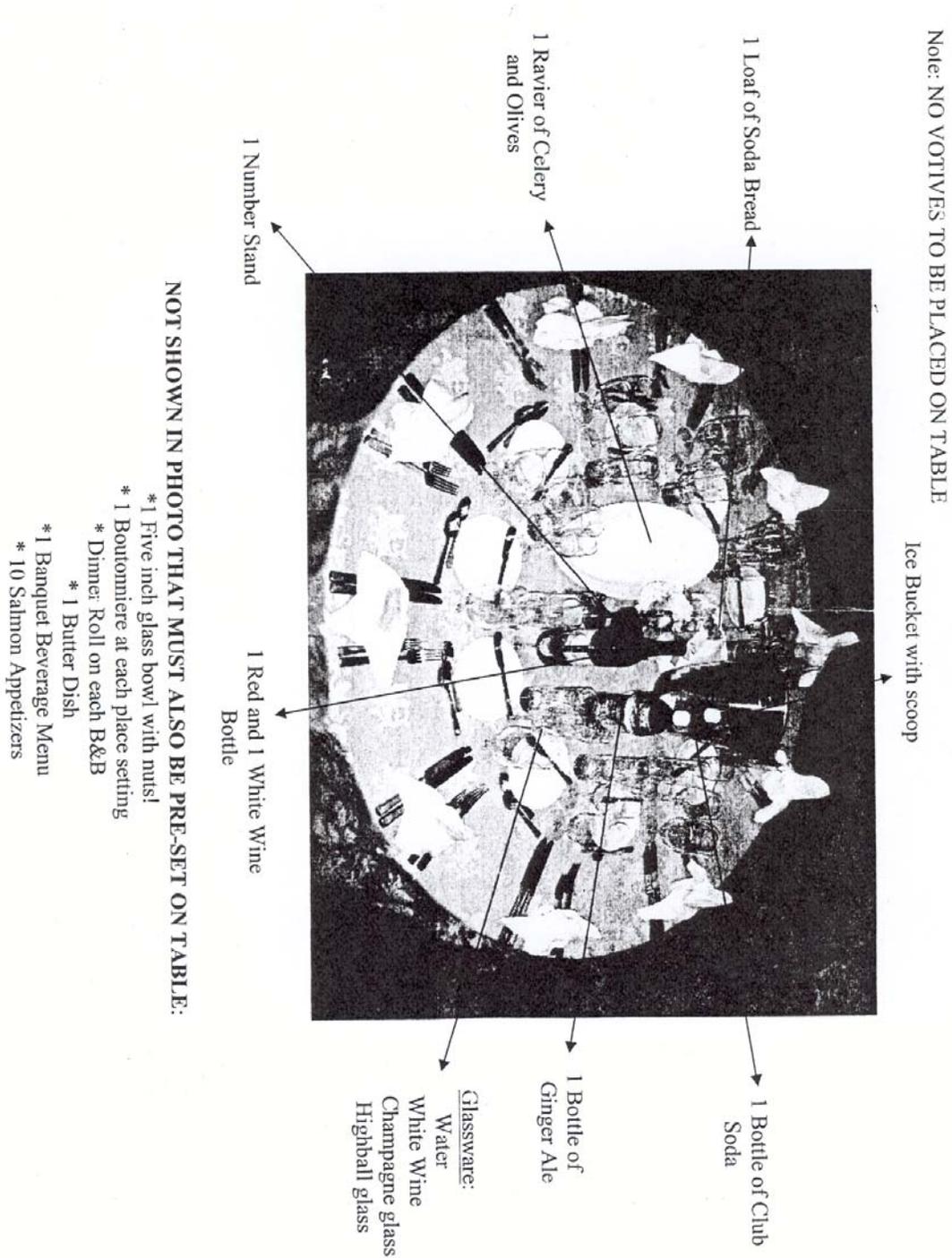
New Housekeeping Employee – Learn How to Make the Bed

Directions: Ask your partner how to make the bed because your paper is not in the correct order. You will want to know what steps 1, 2, 3, etc., are. Also, take notes on what you need to do at each step.



Unit 7, Lesson 2 Handout 2A

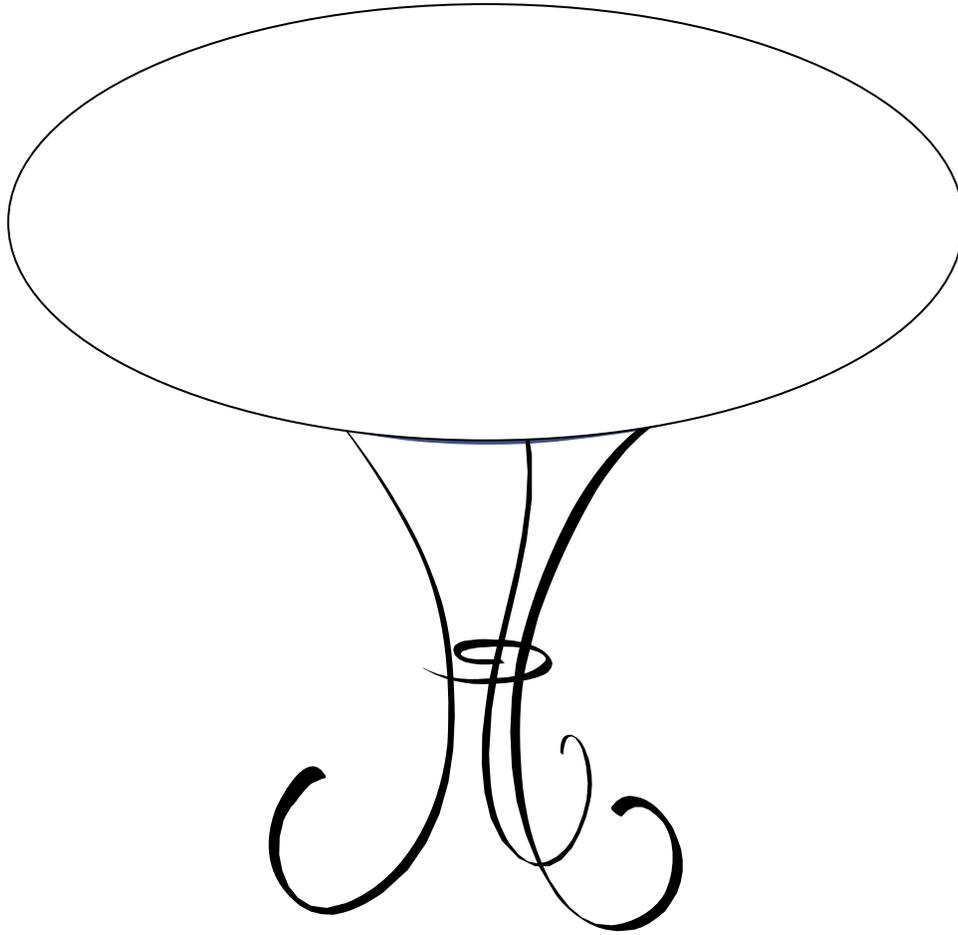
Banquet Server #1 – Knows How to Set the Table



Unit 7, Lesson 2 Handout 2B

New Banquet Employee – Learn How to Set the Table

Directions: Your guest, Greta Garbo, wants to sit alone, but your table is not set. Ask your partner where to put the items listed at the bottom of the page, and draw them on your table.



What you need for your table:

| | | | | |
|--------------|-------------|-----------------------|----------------------|--------------|
| Napkin | water glass | wine glass | salad fork | dinner fork |
| dinner knife | teaspoon | salt & pepper shakers | bread & butter plate | butter knife |

Hotel TEACH Lesson Plan
Unit 7, Lesson 3

Career Counseling: Keeping a Professional Demeanor/Defensiveness & Criticism

Objectives:

Sts will learn the impact of defensive behavior and identify ways to manage feelings of defensiveness. Sts will also learn appropriate ways to give and receive criticism.

| | |
|-------------------------------|---|
| EFF Skill Sets addressed | Resolve Conflicts and Negotiate: Identify areas of agreement and disagreement. Listen Actively: Clarify purpose for listening and use listening strategies appropriate for that purpose. |
| Industry Skill Sets addressed | Act with Professionalism & Integrity |

Activity 1: Defensive Behavior

T explains to the Sts that they will be watching a video clip from American Hotel and Lodging Educational Institute’s “Performance Appraisal and Coaching” (Section 14:16-15:51). This is a video that is used to instruct hotel managers on how to train their employees so they can provide improved customer service.

The clip that will be shown is a scene between a manager and an employee, who are having a meeting to discuss the employee’s performance.

After T shows video segment, elicit discussion with the following questions:

- What happened in this video?*
- How was the employee’s response to what was being said?*
- How was the employee’s attitude? Body language?*
- What do you think about the employee’s behavior?*

As Sts respond, T writes their answers, along with the following, on the board:

A **defensive** response is when someone is trying to protect him- or herself by making excuses for behavior.

T asks Sts for examples from their lives of people being defensive.

- How does it make you feel when someone gets defensive?*
- How does it feel when you become defensive?*

T asks Sts:

When do people get defensive?

- someone disagrees with them
- someone criticizes them
- someone brings up a problem that they have caused
- someone feels guilty or knows that he/she is wrong

What usually happens when someone gets defensive?

- Listening stops on both ends of the conversation.
- People usually respond with defensiveness.
- An argument can happen.
- You don't hear the valuable information in the criticism for you to improve your job.
- You can lose trust of an employer or co-worker.

T asks Sts:

How can being defensive get in the way of your job?

- It creates an uncomfortable work environment.
- It creates tension.
- You don't hear the valuable information in the criticism for you to improve your job.
- You may continue doing your job in the wrong way and put yourself at risk for losing your job.

T replays the video and asks Sts to focus on the behavior of the manager.

How does the manager respond to the employee's defensive behavior?

She remains calm.

She allows the employee to vent.

She acknowledges his feelings.

She asks clarifying questions to understand his perspective.

Activity 2: Criticism

T elicits from Sts the good and bad aspects of criticism and writes their responses on the board in separate columns.

For example:

Good

- Can learn about your mistakes
- Can do a better job
- Opportunity to show improvement
- Can be motivating
- Can be constructive

Bad

- It does not feel good to be criticized
- Can feel embarrassed
- Can feel angry

T asks Sts the following:

Why is criticism important at the workplace? Who usually gives criticism?

Sample answers: When you work with other people, you give and receive feedback. Sometimes your employers may need to point out problems with your job performance. In other situations, you may have to give criticism to co-workers and managers.

T then asks Sts:

What does the term “constructive criticism” mean? What is the goal of constructive criticism?

Constructive criticism is criticism given in a positive way, so that the person hearing the criticism will benefit and performance will improve.

T then distributes Handout 1, “Criticism Guidelines,” and reviews each point with class. Elicit from Sts what each point means to them. Ask Sts if there is anything that they would like to add on how to give constructive criticism or on how to receive criticism in a constructive way.

Activity 3: Role Play

Ask the class for three volunteers to perform a role play in front of the group: hotel worker 1, hotel worker 2 and hotel worker 3

Distribute the role-play situation cards and instruct the class to act out the directions on the card.

Hotel worker 1 and hotel worker 2 are to perform the role play first.

After their role play is performed, review the experience with the class. Use the following questions to elicit discussion.

Ask the St who played hotel worker 1 about the experience. How did he/she feel about the criticism? How did he/she feel like reacting? What was he/she thinking?

Ask the class if anyone has been in a situation like this before? What happened? How did he/she react? Did the way he/she received criticism make a difference in his/her behavior?

Then ask hotel worker 1 to perform the roleplay with hotel worker 2.

Ask the St who played hotel worker 1 what was different about the experience. How did he/she feel about the criticism? How did he/she feel like reacting? What was he/she thinking? Ask the

class for any observations they have about the difference between the two role plays.

Journal Exercise

Give Sts the self-reflection questionnaire, and have them answer the following questions in their journals when they complete the questionnaires. What did you learn about yourself? What would you like to change about your experience of criticism? What can you do to change?

Give Sts the following questions to reflect on in their journal:

One of the suggestions on how to handle criticism is to take time to think about it. In your own words, what should you do in this quiet time? If someone criticizes you, whom could you confide in and tell about the criticism?

Unit 7, Lesson 3 Handout 1

Guidelines for Giving Constructive Criticism

- Give criticism in private.
- Do not sound threatening.
- Focus on the problem, not on the person's personality.
- Don't overstate the problem by using words such as "always," "never" or "worst."
- Don't blame.
- Don't wait too long. Give criticism soon after the event.
- Stick to one subject. Don't string together many criticisms at one sitting.
- Don't remind people of past instances that have been resolved.
- Use "I" messages. Example: "I feel overwhelmed when you don't do the work you are responsible for because I have to do extra work."

Guidelines for Receiving Criticism

- If you feel upset or angered by criticism, try not to respond immediately.
- Take a deep breath and remain calm.
- Don't take it personally. You are being criticized for something you did, not for who you are.
- View the criticism as an attempt to fix a problem, not a personal attack.
- Maintain eye contact and open body language as you listen.
- Don't get defensive.
- Use active listening.
- Ask for time to think about it.
- Decide what you can learn from the criticism.
- Talk it over with a friend or counselor.
- Figure out what you are going to say before you respond to the criticism.

Unit 7, Lesson 3 Handout 2

Role-Play Cards



Role play: **Hotel Worker 1**

You are a room service attendant at the Grandview Hotel.

A guest of the hotel has made a complaint to the manager about the appearance of her room. She said that the bathroom was not clean. There was hair in the tub, and she did not find any replacement soaps or shampoos. She also complained that there was trash on the floor that should have been picked up.

You are the worker who was responsible for that room. Listen to what your co-worker has to say about your performance. Listen to the criticism, and practice the guidelines for handling criticism.

Role play: **Hotel Worker 2**

A guest of the hotel has made a complaint about the appearance of her room. She said that the bathroom was not clean. There was hair in the tub, and she did not find any replacement soaps or shampoos. She also complained that there was trash on the floor that should have been picked up.

You work with the person who was responsible for cleaning that room. This is not the first time that you have heard a complaint about this person. You are frustrated. His/her performance is slowing you down, and you feel you are doing more than your share of work. Criticize this person in a negative way.

Role play: **Hotel Worker 3**

A guest of the hotel has made a complaint about the appearance of her room. She said that the bathroom was not clean. There was hair in the tub, and she did not find any replacement soaps or shampoos. She also complained that there was trash on the floor that should have been picked up.

You work with the person who was responsible for cleaning that room. This is not the first time that you have heard a complaint about this person. Give this person constructive criticism.

Unit 7, Lesson 3 Handout 3

Self-Reflection Questionnaire

Read the following, and give yourself a number that best describes you:
(1 = Yes; 2 = No; 3 = Sometimes)

When I am wrong, I am not afraid to admit it. ____

I become defensive when I am being criticized. ____

When I am angry and someone asks if I am, I admit it. ____

People tell me I raise my voice, even though I am not aware of it. ____

When I make a criticism, I make sure to refer to the person's actions and behavior. For example, I would say, "I disagree with the way you handle our child," rather than, "You are a bad parent." ____

Journal Exercise: What did you learn about yourself? What would you like to improve about your experience of criticism? What can you do to change? Then talk to friends and family members. What do they think of your communication skills? What are your strengths? What are your weaknesses? Would they agree with the answers you gave in your questionnaire?

Hotel TEACH Lesson Plan
Unit 7, Lesson 4

Exceeding Guests' Expectations

Objective

To identify and practice ways of exceeding the guests' expectations

| | |
|---------------------|--|
| EFF Skill Sets | <p>Speak so Others Can Understand: Use multiple strategies to monitor the effectiveness of the communication.</p> <p>Reflect and Evaluate: Make inferences, predictions or judgments based on one's reflections.</p> |
| Industry Skill Sets | <p>Communicate with Others</p> <p>Exceed Customer Expectations</p> |

Activity 1

T passes out Handout 1 and asks Sts to brainstorm examples of guest services that they expect when they check in to a hotel. Sts write them on their handout.

- Clean room and bathroom
- A nicely decorated and clean lobby
- People around to help: front desk, bellman, etc.

A restaurant in the hotel or restaurants nearby

Next, T breaks class into groups and passes out Handout 2, Sheraton 11 Service Basics. T asks Sts to read number 7, "Exceed Expectations," in their groups.

Exceed Expectations (going above and beyond)

Provide our guests with their unexpressed wishes and desires. Strive to enhance each guest's experience of the hotel by going beyond his/her usual requests.

T encourages Sts to think about what this means and how it might change the list they originally came up with. T writes some examples on the board and has Sts think of how they might "exceed" those expectations.

| Guest Expectations | Exceed Guest Expectations |
|---------------------------|--|
| Clean room and bathroom | A friendly housekeeper who can answer a guest's questions about basic hotel information. |
| Restaurant in the hotel | A wait staff that knows the menu very well and can make suggestions or explain menu items. |
| People at the front desk | Staff does check-ins and check-outs efficiently and offers ideas for things to do in the area. |

When Sts have completed their worksheets, T asks class to share ideas on how to exceed expectations as a group.

Activity 2

T tells Sts they are going to watch a video on *Exceeding Guests' Expectations*. Sts brainstorm the five key points or examples on how to approach the guest, and T writes them on the board. T plays video, *Guest Relations: Aiming to Please*, "Exceeding Guest Expectations" section. Sts listen and write down the five key points:

1. Professional appearance
2. Friendliness
3. Courtesy
4. Empathy
5. Responsiveness

In groups, Sts discuss examples of each and feed back to the class their ideas. In the second part of the video, T asks Sts to watch for the steps in "Delivering Quality Service." After the introduction to the steps, T writes the five steps on the board. T then plays the story and stops the video and asks Sts to describe how the employee completed that step.

1. **"Read" the guest** – The guest looked very nervous and concerned. She was talking fast on the cell phone. The employee smiled and greeted her in a polite way. He looked concerned and maintained eye contact.
2. **Determine the need** – The employee listened to everything, asked questions and took notes (be specific). He responded to the guest's request and passed the requests on to the manager.
3. **Find a solution** – Manager worked with engineer and housekeeper to set up speaker phone. They spoke politely to each other.
4. **Deliver the service** – They set up the room correctly in time for the party.
5. **Follow up** – Employee asked how things went and made sure guest was satisfied.

Activity 3

In groups, Sts read the story from Handout 3 silently and, when ready, work together to answer the questions and identify the language the employee used to complete the five steps in delivering quality service. When groups are ready, Sts discuss their answers and write examples of dialogue they can use for each step on the board.

Activity 4: Offers & Suggestions

T breaks class into small groups designated by hotel department: housekeeping, laundry, front desk, food service. T writes the following grid on the board and passes out Handout 4 to the Sts so they can fill in more examples:

| Offer or Suggestion | Verb | Rest of Sentence |
|-----------------------------|-------------|-------------------------------------|
| <i>Let me</i> | <i>show</i> | <i>you where the elevators are.</i> |
| <i>May I</i> | <i>tell</i> | <i>you about our desserts?</i> |
| <i>Would you like me to</i> | <i>call</i> | <i>for a taxi?</i> |
| | | |
| | | |

When finished, groups write examples on the board and share with the class.

Activity 5

When Sts are in groups of two or three, T passes out a role-play card from Handout 5 to each group. T asks Sts to role-play the situation on the card. The Sts need to organize their role play based on the five steps of delivering quality service.

Sts practice their scenarios and perform for the class. T writes the steps on the board, and after the performance, T asks for examples of each step. Finally, T asks class:

Was this role play an example of Sheraton Service Rule 7? Why?

Extension Activities

- 1) Journal entry: Describe what “excellent customer service” is, and talk about a time you provided excellent customer service to a guest or co-worker.
- 2) *Clear Speech Pronunciation and Listening Comprehension in North American English*, Stops & Continuants, page 28: pronunciation of rhythm contractions, L & D — I will, I’ll; I would, I’d.
- 3) Sts discuss examples of offers from *Irma: Hotel Headaches* on pages 2, 26 and 41.
- 4) Practice dialogue in *Make Your Mark in the Hotel Industry*, Unit 2, pages 13 and 14. A bellhop takes a couple to their room and tells them about the room. Why is this good service?

Homework

- 1) During the week, Sts observe associates exceeding expectations or going above and beyond and write the observations in their journal.
- 2) Grammar: X Word Grammar, Chapter 3, “The Relationship between X Words and Verb Forms.”

3) START Textbook, Unit 2.3. Sts read and discuss more examples on anticipating guests' needs on page 34, "Guest Service in Action." Sts do exercise in their workbook on page 32, "Special Guests, Special Service." The video *Guest Relations: Aiming to Please* has a segment called "Handling special needs with appropriate care," which may be used as a follow-up activity too.

Materials

Guest Relations: Aiming to Please, segment: *Exceeding Guest Expectations*, AHLA video #05221VHP03ENGE

Teacher Tips

The AHLA video concisely shows what is meant by "exceeding expectations." This term may be difficult for the Sts to understand at first. They may think doing the job is the same as excellent customer service or exceeding expectations, but it's not. Exceeding expectations involves a higher level of service than just doing the job. Another video that could be used for this lesson is the *Workplace Essential Skills*, Video 12, and the workbook *Communication & Writing*, page 72. The video has a segment on a waitress who is not "reading" her customers, and in the workbook the reading has a postal worker who doesn't "read" his customer, and both get into trouble because they miss nonverbal signals.

If you don't have the AHLA video, you may substitute either of these vignettes as discussion starters for Activity 2.

Unit 7, Lesson 4: Handout 1

Directions: Write down your guest expectations on the left and then an example of how the employees can make the service even better.

| Customer Service | |
|---------------------------|--|
| Guest Expectations | Exceed Guest Expectations |
| Indoor swimming pool | Employee politely greets guest and directs him to the locker room and the procedure for using the locks. |
| | |
| | |
| | |

Unit 7, Lesson 4: Handout 2

Sheraton's 11 Service Basics

- 1) **10-5 Rule**
When you are within 10 feet of our guests, initiate eye contact with a genuine smile. When you are within 5 feet, acknowledge our guests with a warm and sincere greeting.
- 2) **Escort Our Guests**
Anticipate our guests' needs by escorting them to their destination. If you are unable to do so, always ask an associate for assistance. Do not point.
- 3) **Extend Courtesy**
Exercise common courtesies to our guests; always allow guests to enter or exit any area first (elevators, doorways, etc.).
- 4) **One Hundred Percent**
Know expectations of internal and external customer (employees and guests). When a guest expresses concern, say "I apologize" or "I'm sorry." Take ownership and follow up to ensure guest's satisfaction.
- 5) **Our Guests Have Names**
Remember to use guests' names whenever possible. Doing so makes them feel welcome and right at home.
- 6) **Telephone Courtesy**
A ringing phone is the first impression we make with our guests. Always use proper telephone etiquette: answer the telephone within three rings, with a smile in your voice. Use a pleasant greeting; state your name and department and say, "How may I assist you?" When necessary, always ask the guest if he/she can hold. Do not place guests on hold without their agreement.
- 7) **Exceed Expectations**
Provide our guests with their unexpressed wishes and desires. Strive to enhance each guest's experience of the hotel by going beyond his/her usual requests.
- 8) **Never Say No**
Every guest request can be fulfilled. If you are unable to meet our guests' expectations, be creative and always offer options. When you don't know the answer to a question, find someone who does.
- 9) **Look Professional**
The image you project forms our guests' first impressions of the hotel. Take pride in your personal appearance by maintaining an immaculate uniform (e.g. clean, unwrinkled clothes, polished shoes, neatly groomed hair and nails). The most important part of your uniform is your smile.
- 10) **Speak Professionally**
Always use proper vocabulary and grammar when speaking with our guests. (Use words like "yes" instead of "OK" or "yeah," "hello" instead of "hi", "thank you" instead of "thanks" or "uh-huh," and "us," "we," "ours" instead of "they," "them," "theirs")

Have Fun!

Create a pleasurable environment so that everyone leaves the hotel with a positive memory and looks forward to returning.

Attitude is contagious.

Unit 7, Lesson 4: Handout 3

Directions: Read the following passage. Find the answers to the following questions. When you have found the answer, give an example of the dialogue the character used.

Breakfast at the Sunnyside Café

Yesterday, a guest walked into the restaurant and towards the breakfast buffet. He looked a little confused. He walked away from the buffet and looked at his watch. He walked back to the buffet. He then looked around the restaurant as if he was looking for someone. The employee approached the guest and said, “Good morning. Welcome to Sunnyside Café.” The guest smiled and said, “Thank you,” and looked at the buffet. The employee said, “May I tell you about the buffet?” The guest replied, “Yes, but I’m running late, and I’m not sure if my colleague has arrived yet.” The employee answered, “Let me check the reservation list for you. What is the name?” The guest said, “Harriet Mason.” The employee replied, “Yes, she’s here. She’s at the corner table by the window. I’ll take you there. Would you like to have a coffee to start before going to the buffet?” The guest said, “Yes! That’s just what I need today!” The coffee arrived at the table in two minutes, and the guests had breakfast. As they passed, going to the exit, the employee said, “I hope you enjoyed the buffet.” The guests replied, “Oh, yes. It was perfect. Thank you.” The employee said, “Excellent. Well, have a great day. Goodbye.”

(Complete the questions on the following page)

1) How did the employee “read” the guest?

Give an example of a greeting:

2) How did the employee determine the need?

Give an example of a question:

3) How did the employee find a solution?

Give examples of an offer or suggestion:

4) How did the employee deliver the service?

5) How did the employee follow up?

What did he say?

Unit 7, Lesson 4: Handout 3
(Suggested Answers)

1) How did the employee “read” the guest?

He noticed that a guest had entered the restaurant and looked confused. The guest wasn't sure where to sit, so the employee greeted him.

Give an example of a greeting:

Good morning. Welcome to the ----- Restaurant.

2) How did the employee determine the need?

He asked a question because the guest was walking to the buffet but then began walking away.

Give an example of a question:

May I tell you about the buffet?

3) How did the employee find a solution?

He listened to the guest and asked more questions, then offered to help or give a suggestion that would help the guest. The guest said he was looking for a colleague and that he was running late. The employee suggested having a coffee sent to the table for the guest to start because maybe that would make him feel calmer.

Give examples of an offer or suggestion:

Let me check the reservation list for you. What is the name?

I'll take you there.

Would you like to have a coffee to start before going to the buffet?

4) How did the employee deliver the service?

He sent the coffee right to the table.

5) How did the employee follow up?

He asked the guests about their breakfast on their way out. The guests responded that they had had a good breakfast.

What did the employee say?

“I hope you enjoyed the buffet.”

Unit 7, Lesson 4: Handout 4

Directions: Think about offers or suggestions you make at work or home, and fill in the chart. There are three examples done for you.

| Offer or Suggestion | Verb | Rest of Sentence |
|-----------------------------|-------------|----------------------------------|
| <i>Let me</i> | <i>help</i> | <i>you with your bag.</i> |
| <i>May I</i> | <i>open</i> | <i>the draperies for you?</i> |
| <i>Would you like me to</i> | <i>Show</i> | <i>you how the buffet works?</i> |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Unit 7, Lesson 4: Handout 5

Role Play - Exceeding Expectations



| | |
|--|---|
| <p>You are working at the front desk. The guest you are checking in has two children who are full of energy, running around playing.</p> | <p>You are working at the front desk. The guest looks a little tired from his long flight.</p> |
| <p>You are a server in the lobby cocktail bar. You see a guest looking at a subway map.</p> | <p>You are working in the restaurant. You see that a guest's coffee cup is half full.</p> |
| <p>You are walking through the lobby, and you see a tired guest sitting on his suitcase.</p> | <p>You are a housekeeper walking down the hall, and a new guest is having difficulty opening her door with her card. It looks as if she is using it backward.</p> |
| <p>You are working in the restaurant, and a couple have just sat down for the breakfast buffet. They look exhausted.</p> | <p>You are bringing up an order for room service to an elderly guest. She ordered bottled water, and you know that it is very difficult to open.</p> |

