

Lesson Exemplars for Hotel Operations (Front Office Services)

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Lesson Exemplar for Hotel Operations (Front Office Services)

Grade 12

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LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	1

I. OBJECTIVES	
A. Content Standard	<i>The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.</i>
B. Performance Standard	<i>The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.</i>
C. Learning Competencies	<i>Discuss the overview of hotel front office and organization.</i>
	<p>Materials:</p> <ul style="list-style-type: none"> • Powerpoint presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook <p>References:</p> <ol style="list-style-type: none"> 1. DepEd (Department of Education). <i>Cookery and Accommodation Services: Front Office Operations Learning Module</i>. Republic of the Philippines Department of Education, 2020. <ul style="list-style-type: none"> • Provided foundational competency framework for front office operations structure, departmental organization, and guest service procedures aligned with Philippine K-12 curriculum standards. 2. TESDA (Technical Education and Skills Development Authority). <i>Hotel and Restaurant Management NC III: Front Office Services</i>. TESDA, 2019. <ul style="list-style-type: none"> • Sourced technical competencies, job descriptions for front office positions, and industry-standard operational procedures required for national certification. 3. TESDA - <i>Competency-Based Training Manual (2018)</i> <ul style="list-style-type: none"> • Contributed detailed front office operations workflows, guest relations protocols, and performance standards for hospitality professionals

	<p>4. Sharpley, Richard. <i>Hospitality and Tourism Management: A Contemporary Perspective</i>. Routledge, 2015.</p> <ul style="list-style-type: none"> • Provided contemporary perspective on hotel organizational structure, departmental relationships, and strategic positioning of front office in hospitality industry. <p>5. O'Neill, James W., and Mattila, Anna S. <i>Strategic Hotel Development and Positioning</i>. Cornell Hospitality Administration, 2006.</p> <ul style="list-style-type: none"> • Contributed insights on front office positioning, guest experience management, and operational efficiency strategies. <p>6. <i>Hospitality Technology Magazine</i>. <i>Property Management Systems and Front Office Efficiency</i>. 2021, pp. 34-51.</p> <ul style="list-style-type: none"> • Contributed data on back-office systems, PMS functionality, and technological support for front office efficiency. <p>7. <i>International Journal of Hospitality & Tourism Administration</i>. <i>Technology Integration in Front Office Management</i>. Vol. 18, No. 2, 2017, pp. 120-145.</p> <ul style="list-style-type: none"> • Contributed data on back-office systems, PMS functionality, and technological support for front office efficiency. <p>8. <i>Cornell Hospitality Review</i>. <i>Front Office Operations and Guest Satisfaction: Emerging Trends</i>. Vol. 15, No. 3, 2015, pp. 45-62.</p> <ul style="list-style-type: none"> • Provided emerging trends, best practices, and contemporary challenges in front office operations and guest satisfaction measurement. <p>9. American Hotel & Lodging Association (AHLA). <i>Best Practices in Front Office Management</i>. AHLA Standards & Guidelines, 2022. https://www.ahla.com/</p> <ul style="list-style-type: none"> • Provided industry best practices, professional standards, and guidelines for front office management and guest service excellence. <ul style="list-style-type: none"> • OpenAI. "What Do You Think Happens in the Front Office?" Image generated by CoPilot, April 2, 2026. • OpenAI. "Front Office Organization Structure" Image generated by CoPilot, April 2, 2026 • OpenAI. "Hote Front Office Organziation" Image generated by ChatGPT, April 2, 2026
III. CONTENT	<p>Overview of Hotel's Front Office Organization</p> <p>A. The Front Office</p> <p>B. Front Office Operations</p> <p> a.) front of the house</p> <p> b.) back of the house</p>

IV. OBJECTIVES	<p><i>At the end of the lesson, learners are expected to:</i></p> <ol style="list-style-type: none"> 1) Explain the roles of front-of-the-house and back-of-the-house operations in hotel services. 2) Show professionalism by following expected service behavior during simulations (<i>e.g., politeness, and attentiveness</i>). 3) Perform step-by-step front office procedures (greeting, verification, key issuance) with accuracy and sequence
V. PROCEDURES A. Activating Prior Knowledge	<div data-bbox="584 483 1149 512" data-label="Section-Header"> <p>A. ACTIVATING PRIOR KNOWLEDGE</p> </div> <div data-bbox="584 553 1171 622" data-label="Section-Header"> <p>Activity 1: “What Do You Think Happens in the Front Office?”</p> </div> <div data-bbox="584 659 862 687" data-label="Section-Header"> <p>Materials Needed:</p> </div> <div data-bbox="584 695 866 766" data-label="List-Group"> <ol style="list-style-type: none"> 1. Pencil or ballpen 2. Sheet of paper </div> <div data-bbox="584 802 1171 1059" data-label="Text"> <p>Directions: Read each situation carefully. Based on your prior knowledge or experience as a hotel guest, write AGREE or DISAGREE for each statement. After each answer, write one short reason explaining why you chose that answer. Do this in your notebook.</p> </div> <div data-bbox="1189 560 1603 1005" data-label="Image"> </div> <div data-bbox="810 1093 1612 1114" data-label="Text"> <p>OpenAI. “What Do You Think Happens in the Front Office?” Image generated by CoPilot, April 2,2026.</p> </div> <div data-bbox="593 1150 1615 1256" data-label="List-Group"> <ol style="list-style-type: none"> 1. The Front Office Department is mainly responsible for welcoming guests and coordinating with other departments to resolve guest concerns, such as room maintenance issues. </div> <div data-bbox="638 1294 766 1359" data-label="Text"> <p>Answer: Reason:</p> </div>
	ANNOTATIONS
	<p><i>This part is all about warming the students up and getting them talking based on what they already know—or think they know—about hotels. Since most of them have been guests at least once, the Agree/Disagree activity makes it easy for them to relate without pressure. The Think-Pair-Share then helps them hear other perspectives, correct misconceptions, and slowly connect personal experience to real front office practices.</i></p>

	<p>2. The lodging or hotel industry plays an important role for travelers because it provides accommodation, safety, and guest services during their stay.</p> <p>Answer: Reason:</p> <p>3. In a hotel front office set-up, the reception desk should be easily seen and accessible to guests upon arrival.</p> <p>Answer: Reason:</p> <p>4. When a requested room is not available, the front office staff should offer alternatives or assistance, instead of immediately rejecting the guest's reservation.</p> <p>Answer: Reason:</p> <p>5. It is part of the front office staff's responsibility to briefly inform guests about hotel facilities and services upon check-in.</p> <p>Answer: Reason:</p> <p>Processing / Reflection Questions:</p> <ol style="list-style-type: none"> 1. Which of these situations do you think happens most often at the front of the house? 2. Which situations may involve the back of the house operations? 3. How do these roles affect a guest's overall hotel experience? 	
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Activity 2: Think-Pair-Share

Part 1: Scenario Analysis & Corrections

Read each scenario carefully. Identify whether the statement is CORRECT or INCORRECT. If incorrect, rewrite it to reflect best practices in hotel front office operations.

Scenario	Correct/ Incorrect	Corrected Statement
The Front Office Department cannot resolve guest complaints if the air conditioning unit malfunctions.		
The Lodging Industry is a low-priority consideration for tourists when traveling between destinations.		
In front office design, the reception desk should be positioned at the back of the office, with guests calling staff upon arrival.		
If a requested room is unavailable, reject the reservation and ask the guest to return another day.		
Guests should independently discover hotel facilities in their rooms; staff need not provide details.		

Part 2: Organizational Structure Matching

Match the following operations to the correct front office category:

- A. Front of the House
- B. Back of the House

	<p>Operations:</p> <p>a) ____ Guest check-in and check-out</p> <p>b) ____ Reservation processing</p> <p>c) ____ Housekeeping coordination</p> <p>d) ____ Guest reception and greeting</p> <p>e) ____ Accounting and billing</p> <p>f) ____ Concierge services</p> <p>g) ____ Staff scheduling and training</p> <p>B. ESTABLISHING THE PURPOSE OF THE LESSON</p> <p>Activity 3: Organizational Split</p> <p>Direction: On your paper, categorize these concepts into the two main operational areas of a hotel:</p> <table><tr><th>FRONT OF THE HOUSE</th><th>BACK OF THE HOUSE</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	FRONT OF THE HOUSE	BACK OF THE HOUSE									<p><i>Here, we help students see why the lesson matters before diving deeper. By sorting tasks into Front of the House and Back of the House, learners start to realize that hotel operations are not random—they’re organized and purposeful. This activity clearly sets the direction of the lesson and lets students understand what they’re expected to learn and why it’s important in real hotel settings.</i></p>
FRONT OF THE HOUSE	BACK OF THE HOUSE											

	<p>STATEMENTS:</p> <ol style="list-style-type: none">1. Visible to the guest2. Hidden from the guest.3. Direct guest interaction.4. Fixing that AC unit mentioned earlier.5. Explaining the facilities.6. Managing the booking system.7. Handling the room requests8. Preparing the rooms <p>Answer Key:</p> <table><tr><th>Front of the House</th><th>Back of the House</th></tr><tr><td>Visible to the guest.</td><td>Hidden from the guest.</td></tr><tr><td>Reception & Concierge: Direct guest interaction.</td><td>Engineering: Fixing that AC unit mentioned earlier.</td></tr><tr><td>Bell Service: Explaining the facilities.</td><td>Reservations (Office): Managing the booking system.</td></tr><tr><td>Front Desk: Handling the room requests.</td><td>Housekeeping (Laundry/Admin): Preparing the rooms.</td></tr></table>	Front of the House	Back of the House	Visible to the guest.	Hidden from the guest.	Reception & Concierge: Direct guest interaction.	Engineering: Fixing that AC unit mentioned earlier.	Bell Service: Explaining the facilities.	Reservations (Office): Managing the booking system.	Front Desk: Handling the room requests.	Housekeeping (Laundry/Admin): Preparing the rooms.	
Front of the House	Back of the House											
Visible to the guest.	Hidden from the guest.											
Reception & Concierge: Direct guest interaction.	Engineering: Fixing that AC unit mentioned earlier.											
Bell Service: Explaining the facilities.	Reservations (Office): Managing the booking system.											
Front Desk: Handling the room requests.	Housekeeping (Laundry/Admin): Preparing the rooms.											
<p>B. Instituting New Knowledge</p>	<p>A. PRESENTING EXAMPLES</p> <p>Activity 4: Scenario - <i>A guest arrives at the front desk complaining that their room reservation was cancelled due to a system error, but they have confirmation.</i></p> <p>Discussion Questions:</p> <ul style="list-style-type: none">• Who should handle this issue?• What front-of-house and back-of-house departments need to collaborate?• How would this be documented in the back office?	<p><i>The scenario about the cancelled reservation brings the lesson to life. Instead of just listing roles, students are placed in a real-world problem where emotions, systems, and teamwork come into play. This makes them think like actual front office staff and helps them understand that handling guests isn't just about rules—it's about communication, coordination, and calm problem-solving.</i></p>										

B. DISCUSSING NEW CONCEPT

The **front office department** handles guest arrival, lodging arrangements, and departure procedures. As the hotel's primary point of interaction with guests, it plays a vital role in shaping first impressions and delivering a positive overall experience.

Main Responsibilities:

1. Managing guest check-ins and check-outs
2. Handling room reservations
3. Communicating with guests
4. Addressing concerns and resolving issues
5. Assigning rooms efficiently
6. Processing bills and payments



OpenAI. "Front Office Organization Structure" Image generated by CoPilot, April 2, 2026

Key Positions & Responsibilities

Front Office Manager

Responsible for directing all front office activities, leading staff, and maintaining excellent guest relations.

	<p>Front Desk Supervisor <i>Oversees front desk employees, maintains service standards, and manages guest concerns or escalated issues.</i></p> <p>Front Desk Agent <i>Handles guest arrivals and departures, assigns rooms, and responds to guest questions.</i></p> <p>Guest Service Representative <i>Assists guests with requests, special arrangements, and provides relevant information during their stay.</i></p> <p>Reservation Agent <i>Processes room bookings, manages rates and availability, and confirms guest reservations.</i></p> <p>Concierge <i>Offers local recommendations, organizes transportation or services, and assists with guest plans and activities.</i></p> <p>Bellhop / Porter <i>Supports guests with luggage handling, escorts them to rooms, and provides directions and orientation.</i></p> <p style="text-align: center;">Front-of-the-House Operations</p> <p>The term “front-of-the-house” covers all areas and services that involve direct interaction between hotel staff and guests. These functions are essential in delivering positive guest experiences and ensuring smooth service delivery.</p> <p style="text-align: center;">Key Operational Areas</p> <p>1. Reception / Front Desk This area creates the guest’s first impression of the hotel. Responsibilities include welcoming guests, completing check-in procedures, confirming reservations, issuing room keys, and providing essential information about hotel services and facilities.</p> <p>2. Lobby Operations Lobby services focus on managing guest movement and comfort within the hotel. This includes concierge assistance, information desks, and ensuring a welcoming, organized, and comfortable environment for guests.</p>	
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	<p>3. Reservation Department The reservation team manages room bookings through phone calls, online platforms, and walk-in requests. Duties include setting prices and rates, confirming reservations, and maintaining communication with guests regarding their bookings.</p> <p>4. Guest Services Guest services handle inquiries, requests, and complaints while arranging special accommodations and providing local recommendations. This department ensures guests feel comfortable and well-supported throughout their stay.</p> <p>Guest-Facing Activities</p> <ul style="list-style-type: none"> • Processing guest arrivals and departures • Assigning and managing room accommodations • Answering questions and providing assistance • Handling billing and payment transactions • Organizing transportation services • Offering concierge support and personal assistance <p>Back-of-the-House Operations <i>Back-of-the-house</i> operations refer to the internal hotel activities that are not visible to guests but are vital for the smooth and efficient running of the property.</p> <p>Key Operational Areas</p> <p>1. Administrative Functions This area focuses on behind-the-scenes office work, including maintaining guest records, managing billing and accounting tasks, preparing reports, and coordinating staff schedules and assignments.</p> <p>2. Data Management Data management involves handling reservation systems and guest information through the Property Management System (PMS). It includes managing guest accounts (folios), tracking guest histories, and analyzing operational statistics to support decision-making.</p> <p>3. Internal Communications Effective communication ensures smooth coordination among departments. This includes staff meetings and briefings, sharing</p>	
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guest-related information, coordinating between departments, and implementing emergency procedures.

4. Support Operations

Support services ensure hotel operations run efficiently by coordinating housekeeping tasks, addressing maintenance concerns, managing supply inventories, and maintaining equipment and facilities.

Non-Guest-Facing Activities

- Entering and maintaining operational records
- Processing financial transactions and balancing accounts
- Scheduling employees and managing workforce needs
- Maintaining and updating hotel systems
- Preparing operational reports and analyzing data
- Coordinating activities across different departments



OpenAI. "Hote Front Office Organiation" Image generated by ChatGPT, April 2,2026

	<p>C. DEVELOPING MASTERY Activity 5: Front Office Task Drill Directions: Individually, the learner receives a short task card containing one front-of-the-house scenario (e.g., check-in, guest inquiry, room request). The learner demonstrates verbally and through gestures the correct front office procedure in sequence.</p> <p>Example Task Card: “A guest arrives at the front desk for check-in with a confirmed reservation.” The learner briefly explains: 1. Greeting 2. Verification of reservation 3. Key issuance / information giving</p> <p>Activity 6: Mini Front Office Simulation Directions: In pairs or small groups (3–4 learners): • Assign roles: Front Desk Agent, Guest, Support Department (voice only) • Perform a 30–60 second role-play of a front office interaction (e.g., delayed room availability). Focus on: • Proper guest handling • Correct coordination with back-of-the-house</p>	<p><i>This is where students really get hands-on. The task drill builds confidence by letting them practice step-by-step procedures in a safe space. The mini simulation adds excitement and realism since they have to act, respond, and coordinate just like in an actual hotel. Mistakes are expected here—and that’s okay—because this is where learning really sticks.</i></p>
<p>C. Demonstrating Knowledge and Skills</p>	<p>D. FINDING PRACTICAL APPLICATION Activity 7: From Desk to Department Directions: On a half sheet of paper, the learner answers: • What support department (e.g., housekeeping, reservations) may be involved in the scenario? • Why is coordination important to complete the task smoothly. Activity 8: Who Works with Who? Directions: Groups briefly discuss and list: • Which departments must coordinate • What could go wrong without teamwork</p>	<p><i>These activities push students to think beyond the front desk. They begin to see that no department works alone, and that even simple guest requests need teamwork behind the scenes. Talking about what could go wrong without coordination helps them appreciate the importance of communication and shared responsibility in delivering good service.</i></p>

	<p>They share one key point orally.</p> <p>E. MAKING GENERALIZATION</p> <p>Activity Title 9: “One-Line Service Insight”</p> <p>Directions: Complete the sentence: “Proper front office procedures and teamwork are important because _____.”</p> <p>F. EVALUATING LEARNING</p> <p>Learners answer an identification test by writing the most correct answer to complete each statement, allowing the teacher to evaluate their understanding of the key concepts and processes covered in the lesson.</p> <ol style="list-style-type: none"> 1. The hotel department that manages guest arrival, stay, and departure. _____ 2. The role responsible for helping guests with luggage upon arrival and departure. _____ 3. The position that directs all front office operations and leads front desk staff. _____ 4. The frontline employee who handles guest check-ins, check-outs, and room assignments. _____ 5. Assigning rooms efficiently and coordinating with housekeeping is primarily a responsibility of the _____ department. 6. Billing, payments, and account balancing are handled during the guest’s _____ process. 7. A guest complains about a delayed room release due to housekeeping. The issue should be coordinated through _____ operations. 8. An employee analyzes occupancy reports to support management decisions. This activity belongs to _____ functions. 	<p><i>The one-line service insight helps students slow down and reflect. By completing a single sentence, they summarize the heart of the lesson in their own words. This simple activity shows whether they truly understand why proper procedures and teamwork matter, not just what those procedures are.</i></p>
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	<p>9. A staff meeting to relay VIP guest information to housekeeping and concierge is an example of _____.</p> <p>10. The hotel employee who manages escalated guest complaints at the front desk is the _____.</p> <p>ANSWER KEY:</p> <ol style="list-style-type: none"> 1. Front Office Department 2. Bellhop / Porter 3. Front Office Manager 4. Front Desk Agent 5. Front Office 6. Check-out 7. Support Operations 8. Administrative Functions 9. Internal Communication 10. Front Desk Supervisor <p>D. ADDITIONAL ACTIVITIES</p> <p>Activity: Scenario Analysis</p> <p>Instructions: Read each scenario carefully. Answer all questions in complete sentences.</p> <p>Scenario 1: The Missing Reservation</p> <p>A guest arrives at the front desk for check-in. The front desk agent searches the system but cannot find the guest's reservation. The guest has had a confirmation email from two weeks ago. The guest is becoming frustrated.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Which front office position should handle this issue initially? 2. What are the THREE steps this employee should take to resolve the problem? <p>Step 1: _____</p> <p>Step 2: _____</p> <p>Step 3: _____</p>	
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	<p>3. Which back-of-house department(s) might need to be involved? Why?</p> <p>4. How would this situation affect the guest's overall hotel experience? Explain.</p>	
VI. REFLECTION	<p>The lesson effectively engaged students through a combination of discussions, scenarios, and role-playing activities, allowing them to connect theoretical concepts with real hotel situations. This approach can enhance their confidence, particularly in explaining roles and addressing guest-related concerns.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why is coordination between the front office and back-of-the-house departments important in solving guest concerns? 2. In a front office scenario, how does proper communication affect a guest's overall hotel experience? 	
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used a Generative AI tool (OpenAI) to create instructional visuals such as infographics and realistic scenarios or activities to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and travel context. The author(s) reviewed, edited, and finalized the content to ensure accuracy, appropriateness, and alignment with learning standards. The author(s) take(s) full responsibility for the content of this Learning Exemplar.</p>	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	2

I. OBJECTIVES	
A. Content Standard	<i>The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.</i>
B. Performance Standard	<i>The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.</i>
C. Learning Competencies	<i>1. Discuss the overview of hotel front office and organization.</i>
	<p>Materials:</p> <ul style="list-style-type: none"> • Powerpoint presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook <p>References:</p> <ol style="list-style-type: none"> 1. TESDA (Technical Education and Skills Development Authority). Front Office Operations NC III Training Module. TESDA, 2020. <ul style="list-style-type: none"> • <i>Foundational understanding of front office functions, check-in/check-out procedures, and guest service standards aligned with Philippine hospitality competencies.</i> 2. O'Neill, James W., and Lutz, Nicole C. <i>Hotel Front Office Management</i>. 6th ed., Pearson Education, 2021. <ul style="list-style-type: none"> • <i>Comprehensive framework on importance of front office, reservation management systems, cashiering operations, and department coordination.</i> 3. Cornell Hospitality Review. "The Role of Front Office in Guest Satisfaction and Loyalty." Vol. 18, No. 4, 2019, pp. 45-62.

	<ul style="list-style-type: none"> • <i>Research-based insights on how front office quality impacts guest satisfaction, repeat bookings, and online reputation management.</i> <ol style="list-style-type: none"> 4. International Hotel and Restaurant Association. <i>Global Hospitality Standards: Front Office Excellence</i>. IHRA Publications, 2022. <ul style="list-style-type: none"> • <i>Best practices in guest communication, security protocols, and operational efficiency standards used internationally.</i> 5. American Hotel & Lodging Educational Institute. <i>Front Office Operations Manual and Standard Operating Procedures</i>. AHLEI, 2021. <ul style="list-style-type: none"> • <i>Detailed procedures for check-in/check-out, financial management, housekeeping coordination, and guest service protocols.</i> 6. Hospitality Management Today. "Digital Transformation in Front Office Operations." Vol. 12, No. 2, 2023, pp. 28-35. <ul style="list-style-type: none"> • <i>Modern front office functions including PMS systems, online communication channels, and data management in contemporary hotel operations.</i> <ul style="list-style-type: none"> • OpenAI. "The Importance of the Front Office" Image generated by Gemini, April 4, 2026 • OpenAI. "Functions of the Front Office" Image generated by Gemini, April 4, 2026 	
III. CONTENT	Role of Front Office in Hotel Operations <ol style="list-style-type: none"> 1. Importance of front office 2. Functions of the front office 	
IV. OBJECTIVES	<p><i>At the end of the lesson, learners are expected to:</i></p> <ol style="list-style-type: none"> 1. Explain the role, importance, and key functions of the hotel front office in overall hotel operations. 2. Express appreciation for the importance of front office roles in ensuring guest satisfaction through written or oral responses 3. Perform a role-play simulation demonstrating proper front desk interaction and communication 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	A. ACTIVATING PRIOR KNOWLEDGE Activity 1: Front Office Recall Instructions: <ol style="list-style-type: none"> 1. <i>Ask learners to think about the most recent time they stayed in a hotel as a guest.</i> 	
		<p><i>This part eases learners into the lesson by starting something they already know—being hotel guests. Instead of jumping straight into definitions, the activities let students “talk first, learn later.” Sharing personal</i></p>

	<ol style="list-style-type: none"> 2. <i>Instruct them to individually list three (3) services or tasks they believe are handled by the hotel front office (e.g., check-in, room inquiries, billing).</i> 3. <i>Learners should briefly describe each service based on what they personally experienced.</i> 4. <i>Give learners 3–5 minutes to complete the activity.</i> 5. <i>After listing, invite a few volunteers to share their answers to the class as a lead-in to the discussion of official front office roles.</i> <p>Guide Prompt: <i>“Think about the last time you stayed in a hotel. What front office services did you personally experience?”</i></p> <p>Activity 2: Guest Experience Share Instructions:</p> <ol style="list-style-type: none"> 1. <i>Divide the class into pairs.</i> 2. <i>Ask each learner to share one hotel experience they have personally encountered, either positive or negative, related to front office service.</i> 3. <i>Partners take turns listening and discussing what the front office staff did well or failed to do during the experience.</i> 4. <i>Each pair identifies one key front office practice demonstrated in the story (e.g., professionalism, communication, problem-solving).</i> 5. <i>Allow 5 minutes for sharing and discussion.</i> 6. <i>Select a few pairs to briefly share insights with the class to reinforce learning and connect experiences to front office service standards.</i> <p>Guide Prompt: <i>“Recall a hotel experience involving front office staff. What made it a good or poor experience from a guest’s perspective?”</i></p>	<p><i>hotel experiences instantly grabs attention and makes the topic relatable. It also helps me gauge what learners already understand (or misunderstand) about front office services before introducing the actual concepts.</i></p>
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	<p>B. ESTABLISHING THE PURPOSE OF THE LESSON</p> <p>Activity 3: (Think-and-Write and Pair)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Begin with a Think-and-Write activity. Ask learners to individually write one complete sentence finishing the statement: “The front office is important in a hotel because _____.” 2. Give learners 2–3 minutes to reflect and write their responses. 3. Next, form learners into pairs for a Pair Discussion. 4. Present the class prompt: “Why do you think hotels invest heavily in front office staff training?” 5. Each pair discusses the question and agrees on one key idea. 6. Invite pairs to share their ideas with the class. 7. The teacher synthesizes responses and connects them to the concepts of service quality, guest satisfaction, and operational efficiency 	<p><i>Here, learners begin connecting their experiences to the lesson’s bigger picture. By completing the sentence and discussing why hotels invest in front office staff, students slowly realize why the lesson matters. This activity sets the direction of the class and answers the silent question, “Why do we need to learn this?” It also prepares them mentally for the deeper discussion that follows.</i></p>
<p>B. Instituting New Knowledge</p>	<p>A. PRESENTING EXAMPLES</p> <p>Activity 4: Function Sorting (Small Groups)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into small groups of 4–5 learners. 2. Provide each group with a set of function cards (e.g., Reservation, Check-in, Cashiering, Guest Communication). 3. Display or provide three headings: <ul style="list-style-type: none"> • Guest Service • Revenue • Operations Support 4. Instruct groups to discuss and sort each function card under the heading they believe best describes its purpose. 5. Allow 5–7 minutes for group discussion and sorting. 	<p><i>The Function Sorting activity makes abstract concepts feel more concrete. Instead of me explaining everything, learners work together to classify real front office functions, which encourages discussion and critical thinking. I like how this activity allows mistakes—because clarifying those misunderstandings becomes part of learning. It’s a simple way to show that front office work goes beyond just the front desk.</i></p>

6. After sorting, ask each group to briefly explain one function they placed under a specific heading and justify their choice.
7. The teacher reviews responses, clarifies misconceptions, and emphasizes how front office functions support overall hotel operations.

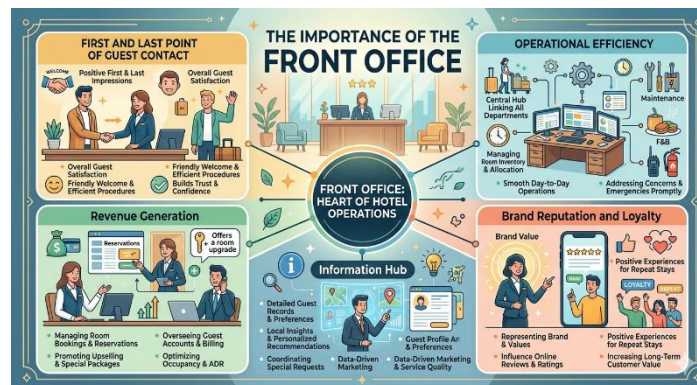
Guide Prompt:

“Which front office functions directly serve guests, generate income, or support hotel operations?”

B. DISCUSSING NEW CONCEPT

The Front Office Department is often described as the heart and nerve center of a hotel. It is the first department that interacts with the guest upon arrival and the last department to see the guest before departure. Because of this, the front office plays a critical role in shaping the overall guest experience, influencing guest satisfaction, and ensuring smooth hotel operations.

Importance of the Front Office



OpenAI. “The Importance of the Front Office” Image generated by Gemini, April 4, 2026

1. First and Last Point of Guest Contact

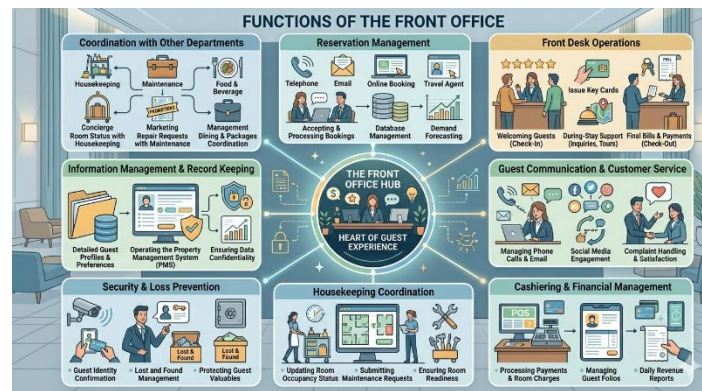
- The front office team shapes both the guest’s first impression upon arrival and their final impression at departure.
- Overall, guest satisfaction is strongly influenced by the quality of front office services.

	<ul style="list-style-type: none"> • A friendly and welcoming reception helps establish a positive atmosphere for the guest's entire stay. • Efficient and professional check-in and check-out procedures build trust and confidence among guests. <p>2. Revenue Generation</p> <ul style="list-style-type: none"> • The front office is responsible for managing room bookings and reservation activities. • It identifies and promotes upselling opportunities such as room upgrades, additional services, and special packages. • The department oversees guest accounts, billing processes, payments, and other financial transactions. • Through effective sales and reservation strategies, the front office helps optimize occupancy levels and increases the average daily rate (ADR). <p>3. Operational Efficiency</p> <ul style="list-style-type: none"> • The front office acts as the central link among all hotel departments, including housekeeping, maintenance, food and beverage, and security. • It oversees room inventory by monitoring availability and allocation. • The department plays a key role in maintaining smooth and efficient day-to-day hotel operations. • It is responsible for addressing guest concerns and managing emergency situations promptly and professionally. <p>4. Brand Reputation and Loyalty</p> <ul style="list-style-type: none"> • Front office employees represent the hotel's brand and values in every guest interaction. • Delivering positive guest experiences encourages repeat stays and word-of-mouth recommendations. • Guest interactions with front office staff greatly influence online reviews and ratings. • Strengthening guest loyalty helps increase long-term customer value and sustained business growth. 	
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5. Information Hub

- The front office keeps detailed and accurate records of guest information and preferences.
- It assists guests by offering local insights, directions, and personalized recommendations.
- The department coordinates special requests and tailors' services to enhance guest experiences.
- Guest data collected by the front office is essential for supporting data-driven marketing strategies and improving overall service quality

Functions of the Front Office



OpenAI. "Functions of the Front Office" Image generated by Gemini, April 4,2026

1. **Reservation Management** - *Reservation refers to the system and procedures used to book guest rooms in advance and manage future lodging commitments.*

Key Activities:

- Accepting and processing room bookings through various channels such as telephone, email, online booking systems, and travel agents
- Recording and updating reservation details in the hotel's database
- Monitoring room inventory and managing availability schedules

	<ul style="list-style-type: none"> • Sending booking confirmations and relevant details to guests • Processing reservation changes, cancellations, and no-show cases • Preparing demand forecasts and generating occupancy and booking reports <p>2. Front Desk Operations - <i>refer to the daily services provided to guests at the reception area, focusing on welcoming, assisting, and supporting guests throughout their stay.</i></p> <p>Key Activities:</p> <p>a. Guest Check-In</p> <ul style="list-style-type: none"> • Welcoming guests warmly and completing the registration process • Confirming guest details and validating payment arrangements • Allocating rooms according to availability and guest preferences • Issuing room keys or electronic key cards • Providing information about room features, hotel amenities, and policies • Coordinating and accommodating special guest requests <p>b. Guest Check-Out</p> <ul style="list-style-type: none"> • Preparing and settling final bills and collecting payments • Verifying room status and condition • Collecting room keys or deactivating key cards • Addressing guest feedback, questions, or concerns • Expressing appreciation and encouraging future visits • Managing requests for late check-outs when applicable <p>c. During-Stay Services</p> <ul style="list-style-type: none"> • Responding promptly to guest inquiries and service needs • Offering local area information, directions, and recommendations • Arranging transportation, tours, and restaurant reservations • Handling complaints and ensuring effective service recovery • Processing wake-up call requests and guest messages • Managing mail, parcels, and package deliveries 	
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	<p>3. Guest Communication & Customer Service - <i>involves handling all interactions with guests across multiple communication channels to ensure timely, effective, and personalized service.</i></p> <p>Key Activities</p> <ul style="list-style-type: none"> • Managing incoming and outgoing telephone calls and ensuring accurate message delivery • Overseeing email correspondence and online communication platforms • Engaging with guests through social media channels and responding appropriately • Addressing guest complaints, concerns, and disputes with professionalism and care • Establishing positive relationships through personalized and attentive service • Conducting follow-ups to gather feedback and enhance overall guest satisfaction <p>4. Cashiering & Financial Management - <i>involve overseeing all guest-related financial transactions while ensuring accurate recordkeeping and secure payment handling.</i></p> <p>Key Activities:</p> <ul style="list-style-type: none"> • Processing room charges and accepting various forms of payment • Creating, updating, and maintaining individual guest folios or accounts • Managing cash transactions, credit card payments, and digital payment systems • Preparing daily financial summaries and revenue reports • Reconciling accounts, payments, and resolving discrepancies • Administering house accounts and special billing arrangements • Implementing controls to prevent fraud and safeguard financial security <p>5. Housekeeping Coordination - <i>involves sharing accurate information about room availability, cleanliness, and maintenance requirements between the front office and operational departments.</i></p> <p>Key Activities:</p> <ul style="list-style-type: none"> • Reporting and updating room occupancy status, such as vacant, occupied, or out of order 	
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	<ul style="list-style-type: none"> • Communicating maintenance issues and submitting repair requests promptly • Coordinating urgent or emergency maintenance work to minimize guest inconvenience • Ensuring rooms meet cleanliness and quality standards before guest arrival • Monitoring room readiness to support timely check-ins and efficient room allocation <p>6. Security & Loss Prevention - <i>focuses on safeguarding guests, employees, and hotel property while maintaining a secure and controlled environment.</i></p> <p>Key Activities:</p> <ul style="list-style-type: none"> • Confirming guest identity and ensuring proper room and facility access • Observing and reporting unusual or suspicious behavior • Managing lost and found items in accordance with hotel procedures • Safeguarding guest valuables through safe deposit box systems • Coordinating closely with on-site security staff and departments • Documenting incidents and maintaining accurate security records • Enforcing hotel safety policies and access control measures <p>7. Information Management & Record Keeping - <i>involves maintaining accurate, organized, and secure data related to guests and hotel operations to support efficient service delivery.</i></p> <p>Key Activities:</p> <ul style="list-style-type: none"> • Creating, updating, and maintaining detailed guest profiles • Documenting guest preferences, special requirements, and service history • Managing reservation and booking records accurately • Preparing occupancy reports and other statistical data for analysis • Operating and maintaining the Property Management System (PMS) • Organizing and storing guest-related correspondence and documentation 	
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	<ul style="list-style-type: none"> Ensuring data protection, privacy, and confidentiality in compliance with policies <p>8. Coordination with Other Departments - <i>refers to the front office's role as the main point of connection between guests and various hotel departments to ensure seamless service delivery.</i></p> <p>Key Activities:</p> <ul style="list-style-type: none"> Communicating with housekeeping to obtain real-time room status updates Coordinating with the maintenance team to report and follow up on repair requests Working with the food and beverage department to arrange dining reservations and special requests Collaborating with the concierge to support guest needs and personalized services Assisting the marketing team by supporting promotions, packages, and guest communications Cooperating with hotel management to implement and uphold policies and procedures <p>A. DEVELOPING MASTERY</p> <p>Activity 5: Match It Right</p> <p>Instructions:</p> <ol style="list-style-type: none"> Distribute the matching worksheet to each learner. Instruct learners to work individually. Ask them to carefully read the list of front office functions and the corresponding descriptions provided. Learners match each function to the correct description by writing the letter or number in the blank beside each item. Allow 3–5 minutes for completion. After the activity, review the answers as a class and briefly discuss each function to reinforce understanding. <p>Guide Prompt:</p> <p><i>“Match each front office function with the description that best explains its role in hotel operations.”</i></p>	<p><i>This activity checks if learners truly understand the functions and not just recognize the terms. Since they work individually, I can see who's already confident and who might still need help. It also reinforces the content without feeling overwhelmed.</i></p> <p><i>Role-playing brings lessons to life. Learners don't just talk about front office duties—they act them out. This activity builds confidence, communication skills, and professionalism. At the same time, it helps students see how theory applies in real-life hotel situations.</i></p>
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	<p>Activity 6: Mini Role Simulation</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask learners to form pairs. 2. Assign roles within each pair: <ul style="list-style-type: none"> • One learner acts as the <i>hotel guest</i>. • One learner acts as the <i>front office staff</i>. 3. Present the scenario: <i>“A guest arrives early and asks if the room is ready.”</i> 4. Instruct pairs to role-play the situation briefly, focusing on how the front office staff should respond professionally. 5. After the role-play, learners discuss and identify the front office functions being used, such as: <ul style="list-style-type: none"> • Coordination • Communication • Front desk operations 6. Allow 5 minutes for role-play and discussion. 7. Invite a few pairs to share their observations, and the teacher reinforces correct applications of front office functions. <p>Guide Prompt: <i>“What front office functions are demonstrated in this situation, and how do they help manage the guest’s concern?”</i></p>	
<p>C. Demonstrating Knowledge and Skills</p>	<p>A. FINDING PRACTICAL APPLICATION</p> <p>Activity 7: My Role as Front Office Staff</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask learners to imagine themselves working as a front office staff member. 2. Instruct them to answer the question: <i>“If you were a front desk agent, how would your job help improve guest satisfaction?”</i> 3. Learners write a short written response of 1–2 sentences based on their understanding of front office duties. 4. Allow 2–3 minutes to write. 5. Invite a few learners to read their responses aloud to reinforce key ideas. 	<p><i>This activity invites learners to step into the shoes of a front office staff member. Writing short responses makes them reflect personally on responsibility and service quality. It’s a quiet but powerful moment where students begin seeing themselves as future professionals</i></p>

	<p>Activity 8: Real-World Connection</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Divide the class into small groups of 4–5 learners. 2. Present the guide question: “How do front office functions affect a hotel’s reputation and repeat guests?” 3. Groups discuss the question and prepare one short group response. 4. Allow 5 minutes for discussion. 5. Each group selects one representative to share their response with the class. 6. The teacher synthesizes answers and highlights the link between effective front office service, positive reputation, and guest loyalty. <p>B. MAKING GENERALIZATION</p> <p>Exit Statement: Learners complete: “The front office is the heart of hotel operations because _____.”</p> <p>C. EVALUATING LEARNING</p> <p>Direction: Match Column A (Front Office Situation/Role) with the most appropriate function or outcome in Column B. Write the letter of your answer.</p> <p>Column A</p> <ol style="list-style-type: none"> 1. A guest receives a warm welcome and clear information during check-in, which improves their overall hotel experience. 2. The front office monitors room availability and coordinates with housekeeping to avoid assigning an unready room. 3. Accurate guest profiles are maintained to personalize future stays and marketing strategies. 4. A guest complaint is resolved promptly during the stay, preventing negative online reviews. 	<p><i>The group discussion highlights how front office service impacts hotel reputation and guest loyalty. Learners realize that small actions at the front desk can make or break a hotel’s image. This strengthens their understanding that front office work directly affects business success.</i></p> <p><i>The exit statement serves as a wrap-up that requires learners to summarize the lesson in their own words. Instead of memorizing, they internalize the idea that the front office is the “heart” of hotel operations. This final reflection helps solidify learning and gives me quick feedback on what they took away from the lesson.</i></p>
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	<ol style="list-style-type: none"> 5. Room upgrades and special packages are offered during reservation inquiries to increase hotel income. 6. Guest bills, payments, and folios are carefully handled to ensure financial accuracy and trust. 7. Lost items reported by guests are documented and secured according to hotel policy. 8. Front office employees coordinate with multiple departments to ensure smooth daily operations. 9. Emergency situations are managed effectively with proper communication and documentation. 10. Guests are assisted with directions, local recommendations, and special requests throughout their stay. <p>Column B</p> <ol style="list-style-type: none"> A. Guest Communication and Customer Service B. Security and Loss Prevention C. Information Management and Record Keeping D. Reservation Management E. Front Desk Operations F. Revenue Generation Function of the Front Office G. Cashiering and Financial Management H. Coordination with Other Departments I. Housekeeping Coordination J. Operational Efficiency and Brand Representation <p>Answer Key:</p> <ol style="list-style-type: none"> 1. E 2. I 3. C 4. A 5. F 6. G 7. B 8. H 9. J 10. A 	
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	<p>D. ADDITIONAL ACTIVITIES</p> <p>Title: Understanding Front Office Functions</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask learners to imagine they are staying in a hotel overnight. 1. List three (3) front office functions that you will most likely interact with during your stay. 2. For each function, write one sentence explaining why it is important to the guest and to the hotel. 3. <p>Output: Short written response (5–6 sentences total) In one whole sheet of paper.</p>	
VI. REFLECTION	<p>The lesson actively engages learners by encouraging them to share experiences, exchange ideas, and apply concepts to real-life situations. The activities guide them from simple recall to deeper understanding, making the lesson meaningful and relevant. This approach builds learners’ confidence, especially during role-play and group discussions.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why is the front office often described as the heart of hotel operations? 2. How do effective front office functions contribute to guest satisfaction and hotel reputation? 	
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used a Generative AI tool (OpenAI) to create instructional visuals such as infographics and realistic scenarios or activities to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and travel context. The author(s) reviewed, edited, and finalized the content to ensure accuracy, appropriateness, and alignment with learning standards. The author(s) take(s) full responsibility for the content of this Learning Exemplar.</p>	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	3

I. OBJECTIVES	
D. Content Standard	<i>The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.</i>
E. Performance Standard	<i>The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.</i>
F. Learning Competencies	1. <i>Discuss the overview of hotel front office and organization.</i>
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • Powerpoint presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook <p>References:</p> <ol style="list-style-type: none"> 1. Department of Education. <i>Front Office Services Module 4: Practice Occupational Health and Safety</i>. Manila: DepEd, 2020. <i>Basic occupational health and safety principles and hazards in front office services.</i> 2. Technical Education and Skills Development Authority (TESDA). <i>Training Regulations: Front Office Services NC II</i>. Taguig City: TESDA, 2013. <i>Workplace safety practices, hygiene standards, and OHS competencies required for front office staff</i> 3. Ciarlante, Katherine, et al. "A Research Agenda for Occupational Safety, Health, and Well-Being in Hospitality." <i>International Journal of Hospitality Management</i> 123 (2024): 103-887. <i>Identification of safety and health risks affecting frontline hospitality employees.</i>

	<p>4. Mehra, Neha, et al. "Ergonomic Assessment of Activities of Front Office Workers." <i>International Journal of Hospitality Studies</i> (2019). <i>Ergonomic hazards and preventive workplace practices in front office jobs.</i></p> <p>5. Savita, Vinay Rana, and Shalini Singh. <i>Hotel Safety and Security Services: Dimensions and Measures</i>. Dehradun: Allied Business Academies, 2023. <i>Emergency preparedness and safety structure in hotel operations.</i></p>
III. CONTENT	Workplace and Safety Practices in Front Office
IV. OBJECTIVES	<p><i>At the end of the lesson, learners are expected to:</i></p> <ol style="list-style-type: none"> 1. Identify common workplace hazards and safety practices in the front office based on given scenarios and discussions. 2. Demonstrate commitment to workplace professionalism by valuing safe, ethical, and organized front office practices. 3. Apply correct workplace and safety procedures through simulated front office tasks following standard hotel organizational protocols.
V. PROCEDURES	
D. Activating Prior Knowledge	<div> <div> <p>B. ACTIVATING PRIOR KNOWLEDGE</p> <p>Activity 1: Front Office Experience Reflection</p> <p>Learners individually reflect and write brief answers:</p> <ol style="list-style-type: none"> 1. Have you ever visited a hotel front desk? What did you observe? 2. What do you think front office staff do during their shift? 3. Name 2-3 things that could go wrong at a front desk and why safety matters. <p><i>Purpose:</i> Connects learners' personal experiences to workplace safety and front office functions.</p> <p>Activity 2: Front Office Brainstorm Circle</p> <p>In pairs or small groups:</p> <ol style="list-style-type: none"> 1. List everything you know about hotel front offices (roles, tasks, challenges) 2. Share one surprising fact you discovered 3. Groups report back one item each (quick round-robin) <p><i>Purpose:</i> Builds collective prior knowledge and creates discussion foundation.</p> </div> <div> <p><i>Helps learners recall real-life experiences related to hotel front desks. By asking about their observations and possible problems, learners become aware that front office work involves responsibilities and safety concerns they may not have noticed before. This makes the lesson relatable and prepares them mentally for the topic.</i></p> <p><i>Allows learners to share and compare prior knowledge through group brainstorming. This encourages participation, builds confidence, and surfaces existing ideas that can be corrected or expanded during the lesson. It also sets a collaborative tone for learning.</i></p> </div> </div>

	<p>B. ESTABLISHING THE PURPOSE OF THE LESSON</p> <p>Activity 3: Safety Matters—Why?</p> <p>Learners read a brief scenario: <i>"A guest slipped on a wet floor at the front desk and was injured. The front office staff didn't follow proper housekeeping procedures.</i> What could have been prevented?"</p> <p>Learners write: <i>How does this connect to professionalism and safe practices?</i> <i>Purpose:</i> Establishes relevance of learning objectives and safety commitment.</p>	<p><i>This activity clearly explains why the lesson matters. The scenario-based question helps learners see the real consequences of unsafe practices in the front office. It connects the lesson to professionalism and helps learners understand that safety is part of good service, not an extra task.</i></p>
<p>E. Instituting New Knowledge</p>	<p>B. PRESENTING EXAMPLES</p> <p>Activity 4: Hazard Hunt in Pairs</p> <p>Pairs receive photos/descriptions of front office scenarios. Together they:</p> <ol style="list-style-type: none"> 1. Identify all visible hazards 2. Categorize each hazard type 3. Suggest 2 preventive actions per hazard 4. Present findings (30 seconds per pair) <p><i>Purpose:</i> Collaborative identification and analysis of real workplace hazards.</p> <p>C. DISCUSSING NEW CONCEPT</p> <p>The front office is the <i>face of the hospitality industry</i> and the primary area of guest interaction. Because it operates 24/7, front office personnel are exposed to several workplace hazards such as slips, electrical risks, ergonomic strain, and emergency situations. Proper safety practices ensure employee protection, guest confidence, legal compliance, and service quality. Unsafe practices can result in accidents, service disruptions, legal liabilities, and reputational damage.</p>	<p><i>By analyzing real front office situations, learners are able to identify hazards and think of preventive actions. This activity moves learning from abstract discussion to concrete examples. It also allows learners to practice observation and decision-making skills.</i></p>

	<p style="text-align: center;"><u>COMMON WORKPLACE HAZARDS IN THE FRONT OFFICE</u></p> <p>1. Physical Hazards</p> <ul style="list-style-type: none"> a) Slippery floors due to spills or wet surfaces b) Poorly arranged furniture or cables c) Inadequate lighting <p><i>*These hazards may lead to slips, trips, and falls.</i></p> <p>2. Ergonomic Hazards</p> <ul style="list-style-type: none"> a) Prolonged standing or sitting b) Improper chair and desk height c) Repetitive computer tasks <p><i>*Ergonomic risks cause back pain, fatigue, and long-term health issues.</i></p> <p>3. Electrical and Equipment Hazards</p> <ul style="list-style-type: none"> a) Overloaded sockets b) Exposed wiring c) Malfunctioning computers and printers <p><i>*These increase the risk of electrical shock and fire.</i></p> <p>4. Health and Biological Hazards</p> <ul style="list-style-type: none"> a) Exposure to germs from guests b) Poor hygiene practices c) Inadequate sanitation <p><i>*Front office staff must observe proper hygiene to prevent illness transmission.</i></p> <p style="text-align: center;"><u>WORKPLACE AND SAFETY PRACTICES IN THE FRONT OFFICE</u></p> <p>1. Housekeeping and Workspace Orderliness</p> <ul style="list-style-type: none"> a) Keep walkways clear b) Clean spills immediately c) Arrange equipment properly <p><i>*Good housekeeping minimizes accidents and promotes professionalism.</i></p> <p>2. Proper Use of Equipment</p> <ul style="list-style-type: none"> a) Use computers, telephones, and POS systems correctly b) Report defective equipment immediately c) Follow standard operating procedures (SOPs) 	
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	<p>Activity 6: Front Office Safety Procedure Simulation</p> <p>Task: Groups of 3 receive real-world front office situation cards. Each group cycles through 2-3 scenarios:</p> <p>Scenario 1: "A guest check-in area has a wet floor and no wet floor sign. A new staff member is about to walk through."</p> <ul style="list-style-type: none"> • Designate roles: Guest, Front desk staff, Manager • Group must demonstrate CORRECT procedure to handle hazard • Manager verifies each step follows hotel safety protocol <p>Scenario 2: "An elderly guest arrives with luggage, but the elevator is broken."</p> <ul style="list-style-type: none"> • Demonstrate proper ergonomic lifting techniques • Show safe guest assistance procedures • Document the equipment malfunction <p>Scenario 3: "An electrical outlet near the front desk starts sparking."</p> <ul style="list-style-type: none"> • Show immediate safety response • Demonstrate proper evacuation of area • Follow hazard reporting protocol 	
<ul style="list-style-type: none"> • Demonstrating Knowledge and Skills 	<p>A. FINDING PRACTICAL APPLICATION</p> <p>Activity 7: Design Your Safe Workspace</p> <p>Learners sketch or describe an ideal front office workspace that addresses:</p> <ul style="list-style-type: none"> • Physical safety (no tripping hazards) • Ergonomic comfort (proper desk setup) • Emergency preparedness (marked exits) • Hygiene standards <p>Include 3-4 labeled safety features.</p> <p><i>Purpose:</i> Applies learned concepts to real workplace design.</p> <p>Activity 8: Front Office Safety Walkthrough Role-Play</p> <p>Pairs take roles:</p> <ul style="list-style-type: none"> • Person A: Front office manager • Person B: New employee on first day <p>The manager points out 5-6 safety features/hazards in the imagined workspace and explains why each matters. Swap roles.</p>	<p><i>Encourages learners to apply what they learned by designing a safe front office workspace. This demonstrates their ability to transfer knowledge into practice.</i></p> <p><i>Allows learners to explain safety concepts as if they were already professionals. Teaching another person helps reinforce learning and develops communication skills required in the front office.</i></p>

	<p><i>Purpose:</i> Applies concepts through a realistic workplace mentoring scenario.</p> <p>B. MAKING GENERALIZATION</p> <p>Activity 9: Safety Culture Poster Planning</p> <p>Groups design a 1-minute "pitch" for a front office safety culture initiative:</p> <ul style="list-style-type: none"> • What's the main message? (e.g., "Safety is professionalism") • What 3 practices must ALL staff follow? • How does this benefit guests and staff? <p>Groups present 30-second pitches.</p> <p><i>Purpose:</i> Synthesizes learning into actionable workplace culture principles.</p> <p>C. EVALUATING LEARNING</p> <p>True or False</p> <ol style="list-style-type: none"> 1. The front office operates only during regular business hours, so safety risks are minimal. Answer: False 2. Slippery floors and poorly arranged furniture are examples of physical hazards in the front office. Answer: True 3. Ergonomic hazards mainly refer to electrical shocks and exposed wiring. Answer: False 4. Prolonged standing or improper desk height can cause fatigue and long-term health issues. Answer: True 5. Overloaded sockets and malfunctioning equipment can increase the risk of fire in the front office. Answer: True 6. Exposure to germs from guests is considered a health and biological hazard. Answer: True 7. Immediate cleaning of spills helps reduce accidents and improves professionalism. Answer: True 	<p><i>The safety culture activity helps learners summarize the key ideas of the lesson. By identifying shared practices and benefits, learners understand that safety is a collective effort that improves both employee welfare and guest satisfaction.</i></p>
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	<p>8. Front office staff are not required to be familiar with fire exits or evacuation procedures. Answer: False</p> <p>9. Reporting hazards promptly is part of the front office staff's role in maintaining safety. Answer: True</p> <p>10. Safety in the front office is the sole responsibility of management. Answer: False</p> <p>D. ADDITIONAL ACTIVITIES <i>“Safety Principles Beyond the Front Office”</i> Learners complete: <i>"The workplace safety practices we learned apply to ANY job because..."</i> <ul style="list-style-type: none"> • They list 3 universal safety principles that extend beyond hotels. <i>Purpose:</i> Develops critical thinking and broader understanding of professionalism.</p>	
VI. REFLECTION	<p>The lesson engages learners effectively through discussions, simulations, and real-life applications, helping them actively participate in the learning process. It guides them from recalling experiences to applying knowledge, making learning meaningful. This approach increases learners' confidence and strengthens their awareness of workplace safety.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why is workplace safety important in the front office area? 2. How can front office staff help prevent accidents during their daily operations? 	
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used a Generative AI tool (OpenAI) to create instructional visuals such as infographics and realistic scenarios or activities to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and travel context. The author(s) reviewed, edited, and finalized the content to ensure accuracy, appropriateness, and alignment with learning standards. The author(s) take(s) full responsibility for the content of this Learning Exemplar.</p>	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	4

I. OBJECTIVES	
A. Content Standard	<i>The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.</i>
B. Performance Standard	<i>The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.</i>
C. Learning Competencies	<i>2. Apply the principles of service quality and guestology.</i>
	<p>Materials:</p> <ul style="list-style-type: none"> • Powerpoint presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook <p>References:</p> <ol style="list-style-type: none"> 1. Department of Education. <i>Tourism Explorers: Hospitality and Hotel Operations</i>. DepEd Modules, K-12 Curriculum. <ol style="list-style-type: none"> i. <i>Definition of hospitality, basic principles of customer service, and hotel operations framework</i> 2. Technical Education and Skills Development Authority. <i>National Competency-Based Training Standards (NCBTS): Hotel and Restaurant Management</i>. TESDA, Government of the Philippines. <ol style="list-style-type: none"> i. <i>Service quality standards, employee competency requirements, and service culture implementation in hospitality establishments</i> 3. Berry, Leonard L., and A. Parasuraman. <i>Listening to the Customer: The Concept of a Service-Quality Information System</i>. Sloan Management Review, Vol. 38, No. 3, 1997.

	<p><i>i. SERVQUAL model (Reliability, Responsiveness, Assurance, Empathy, Tangibles) for measuring service quality</i></p> <p>4. Zeithaml, Valarie A., Leonard L. Berry, and A. Parasuraman. "The Behavioral Consequences of Service Quality." <i>Journal of Marketing</i>, Vol. 60, No. 2 (April 1996): 31-46.</p> <p><i>i. Impact of service quality on guest loyalty, repeat visits, and revenue generation</i></p> <p>5. Cornell Hotel and Restaurant Administration Quarterly. "Building and Sustaining Service Culture in Hospitality." Vol. 48, No. 4 (2007).</p> <p><i>i. Practical strategies for building service culture, employee empowerment, and leadership's role in hospitality</i></p> <p>6. Rutes, William A., and Richard H. Penner. <i>Hotel Planning and Design</i>. New York: Fordham University Press, 2005.</p> <p><i>i. Hotel service standards, guest experience design, and operational excellence</i></p> <p>7. Technical Education and Skills Development Authority. <i>Trainers' Module: Customer Service Excellence in Hotel and Restaurant Operations</i>. TESDA Skills Training Programs, 2019.</p> <p><i>i. Practical techniques for service delivery, handling difficult guests, and maintaining service consistency</i></p>	
III. CONTENT	<p>Hospitality in the Hotel</p> <ul style="list-style-type: none"> • Importance of service quality • Service culture 	
IV. OBJECTIVES	<p><i>At the end of the lesson, learners are expected to:</i></p> <ol style="list-style-type: none"> 1. Apply appropriate service quality principles in given hotel service scenarios (e.g., late guest arrival, complaints) 2. Express personal insights on the importance of service quality through written reflections or sharing activities. 3. Demonstrate proper front desk service behaviors (e.g., empathy, responsiveness, assurance) during role-play scenarios. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>A. ACTIVATING PRIOR KNOWLEDGE</p> <p>Activity 1: My Hotel Experience</p> <ul style="list-style-type: none"> • Learners silently recall a personal hotel or accommodation experience. • They write one positive and one negative service encounter they experienced. • Guide question: 	<p><i>My Hotel Experience allows learners to connect the lesson to their own prior experiences as hotel guests. By recalling both positive and negative service encounters, learners activate existing knowledge related to service quality.</i></p>

	<p><i>What did the staff do that affected your experience as a guest?</i></p> <p>Activity 2: Think–Pair–Share</p> <ul style="list-style-type: none"> In pairs, learners briefly share: <p><i>What do guests usually remember most about a hotel stay—the room or the service? Why?</i></p> <p>B. ESTABLISHING THE PURPOSE OF THE LESSON</p> <p>Activity 3: Spot the Pillar</p> <ul style="list-style-type: none"> Teacher presents sample staff actions. Groups identify which pillar of service culture is demonstrated: <ul style="list-style-type: none"> <i>Customer-centric mindset</i> <i>Empowerment</i> <i>Accountability</i> 	<p><i>Think–Pair–Share encourages peer discussion and critical thinking as learners reflect on whether guests value physical facilities or service more, helping them recognize the importance of service in hospitality.</i></p> <p><i>Spot the Pillar clearly establishes the lesson’s purpose by introducing the key pillars of service culture. Through analyzing staff actions, learners understand what the lesson aims to develop—awareness and appreciation of customer-centered behavior, employee empowerment, and accountability in hotel operations.</i></p>
<p>B. Instituting New Knowledge</p>	<p>C. PRESENTING EXAMPLES</p> <p>Activity 4: With or Without Service Culture?</p> <ul style="list-style-type: none"> Present the scenario from the LE: <p><i>A guest arrives late due to a flight delay and mentions hunger.</i></p> <ul style="list-style-type: none"> Learners identify two actions shown under: <ul style="list-style-type: none"> <i>With Service Culture</i> <i>Without Service Culture</i> <p><i>Purpose: Concrete examples of service culture in practice</i></p> <p>D. DISCUSSING NEW CONCEPT</p> <p>Hook Question: <i>"What makes a hotel experience memorable? What do guests remember most?"</i></p> <p>Key Point: Hospitality is not just about providing rooms—it's about creating exceptional experiences through service quality and a strong service culture.</p> <p>II. IMPORTANCE OF SERVICE QUALITY</p> <p>A. Definition & Core Concept</p> <p>Service quality refers to the extent to which a service meets or exceeds customer expectations. In hotels, this encompasses:</p> <ol style="list-style-type: none"> Reliability — Delivering promises consistently Responsiveness — Quick and helpful problem-solving Assurance — Staff competence and trustworthiness Empathy — Understanding and caring for guest needs 	<p><i>With or Without Service Culture? Presents concrete and realistic scenarios that illustrate how service culture affects guest experience. By comparing responses with and without service culture, learners can visualize abstract concepts and better understand how service quality is applied in real hotel situations.</i></p>

	<p>5. Tangibles — Clean facilities, well-maintained equipment</p> <p>B. Why Service Quality Matters</p> <p>Guest Satisfaction & Loyalty</p> <ul style="list-style-type: none"> • Quality service builds repeat customers • Satisfied guests become brand ambassadors <p>Competitive Advantage</p> <ul style="list-style-type: none"> • Differentiates hotels in a crowded market • Justifies premium pricing <p>Revenue Impact</p> <ul style="list-style-type: none"> • Positive reviews drive bookings • Reduces complaints and refunds • Increases ancillary spending (dining, services) <p>Employee Morale</p> <ul style="list-style-type: none"> • Pride in delivering excellent service • Lower turnover rates <p>C. Service Quality Standards in Hotels</p> <ul style="list-style-type: none"> • Room cleanliness & maintenance • Front desk responsiveness • Housekeeping efficiency • Food & beverage quality • Safety & security measures <p>III. SERVICE CULTURE</p> <p>A. What is Service Culture?</p> <p>Service culture is the shared values, beliefs, and practices that prioritize customer satisfaction and excellence throughout an organization. It's "the way we do things here."</p>	
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B. Pillars of a Strong Service Culture

Pillar	Description
a) Customer-Centric Mindset	Every decision focuses on guest needs
b) Employee Empowerment	Staff can make decisions to solve problems
c) Continuous Training	Regular skill development and refreshers
d) Accountability	Staff own their service outcomes
e) Recognition & Rewards	Excellence is celebrated and incentivized
f) Leadership Commitment	Management models service excellence

C. Building a Service Culture: Key Steps

Hire for attitude, train for skills

- Look for empathy and service mindset in recruitment

Clear service standards

- Define expectations (e.g., greeting guests within 30 seconds)

Empower employees

- Allow staff to resolve issues without manager approval

Regular feedback & coaching

- Constructive criticism and praise

Lead by example

- Managers demonstrate service values daily

D. Service Culture in Practice: Hotel Example

Scenario: *A guest arrives late with a flight delay and mentions hunger.*

- With Service Culture:
- Front desk agent anticipates need
- Offers late-night dining options or snacks
- Ensures room is ready despite late arrival
- Follows up next morning to ensure satisfaction

	<p>Without Service Culture:</p> <ul style="list-style-type: none"> • Agent simply checks guest in • No proactive assistance • Guest satisfaction remains neutral or negative <p>E. DEVELOPING MASTERY</p> <p>Activity 5: Service Quality Match</p> <p>Learners match the service quality dimensions to actions:</p> <ul style="list-style-type: none"> • Reliability → keeping a wake-up call promise • Responsiveness → quick check-in assistance • Empathy → understanding guest frustration <p>Activity 6: Service Culture Design Challenge</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Group task: You're designing a "Service Culture Training Program" for new front office staff 2. Create 3 key rules that would ensure positive guest experiences 3. For each rule, explain: <ul style="list-style-type: none"> • Why it matters (service quality principle) • How staff should apply it 4. Share with class: 1–2-minute presentation 	<p><i>Service Quality Match strengthens mastery of concepts by requiring learners to accurately match service quality dimensions with specific staff actions. This reinforces conceptual understanding through guided practice.</i></p> <p><i>Service Culture Design Challenge develops higher-order thinking as learners collaborate to design a training program, applying service quality principles in a practical and creative manner.</i></p>
<p>C. Demonstrating Knowledge and Skills</p>	<p>A. FINDING PRACTICAL APPLICATION</p> <p>Activity 7: If I Were the Staff...</p> <ul style="list-style-type: none"> • Learners write one appropriate action they would perform as a front desk agent to enhance guest satisfaction. <p>Activity 8: Mini Role-Play</p> <ol style="list-style-type: none"> 1. In pairs, one acts as a guest, the other as a front desk agent. 2. Scenario: Guest complaints about delayed room readiness. 3. Learners demonstrate: <ul style="list-style-type: none"> • <i>Empathy</i> • <i>Responsiveness</i> • <i>Assurance</i> 	<p><i>Provides learners an opportunity to apply their knowledge by placing themselves in the role of a front desk agent.</i></p> <p><i>Allows learners to demonstrate service competencies such as empathy, responsiveness, and assurance through simulated real-life interactions, bridging theory and practice.</i></p> <p><i>Enables learners to synthesize the lesson by clearly expressing the importance of service</i></p>

	<p>B. MAKING GENERALIZATION Activity: “One-Sentence Insight” <ul style="list-style-type: none"> Learners complete: <i>Service quality and service culture are important because...</i> </p> <p>C. EVALUATING LEARNING</p> <p>A. Multiple Choice</p> <p>1. Which dimension of service quality focuses on delivering promises consistently? a) Responsiveness b) Reliability c) Empathy d) Tangibles</p> <p>2. Quick and helpful problem-solving by hotel staff refers to which service quality dimension? a) Assurance b) Empathy c) Responsiveness d) Tangibles</p> <p>3. Which of the following best describes service culture? a) Hotel marketing strategies b) Set of rules imposed by management c) Shared values and practices prioritizing customer satisfaction d) Staff training manuals</p> <p>4. Allowing staff to resolve guest issues without manager approval is an example of: a) Accountability b) Employee empowerment c) Assurance d) Recognition and rewards</p> <p>5. Which of the following is NOT listed as a benefit of high service quality? a) Increased ancillary spending</p>	<p><i>quality and service culture. This generalization serves as a concise summary of key learning points and reinforces understanding.</i></p>
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	<p>b) Lower employee turnover c) Reduced competition d) Positive reviews</p> <p>B. True & False</p> <ol style="list-style-type: none"> 1. Service quality in hotels includes both tangible and intangible elements. True 2. Service quality has no direct impact on hotel revenue. False 3. Leadership commitment is a key pillar of a strong service culture. True 4. Without a service culture, hotel staff are more likely to act proactively toward guest needs. False 5. Hiring for attitude and training skills helps build a strong service culture. True <p>D. ADDITIONAL ACTIVITIES</p> <p>Reflection Journal</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Write: "A time when I received excellent service (or poor service)" 2. Analyze: Which service culture elements are present or missing? 3. Connect to hotel operations: How would this apply to front office staff? 	<p><i>Encourages learners to critically analyze personal service experiences and identify service culture elements present or missing. This activity deepens reflective learning and strengthens the connection between theory and real-world hotel operations.</i></p>
VI. REFLECTION	<p>As a teacher, I deliver an effective and engaging lesson by anchoring it in real-life experiences and practical activities. I use scenarios and role-playing to help learners better understand the importance of service quality and service culture. Overall, I successfully developed both their knowledge and positive attitudes toward excellent hospitality service.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why is service culture important in delivering positive guest experiences in hotel front office operations? 2. How do empathy and responsiveness contribute to guest satisfaction and loyalty in the hospitality industry? 	
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used a Generative AI tool (OpenAI) to create instructional visuals such as infographics and realistic scenarios or activities to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and travel context. The author(s) reviewed, edited, and finalized the content to ensure accuracy, appropriateness, and alignment with learning standards. The author(s) take(s) full responsibility for the content of this Learning Exemplar.</p>	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	5

I. OBJECTIVES	
A. Content Standard	<i>The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.</i>
B. Performance Standard	<i>The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.</i>
C. Learning Competencies	<i>2. Apply the principles of service quality and guestology.</i>
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • Powerpoint Presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook <p>References:</p> <ol style="list-style-type: none"> 1. Department of Education (DepEd) - Hospitality Tourism Management Modules <i>Guest service standards, hospitality fundamentals, professional conduct in tourism and hospitality sectors.</i> 2. TESDA (Technical Education and Skills Development Authority) - Housekeeping NC II & Front Office NC II Modules <i>Guest communication, service protocols, cultural sensitivity training for hospitality workers, guest relation management.</i> 3. Pizam, Abraham, and Mansfeld, Yoel. "Tourism Security and Safety: From Theory to Practice." Butterworth-Heinemann, 2006.

	<p><i>Guest behavior patterns, security considerations, and guest satisfaction metrics in hospitality operations.</i></p> <p>4. Getty, Juliana M., and Getty, Robert L. "Lodging Quality Index (LQI): Assessing Guests' Perceptions of Service Quality." International Journal of Service Industry Management, 2003. <i>Dimensions of guest satisfaction, service quality expectations, and guest behavior assessment frameworks.</i></p> <p>5. Hofstede, Geert. "Cultures and Organizations: Software of the Mind." McGraw-Hill, 2010. <i>Cultural dimensions (individualism, power distance, uncertainty avoidance), cross-cultural communication patterns, and how cultural values influence guest expectations and behavior.</i></p> <p>6. Hospitality Magazine - "Understanding Your Guest: Cultural Intelligence in Service" (Various Issues) <i>Contemporary case studies, industry best practices, real-world guest segmentation examples, cultural service adaptations.</i></p> <p>7. Brotherton, Bob. "The Handbook of Contemporary Hospitality Management." Butterworth-Heinemann, 2015. <i>Guest lifecycle management, behavior patterns, segmentation strategies, and service quality enhancement techniques.</i></p> <p>8. Williams, M. Robert. "The Hospitality Industry: Defining Moments and Key Characteristics." Cornell Hotel and Administration Review, 2002. <i>Guest behavior classification, service recovery, cultural competency in hospitality, and guest relationship management.</i></p> <p>9. Ye, Ye et al. "Understanding Guest Behavioral Intentions." Frontiers in Psychology 2022. <i>Used to support discussion on guest emotions and satisfaction</i></p>
III. CONTENT	<p>Guestology</p> <ul style="list-style-type: none"> • Understanding guest behavior • Guest segmentation of cultural considerations

IV. OBJECTIVES	<p><i>At the end of the lesson, learners are expected to:</i></p> <ol style="list-style-type: none"> 1. Classify guests according to segmentation categories (purpose, behavior, culture) during the jigsaw activity; 2. Show sensitivity toward cultural differences by embracing diverse guest expectations during service encounters; and 3. Execute appropriate service techniques by adapting guest interactions based on behavior and cultural segmentation. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>A. ACTIVATING PRIOR KNOWLEDGE</p> <p>Activity 1: Guest Experience Reflection</p> <p>Students individually reflect and write answers to:</p> <ol style="list-style-type: none"> 1. Describe a time you received excellent service. What made it memorable? 2. Describe a time service fell short. What went wrong? 3. What do you think influences how satisfied guests feel? <p>Purpose: Connects personal experiences to guestology concepts.</p> <p>Activity 2: Guest Stories Paired Discussion</p> <p>In pairs: Each student shares a guest interaction story (good or challenging). Partners identify:</p> <ol style="list-style-type: none"> 1. What guest behavior was displayed? 2. What cultural factors might have influenced it? <p>Purpose: Builds collective understanding from shared experiences.</p> <p>B. ESTABLISHING THE PURPOSE OF THE LESSON</p> <p>Activity 3: Why Guestology Matters?</p> <p>Present scenario: <i>A hotel receives complaints from international guests about service that seemed "cold" or "rude," but staff followed standard procedures.</i></p> <p>Students individually answer: How could understanding guest behavior and cultural differences prevent this?</p> <p>Purpose: Establishes relevance of adapting services based on cultural segmentation.</p>	<p><i>Activate learners' prior knowledge by drawing from their personal and shared experiences as guests. Through reflection and paired discussions, students relate real-life service encounters to initial concepts of guest behavior and cultural influences. This helps bridge their everyday experiences with formal guestology concepts.</i></p> <p><i>Establishes the relevance and purpose of the lesson by presenting a real-world hospitality scenario involving international guest complaints. The activity encourages learners to realize the importance of understanding guest behavior and cultural differences in preventing service issues, thus motivating them to engage meaningfully with the lesson.</i></p>

<p>B. Instituting New Knowledge</p>	<p>A. PRESENTING EXAMPLES Activity 4: "Guest Segmentation Jigsaw" In pairs: Each pair receives a different guest segmentation category (Purpose, Duration, Spending, Demographics, Behavior, or Cultural). Pairs: <ul style="list-style-type: none"> • Create 2-3 examples within their category • Identify service implications • Share with the group (1-2 min per pair) Purpose: Collectively maps all segmentation approaches.</p> <p>B. DISCUSSING NEW CONCEPT What is Guestology? Guestology is the study of guest behavior, preferences, and expectations in hospitality settings. It combines psychology, sociology, and customer service principles to understand what guests need and expect.</p> <p>Key Concepts: <ul style="list-style-type: none"> • Understanding the "guest experience journey" • Why guest behavior matters in hospitality • Connection between behavior patterns and service quality Discussion Prompt: <ol style="list-style-type: none"> 1. <i>What makes a 'good' guest experience?</i> 2. <i>What factors influence how satisfied guests feel?</i> </p> <p>PATTERNS OF GUEST BEHAVIOR A. The Guest Lifecycle</p> <table border="1" data-bbox="589 1157 1592 1444"> <thead> <tr> <th>Stage</th><th>Characteristics</th><th>Service Focus</th></tr> </thead> <tbody> <tr> <td>Pre-Arrival</td><td>Research, expectations building, booking</td><td>Clear communication, confirmation</td></tr> <tr> <td>Arrival</td><td>First impressions, check-in process</td><td>Warmth, efficiency, welcome</td></tr> </tbody> </table>	Stage	Characteristics	Service Focus	Pre-Arrival	Research, expectations building, booking	Clear communication, confirmation	Arrival	First impressions, check-in process	Warmth, efficiency, welcome	<p><i>Presents concrete and varied examples of guest segmentation through a collaborative jigsaw activity. By creating and sharing examples, learners gain a clearer understanding of different guest types and how service approaches must vary, making abstract concepts more concrete and relatable.</i></p>
Stage	Characteristics	Service Focus									
Pre-Arrival	Research, expectations building, booking	Clear communication, confirmation									
Arrival	First impressions, check-in process	Warmth, efficiency, welcome									

	Stay/Service	Experience, interactions, problem-solving	Attentiveness, responsiveness
	Departure	Checkout, feedback, final impression	Gratitude, follow-up
	Post-Stay	Reviews, recommendations, loyalty	Relationship building
<p>B. Common Guest Behavior Patterns</p> <ul style="list-style-type: none"> • The Demanding Guest — Seeks perfection, high expectations, needs attention • The Budget-Conscious Guest — Value-focused, compares prices, seeks deals • The Leisure Guest — Relaxation-oriented, flexible, experience-seeking • The Business Guest — Efficiency-focused, time-conscious, practical needs • The Repeat Guest — Loyal, familiar with property, prefers consistency • The Complaining Guest — Vocal about issues, needs resolution and acknowledgment <p>Discussion Prompt:</p> <ol style="list-style-type: none"> 1. <i>Which guest types have you encountered?</i> 2. <i>How should service adapt for each?"</i> <p>C. GUEST SEGMENTATION</p> <ul style="list-style-type: none"> • Why Segment Guests? Segmentation allows hospitality professionals to tailor services, anticipate needs, and enhance satisfaction. 			

Common Segmentation Categories:

Segmentation Type	Examples
By Purpose	Business, leisure, family, romantic, adventure
By Duration	Day-use, overnight, extended stay, long-term
By Spending	Budget, mid-range, luxury, ultra-luxury
By Demographics	Age, family status, occupation, income
By Behavior	First-time, repeat, loyal, price-sensitive

D. Cultural Considerations

Why Cultural Competency Matters? In today's global hospitality industry, guests come from diverse backgrounds with varying expectations, communication styles, values, and preferences.

Key Cultural Dimensions Affecting Guest Service

- Communication Styles
 1. *Direct vs. indirect communication*
 2. *Formality levels and titles*
 3. *Eye contact norms*
 4. *Personal space preferences*
- Dining & Food Preferences
 1. Religious dietary restrictions (halal, kosher, vegetarian)
 2. Meal timing and customs
 3. Preferred cuisines and ingredients
- Time Orientation
 1. Punctuality expectations (monochronic vs. polychronic cultures)
 2. Pace of service preferences

- Social Hierarchies & Respect
 1. Gender roles in service
 2. Age and seniority considerations
 3. Appropriate forms of address
- Personal Space & Physical Contact
 1. Comfort with handshakes, hugs, or bows
 2. Physical distance during conversations
- Celebration & Holiday Awareness
 1. Significant holidays and observances
 2. Appropriate greetings and acknowledgments

Examples of Cultural Considerations

Culture/Region	Service Consideration	Why It Matters
Middle Eastern	Gender-aware service, halal options, prayer time accommodation	Shows respect for religious practices
Asian	Formal greetings, hierarchical service, attention to detail	Reflects cultural values of respect
Latin American	Warm, personal interactions, family-oriented service	Builds rapport and loyalty
European	Efficiency, privacy respect, quality over quantity	Aligns with cultural expectations
North American	Informality, quick service, customization options	Matches cultural preferences

E. Common Types of Guest Behavior

Guest Behavior	Description	Service Strategy
Demanding Guest	High expectations, detail-oriented	Remain calm and efficient
Shy/Reserved Guest	Minimal interaction	Respect space, clear instructions

	Friendly Guest	Enjoys conversation	Engage politely but professionally	
	Complaining Guest	Focuses on issues	Active listening and empathy	
	<p>A. DEVELOPING MASTERY</p> <p>Activity 5: Cultural Considerations Case Study</p> <p>Students read a brief scenario about a guest from a specific culture and identify:</p> <ul style="list-style-type: none"> • Cultural dimensions of play (communication style, dining preference, time orientation, etc.) • Potential service challenge • 2-3 appropriate service adaptations <p>Example: <i>A Middle Eastern guest arrives and seems uncomfortable with the female front desk agent greeting them.</i></p> <p>Purpose: Applies cultural knowledge to real service situations.</p> <p>Activity 6: Cultural Adaptation Role-Play</p> <p>In pairs: One student is the front desk agent, the other is a guest from a specific culture (assigned).</p> <p>Guest has a service need (e.g., dietary restriction, room complaint, scheduling conflict). Agent must:</p> <ul style="list-style-type: none"> • Recognize cultural communication style • Show appropriate sensitivity • Adapt service technique <p>Switch roles. Debrief: <i>What cultural awareness helped you succeed?</i></p> <p>Purpose: Practices executing appropriate service techniques with cultural sensitivity.</p>			<p><i>Develop mastery by allowing learners to analyze case studies and perform role-plays that simulate real hospitality situations. These activities deepen understanding by requiring students to identify cultural dimensions, anticipate challenges, and practice culturally sensitive service responses.</i></p>
<ul style="list-style-type: none"> • Demonstrating Knowledge and Skills 	<p>A. FINDING PRACTICAL APPLICATION</p> <p>Activity 7: Service Technique Adaptation Log</p> <p>Students create a personal checklist: "How I Will Adapt My Service Today"</p> <ul style="list-style-type: none"> • Guest type I'll likely serve: _____ • Their cultural background (if known): _____ • Service techniques I'll use: _____ 			<p><i>Enable learners to apply their knowledge in realistic contexts by planning service adaptations and designing service quality enhancement plans. These tasks reinforce learning by showing how guestology principles can be used in actual front office operations.</i></p>

	<ul style="list-style-type: none"> • What sensitivity I'll show: _____ <p><i>Purpose:</i> Executes appropriate techniques by planning adaptations in advance.</p> <p>Activity 8: Service Quality Enhancement Plan In small groups: Choose a specific guest type and cultural background combination (e.g., "Business guest from South Korea"). Develop a service action plan:</p> <ul style="list-style-type: none"> • Guest lifecycle stages • Potential behavior patterns they'll display • Cultural considerations at each stage • Specific service techniques for each stage • How you'll measure sensitivity and quality <p>Groups present their plan (2 min). <i>Purpose:</i> Applies all learning to a realistic, comprehensive service scenario.</p> <p>B. MAKING GENERALIZATION Activity 9: Cultural Service Principles Gallery Walk In groups: Create a poster titled: "Our Top 5 Principles for Culturally Sensitive Guest Service" Examples:</p> <ol style="list-style-type: none"> 1. <i>Observe communication style before responding</i> 2. <i>Never assume—always clarify preferences</i> 3. <i>Adapt pace to guest expectations</i> <p>Groups post posters. Class does a gallery walk to identify common themes. <i>Purpose:</i> Collectively synthesizes patterns into generalized, actionable principles.</p> <p>C. EVALUATING LEARNING I. Multiple Choice 1. Guestology is best defined as: A. The study of hotel management systems B. The study of guest behavior, preferences, and expectations</p>	<p><i>It helps the learners synthesize key ideas by creating and sharing principles for culturally sensitive guest service. Through a gallery walk, students identify common themes and transform specific experiences into broad, actionable service principles.</i></p>
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- C. The analysis of hotel finances
D. The science of tourism marketing
- 2. Which stage of the guest lifecycle focuses on first impressions and check-in?**
- A. Pre-arrival
B. Stay/Service
C. Arrival
D. Departure
- 3. Which guest type is primarily focused on efficiency, time, and practical needs?**
- A. Leisure Guest
B. Business Guest
C. Budget-Conscious Guest
D. Friendly Guest
- 4. Why is guest segmentation important in hospitality?**
- A. To reduce service quality
B. To standardize all guest experiences
C. To tailor services and anticipate guest needs
D. To limit guest interaction
- 5. Offering halal food and accommodating prayer times is especially important for guests from which region?**
- A. North American
B. European
C. Middle Eastern
D. Latin American

II. Matching Type

Match the Guest Type with its Characteristic:

Guest Type	Characteristic
1. Demanding Guest	A) Values deals and compares prices
2. Budget-Conscious Guest	B) Seeks relaxation and is flexible
3. Leisure Guest	C) Prefers consistency and is loyal
4. Business Guest	D) Time-conscious and efficiency-focused

	5. Repeat Guest	E) Seeks perfection with high expectations													
	Correct Answers: 1 → E 2 → A 3 → B 4 → D 5 → C <i>Match the Cultural Consideration with the Service Strategy:</i>														
	<table border="1"><thead><tr><th>Cultural Dimension</th><th>Service Strategy</th></tr></thead><tbody><tr><td>1. Communication Styles</td><td>A) Accommodate prayer times and dietary restrictions</td></tr><tr><td>2. Dining & Food Preferences</td><td>B) Respect personal distance and comfort with physical contact</td></tr><tr><td>3. Time Orientation</td><td>A) Use formal greetings and titles appropriately</td></tr><tr><td>4. Personal Space & Physical Contact</td><td>D) Adjust pace of service based on cultural expectations</td></tr><tr><td>5. Middle Eastern Culture</td><td>E) Offer halal options and gender-aware service</td></tr></tbody></table>			Cultural Dimension	Service Strategy	1. Communication Styles	A) Accommodate prayer times and dietary restrictions	2. Dining & Food Preferences	B) Respect personal distance and comfort with physical contact	3. Time Orientation	A) Use formal greetings and titles appropriately	4. Personal Space & Physical Contact	D) Adjust pace of service based on cultural expectations	5. Middle Eastern Culture	E) Offer halal options and gender-aware service
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5. Middle Eastern Culture	E) Offer halal options and gender-aware service														
	Correct Answers: 1 → C 2 → A 3 → D 4 → B 5 → E														
	D. ADDITIONAL ACTIVITIES "Pattern Recognition Reflection" Students complete: <ul style="list-style-type: none">• Common pattern I noticed: All _____ guests prefer _____• Cultural generalization: When guests are from _____, they typically expect _____														

	<ul style="list-style-type: none"> • Service principle: To enhance quality, I should always _____ Purpose: Synthesizes learning into actionable service principles.	
VI. REFLECTION	<p>The lesson actively engages learners by connecting theoretical guestology concepts to real-life hospitality experiences. It enables students to demonstrate improved awareness of cultural sensitivity and service adaptation through discussions, role-plays, and planning activities. Overall, the lesson strengthens both their conceptual understanding and practical skills essential for front office service excellence.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. How does understanding guest behavior and cultural background help improve service quality in front office operations? 2. Give one example of how a front desk staff can adapt their service to a guest from a different culture and explain why it is important. 	
VII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author(s) used a Generative AI tool (OpenAI) to create instructional visuals such as infographics and realistic scenarios or activities to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and travel context. The author(s) reviewed, edited, and finalized the content to ensure accuracy, appropriateness, and alignment with learning standards. The author(s) take(s) full responsibility for the content of this Learning Exemplar.</p>	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	6

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	Categorize different guestrooms, amenities, safety and security measures, technology and cultural considerations in a guestroom
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com</p> <p>Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019.</p> <p>Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019.</p> <p>Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002.</p> <p>Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com</p> <p>Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com</p> <p>Talón-Ballester, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174.</p> <p>Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017.</p>
III. CONTENT	<p>LE 1: The Guestroom</p> <ul style="list-style-type: none"> • Category of guest room <ul style="list-style-type: none"> o single room o standard double room o standard twin room o deluxe double room o studio room or apartment o junior suite o executive suite o presidential suite • Amenities
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Define what a guestroom is and explain its role in hotel operations. 2. Identify and describe the different categories of guest rooms, including: <ul style="list-style-type: none"> • single room • standard double room • standard twin room • deluxe double room

	<ul style="list-style-type: none">• studio room or apartment• junior suite• executive suite• presidential suite <ol style="list-style-type: none">3. Differentiate each guestroom category based on size, features, and intended guests.4. Enumerate and explain common guestroom amenities and their importance to guest comfort and satisfaction.5. Demonstrate awareness of how appropriate guestroom types and amenities support the stages of the hotel guest cycle.	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	1. Activating Prior Knowledge Activity 1: Picture Prompt and Think-Pair-Share <ul style="list-style-type: none">• The teacher presents pictures of different hotel rooms (budget room, standard room, suite). <div><p>OpenAI. "Different Hotel Rooms?" Image generated by CoPilot, May 10, 2026</p></div> <ul style="list-style-type: none">• Learners individually observe the images and write short notes on visible differences.• Learners pair up and discuss their observations.• Volunteers share their answers with the class. Guide Questions: <ul style="list-style-type: none">• What differences do you notice between these hotel rooms?• Which room do you think costs more? Why?	<p>This part of the lesson allows learners to connect their existing knowledge and experiences with new topics. The teacher presents images or situations related to hotel rooms and encourages learners to recall experiences from hotel stays, social media, or observations. Through guided questioning and peer sharing, learners express initial ideas about different types of guestrooms. The teacher listens attentively, acknowledges responses, and identifies misconceptions that may be addressed later in the lesson. This process activates learners’ schema and prepares them cognitively for new information.</p>

	<p>2. Establishing the Purpose of the Lesson</p> <ul style="list-style-type: none"> • The teacher explains how understanding guestroom categories and amenities helps front office staff recommend appropriate rooms to guests during reservation and check-in stages. • Lesson objectives are presented and connected to real hotel operations. 	<p>The teacher clearly communicates the objectives of the lesson and explains how understanding guestroom categories and amenities is essential in front office operations, particularly during reservation, room assignment, and guest interaction stages. Real-world relevance is emphasized by linking the lesson to the responsibilities of front desk staff in recommending suitable rooms to guests. This step helps learners understand the value of the lesson and increases motivation to participate actively.</p>
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>To introduce the concept of guestroom categories and amenities, the teacher presents real-life and visual examples of hotel guestrooms through photos, short video clips, or slides showing different types of rooms (single room, twin room, deluxe room, studio, and suite).</p>	<p>Learners are encouraged to relate the examples to their own hotel experiences or knowledge. Through these concrete examples, learners are able to visualize actual hotel guestrooms and begin to understand how room categories and amenities vary according to guest needs and hotel service levels. This activity sets the context for deeper discussion and helps learners form accurate</p>

Guestroom Categories and Amenities

Single Room	Twin Room	Deluxe Room	Studio Room	Suite
				
A small room with one bed	A room with two separate beds	A larger room with one bed and modern furnishings	A room with an open layout	A luxurious, multi-room accommodation
<ul style="list-style-type: none"> • Desk • Television 	<ul style="list-style-type: none"> • Shared nightstand • Bathroom 	<ul style="list-style-type: none"> • Sitting area • Balcony 	<ul style="list-style-type: none"> • Sofa • Coffee table 	<ul style="list-style-type: none"> • Living area • Large space
Who might stay in a compact single room?	How is a twin room different from the others?	What makes a deluxe room more stylish?	What are the benefits of open layouts?	Why do suites feature extra amenities?

OpenAI. "Guestroom Categories and Amenities?" Image generated by CoPilot, May 10, 2026

The teacher briefly describes each room shown, highlighting observable features such as bed type, room size, layout, furnishings, and available amenities. Learners are asked guiding questions such as:

- "Who do you think usually stays in this room?"
- "What makes this room different from the others?"
- "What amenities can you see that add comfort to the guest?"

2. Discussing New Concept

Discussion / Handout: Guestroom Categories and Amenities

The teacher distributes a short handout entitled "**Guestroom Categories and Amenities**" which serves as a reference during the discussion. The handout contains concise descriptions of common hotel guestroom categories and their typical use, aligned with front office operations.

Key Discussion Points:

1. Definition and Purpose of a Guestroom

A guestroom is a designated accommodation unit within a hotel that provides a safe, comfortable, and private space for guests during their

mental images before formal explanation of concepts.

After presenting examples, the teacher formally discusses the different guestroom categories and amenities. Clear explanations are provided for each room type, including its features, intended guests, and typical usage. The teacher uses simple language, examples, and follow-up questions to check comprehension. Learners are encouraged to take notes and ask questions. This discussion helps solidify learners' understanding and links visual examples to formal concepts.

	<p>stay. In front office services, guestrooms are central to reservations, room assignment, check-in, and guest satisfaction.</p> <p>1. Categories of Guest Rooms The teacher explains each room category using visuals and examples:</p> <ul style="list-style-type: none"> • Single Room: Designed for one guest with one single bed, commonly booked by solo travelers. • Standard Double Room: Equipped with one double bed, suitable for couples or pairs. • Standard Twin Room: Has two single beds, ideal for two guests sharing a room. • Deluxe Double Room: Offers more space and upgraded furnishings compared to standard rooms. • Studio Room or Apartment: Combines sleeping, living, and sometimes kitchenette areas, intended for long-stay guests. • Junior Suite: Features a sleeping area and a small sitting space within one large room. • Executive Suite: Designed for business or high-end travelers, usually with separate living and sleeping areas. • Presidential Suite: The largest and most luxurious room, offering premium amenities and exclusive services. <p>2. Guestroom Amenities Amenities are items and services that enhance guest comfort, convenience, and satisfaction. These may include:</p> <ul style="list-style-type: none"> • Standard amenities such as bed linens, towels, toiletries, television, and Wi-Fi • Premium amenities such as minibars, coffee makers, luxury toiletries, and extended living spaces <p>3. Importance to Front Office Operations and Guest Cycle The discussion emphasizes that front office staff must be knowledgeable about room categories and amenities to accurately explain options to guests, recommend suitable accommodations, manage expectations, and support the reservation and check-in stages of the guest cycle.</p>	<p>The teacher gives learners guided practice activities such as matching exercises, short tasks, or pair discussions. These activities allow learners to apply what they have learned by identifying guestroom types and matching them with descriptions or guest needs. The teacher moves around the classroom to monitor progress, provide feedback, and correct misunderstandings. This step strengthens retention and builds confidence before</p>
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	<p>During the discussion, the teacher pauses to ask comprehension questions and allows learners to highlight or annotate their handouts.</p> <p>3. Developing Mastery</p> <ul style="list-style-type: none"> • Learners are given meta cards with guestroom names and description cards. • In pairs, learners match each room's category with its correct description. • Answers are checked through class discussion <p>Real-Life Hotel Scenarios Read each situation carefully. Identify the most appropriate guestroom category.</p> <ol style="list-style-type: none"> 1. Mr. Dela Cruz is attending a two-day business conference. He will be out most of the day and only needs a quiet place to rest at night. Answer: _____. 2. Two friends are traveling together for a weekend event and prefer separate beds in one room. Answer: _____. 3. A family of four is staying for three nights and wants more space and better comfort. Answer: _____. 4. Ms. Reyes is staying for two weeks and prefers a room where she can relax and prepare simple meals. Answer: _____. 5. A VIP guest requests maximum privacy, luxury, and exclusive services during their stay. Answer: _____. 	<p>independent or performance-based tasks.</p>
A. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Activity 1: Practical Application – Guest Scenario Analysis</p> <ul style="list-style-type: none"> • Learners are grouped into small teams. • Each group receives a scenario card describing guest needs (e.g., solo traveler, family, executive, VIP). 	<p>The teacher facilitates a learning activity where learners apply their knowledge through real-life scenarios simulating front office decision-making.</p>

- Groups decide:
 1. Appropriate guestroom category
 2. Necessary amenities
 3. Justification for their choice

Activity Output

Complete the table based on your assigned scenario.

Guest Scenario	Recommended Guestroom Category	Necessary Amenities	Justification

- Groups present answers to the class.

2. Making Generalization

Activity: “Reflect, Explain, and Connect”

Instructions:

Complete and expand the statement below:

“The hotel guest cycle is important because _____.”

Step 1: Complete the Thought

Write a **clear and meaningful sentence** that explains the importance of the hotel guest cycle.

Step 2: Deepen Your Understanding

Expand your answer into **4–6 sentences** that include:

- ✓ Explanation of **at least TWO stages** of the guest cycle
- ✓ Example of **proper service or action** in one stage
- ✓ Explanation of how these stages **affect guest satisfaction**
- ✓ A real-life or imagined **hotel situation**

Step 3: Analyze and Evaluate

Answer the following challenge question:

Learners are organized into groups and guided to analyze different guest profiles, then determine the most appropriate guestroom types and amenities while providing clear justification for their choices.

The teacher monitors group discussions, asks probing questions to deepen understanding, and provides clarification when needed. After the activity, the teacher facilitates group sharing and whole-class discussion, encouraging learners to explain their reasoning using correct hospitality concepts.

Through this process, the teacher develops learners’ critical thinking, decision-making, and professional judgment. This stage ensures application of learning in realistic situations and prepares learners for workplace expectations in the hospitality industry.

	<p>“If one stage of the hotel guest cycle is not performed properly, how can it affect the next stage and the overall experience of the guest?” Explain your answer using a cause-and-effect explanation. Step 4: Connect to Real Life (Application) Reflect and answer: “If you were a hotel front desk staff, which stage would you consider the most challenging to handle, and how would you manage it effectively?”</p> <hr/> <p>3. Evaluating Learning</p> <ul style="list-style-type: none"> • Short quiz (multiple choice and scenario-based items) <p>SHORT QUIZ-Multiple Choice Direction: Encircle the letter of the correct answer.</p> <ol style="list-style-type: none"> 1. Which guestroom is best suited for a solo traveler? <ul style="list-style-type: none"> A. Standard twin room B. Single room C. Executive suite D. Deluxe double room 2. Which room type usually has two single beds intended for two guests? <ul style="list-style-type: none"> A. Single room B. Standard double room C. Standard twin room D. Studio room 3. Which guestroom category offers the highest level of luxury and exclusive services? <ul style="list-style-type: none"> A. Junior suite B. Executive suite C. Deluxe double room D. Presidential suite 	<p>The teacher guides learners in summarizing key concepts by asking reflective questions such as “<i>What did you learn about choosing the right guestroom?</i>” and “<i>Why are amenities important to guest satisfaction?</i>” Learners articulate their understanding in their own words, allowing the teacher to reinforce essential ideas and highlight practical implications.</p> <p>The teacher assesses learners’ understanding through short quizzes, written activities, or exit tickets aligned with the lesson objectives. These assessments help determine whether learners can correctly identify guestroom categories, select appropriate amenities, and</p>
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	<p>4. What is the main purpose of guestroom amenities?</p> <p>A. To increase hotel expenses B. To decorate the hotel lobby C. To enhance guest comfort and satisfaction D. To reduce room occupancy</p> <p>5. A room that combines sleeping, living, and sometimes kitchenette areas is called a:</p> <p>A. Junior suite B. Studio room C. Twin room D. Single room</p> <p>B. Situational Questions (5 items) Direction: Read each situation carefully. Choose the BEST answer.</p> <p>1. A businessman will stay overnight and needs a simple, quiet room for resting after meetings. What is the most appropriate room?</p> <p>A. Presidential suite B. Executive suite C. Single room D. Studio room</p> <p>2. Two colleagues attending a seminar prefer to share a room but want separate beds. What should be assigned?</p> <p>A. Standard double room B. Standard twin room C. Single room D. Deluxe double room</p> <p>3. A family on vacation wants a more spacious and comfortable room with upgraded features. Which is the best option?</p> <p>A. Single room B. Deluxe double room C. Standard twin room D. Studio room</p> <p>4. A long-staying guest prefers a room where they can cook and relax like at home. What should the front office recommend?</p> <p>A. Studio room or apartment</p>	<p>justify their choices. Results guide the teacher in planning follow-up activities or remediation if needed.</p>
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	<p>B. Standard double room C. Twin room D. Single room</p> <p>5. A VIP guest requests maximum luxury, privacy, and premium services. Which room should be assigned?</p> <p>A. Junior suite B. Deluxe double room C. Executive suite D. Presidential suite</p> <p>ANSWER KEY Multiple Choice:</p> <ol style="list-style-type: none"> 1. B – Single room 2. C – Standard twin room 3. D – Presidential suite 4. C – To enhance guest comfort and satisfaction 5. B – Studio room <p>Situational Questions:</p> <ol style="list-style-type: none"> 1. C – Single room 2. B – Standard twin room 3. B – Deluxe double room 4. A – Studio room or apartment 5. D – Presidential suite 	
	<p>4. Additional Activities Title: “Future Hotel Professional Challenge” Purpose: This activity is designed for learners who have mastered the lesson. It enhances:</p> <ul style="list-style-type: none"> • Critical thinking • Decision-making • Creativity • Real-world hospitality problem-solving <p>Instructions: Part 1: Scenario Design (Creation Task) Create your own realistic hotel scenario based on any stage of the guest cycle.</p>	<p>The teacher provides enrichment activities for learners who demonstrate early mastery of the lesson by giving more challenging and meaningful tasks that extend learning beyond basic understanding. The teacher designs higher-level tasks that require learners to analyze real-world hotel scenarios, make professional decisions, and</p>

	<p>Your scenario must include:</p> <ul style="list-style-type: none">• Type of guest (tourist, business, VIP, family, etc.)• Situation/problem (e.g., reservation error, complaint, delay, request)• Setting (hotel front desk, phone call, room service, etc.) <p>Part 2: Problem Solving (Application & Analysis) Answer the following:</p> <ol style="list-style-type: none">1. What stage of the guest cycle is involved?2. What is the BEST professional action the staff should take?3. Explain WHY your solution is appropriate4. What will happen if the situation is handled poorly? <p>Part 3: Innovation Challenge (Higher-Order Thinking) Design ONE improvement for the guest cycle, such as:</p> <ul style="list-style-type: none">• A service idea• A technology solution• A process improvement <p>Example: mobile check-in, smart room system, faster complaint handling</p> <p>Explain:</p> <ul style="list-style-type: none">• What your idea is• Which stage it improves• How it improves guest satisfaction <p>Activity Output Format (Students Complete Table)</p> <table><tr><th>Component</th><th>Answer</th></tr><tr><td>Scenario Title</td><td></td></tr><tr><td>Stage of Guest Cycle</td><td></td></tr><tr><td>Problem Situation</td><td></td></tr><tr><td>Proposed Solution</td><td></td></tr><tr><td>Possible Impact if Mismanaged</td><td></td></tr><tr><td>Innovation Idea</td><td></td></tr></table>	Component	Answer	Scenario Title		Stage of Guest Cycle		Problem Situation		Proposed Solution		Possible Impact if Mismanaged		Innovation Idea		<p>propose innovative solutions related to the hotel guest cycle.</p> <p>The teacher facilitates an activity where learners create their own hotel situations, identify the appropriate guest cycle stage, suggest suitable actions, and evaluate the possible consequences of ineffective service. Learners are also guided to propose creative ideas to improve guest experience, such as integrating technology or enhancing service procedures.</p> <p>Throughout the activity, the teacher provides clear instructions, monitors learner progress, and asks probing questions to encourage justification of answers using real-life hospitality practices. As a result, the teacher promotes deeper understanding, creativity, and critical thinking, while ensuring that advanced learners remain engaged and challenged through meaningful application of knowledge in authentic hotel operations.</p>
Component	Answer															
Scenario Title																
Stage of Guest Cycle																
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	<table><tr><th colspan="5">Enrichment Rubric</th></tr><tr><th>Criteria</th><th>4 – Excellent</th><th>3 – Good</th><th>2 – Fair</th><th>1 – Needs Improvement</th></tr><tr><td>Understanding of Stage</td><td>Clear and accurate</td><td>Mostly correct</td><td>Some confusion</td><td>Incorrect</td></tr><tr><td>Problem-Solving</td><td>Practical and effective</td><td>Adequate</td><td>Limited</td><td>Poor</td></tr><tr><td>Critical Thinking</td><td>Insightful and deep</td><td>Some reasoning</td><td>Minimal</td><td>None</td></tr><tr><td>Creativity/Innovation</td><td>Highly innovative</td><td>Some creativity</td><td>Limited</td><td>No effort</td></tr></table>	Enrichment Rubric					Criteria	4 – Excellent	3 – Good	2 – Fair	1 – Needs Improvement	Understanding of Stage	Clear and accurate	Mostly correct	Some confusion	Incorrect	Problem-Solving	Practical and effective	Adequate	Limited	Poor	Critical Thinking	Insightful and deep	Some reasoning	Minimal	None	Creativity/Innovation	Highly innovative	Some creativity	Limited	No effort	
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VI. ASSESSMENT	<ul style="list-style-type: none">● Formative Assessment:<ul style="list-style-type: none">○ Participation in discussions and activities○ Worksheets and matching tasks● Summative Assessment:<ul style="list-style-type: none">○ Scenario-based quiz assessing room selection and justification aligned with the guest cycle																															
VII. REFLECTION	The lesson enabled learners to identify and classify guestroom categories confidently. Some learners required additional support in linking amenities to guest needs. The teacher adjusted pacing, provided more real-life examples, and encouraged peer discussion to enhance understanding.																															
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios , and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. The author(s) reviewed and finalized the writing of the content. The author(s) take full responsibility for the content of this LE.																															

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	7

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding on guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of guest cycle.
C. Learning Competencies	Categorize different guestrooms, amenities, safety and security measures, technology and cultural considerations in a guestroom
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

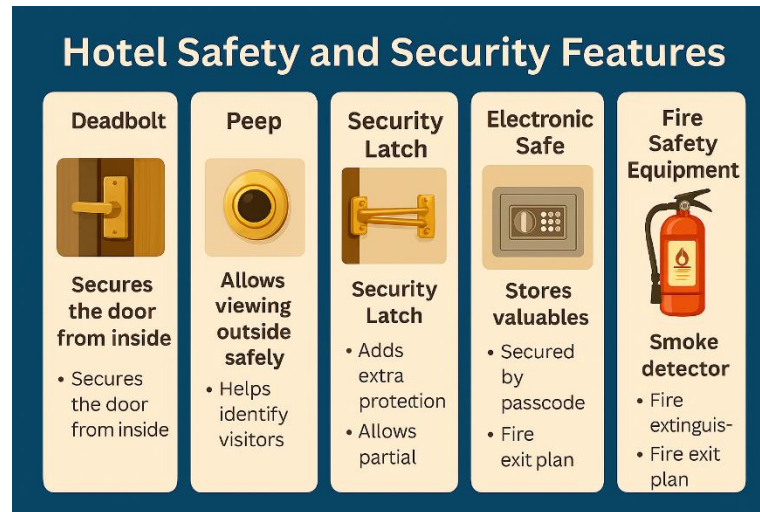
	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com</p> <p>Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019.</p> <p>Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019.</p> <p>Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002.</p> <p>Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com</p> <p>Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com</p> <p>Talón-Ballesteró, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174.</p> <p>Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017</p>	
III. CONTENT	LE 2: Guestroom Technology, Safety, Security, and Cultural Considerations	
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Differentiate the different guestroom technologies, amenities, safety and security measures, and cultural considerations used in hotel guestrooms. 2. Demonstrate proper application of guestroom technology, safety, and security procedures while considering guests’ cultural needs and preferences during the stages of the guest cycle. 3. Exhibit professionalism, cultural sensitivity, and responsibility in ensuring guest comfort, safety, security, and respect for diverse cultural practices in hotel guestrooms. 	
V. PROCEDURES		ANNOTATIONS

A. Activating Prior Knowledge

1. Activating Prior Knowledge

Activity 1: Think–Pair–Share (Security Awareness)

- Learners answer:
“What safety or security features have you noticed in hotels you stayed in?”



OpenAI. "Hotel Safety and Security?" Image generated by CoPilot, April 4, 2026

- Share answers with a partner, then to the class.

2. Establishing the Purpose of the Lesson

- Teacher explains:
“Today’s lesson prepares you to protect guests, property, and yourself while delivering respectful and culturally sensitive service.”
- Lesson objectives are presented and connected to real hotel operations.

The teacher initiates the activity by guiding learners to recall their own experiences related to hotel stays and encourages them to identify visible safety, security, and technological features found in guestrooms. The teacher facilitates pair sharing and class discussion, allowing learners to express their ideas and compare observations with others.

Through this guided interaction, the teacher activates learners’ prior knowledge and helps them recognize that hotels intentionally design guestrooms to ensure guest safety, protect property, and maintain privacy.

The teacher then explicitly explains the importance of understanding guestroom technology, safety, security, and cultural considerations, emphasizing their role in promoting guest trust, satisfaction, and the overall reputation of the hotel. By connecting these concepts to actual front office responsibilities, the teacher ensures that the lesson is meaningful, relevant, and aligned with real-world hotel operations.

B. Instituting New Knowledge

1. Presenting Examples

Teacher presents images/videos of:

- Electronic door locks
- In-room safes
- CCTV
- Emergency exit maps
- Cultural amenities (prayer mats, bidet, multilingual signage)

Learners identify what category each belongs to.



OpenAI. "Safety, Security, Cultural Amenities?" Image generated by CoPilot, April 4, 2026

2. Discussing New Concept

(Guided Lecture)

Teacher discusses:

- Guestroom Technology: electronic locks, PMS, smart controls

The teacher presents images and short descriptions of hotel guestrooms showing electronic key cards, in-room safes, CCTV cameras, fire safety equipment, emergency exit maps, prayer mats, bidets, and multilingual instructions. Learners identify and classify each item according to technology, safety, security, or cultural consideration. As they analyze examples, learners gradually build correct associations between features and functions.

A guided discussion follows, focusing on the importance of guestroom technology, safety measures such as fire alarms and emergency exits, security procedures including key control and safe deposit systems, and cultural considerations such as respecting privacy, religion, and language needs. The teacher emphasizes standard operating procedures and explains how improper handling may compromise guest safety and hotel accountability. Learners ask questions and clarify misconceptions, strengthening conceptual understanding.

	<ul style="list-style-type: none"> • Safety Measures: fire alarms, sprinklers, emergency lighting • Security Measures: key control, safe deposit boxes, CCTV • Cultural Considerations: privacy, religious practices, language needs <p>Real examples are drawn from <i>Importance of Security in Hotels</i>.</p> <p>3. Developing Mastery</p> <p>(Activity 2: Group Task)</p> <p>Each group receives a scenario card, such as:</p> <ul style="list-style-type: none"> • Lost room key • Drunken guest • Guest requesting additional keys • Guest with cultural/religious needs <p>Groups identify:</p> <ol style="list-style-type: none"> 1. Security concern 2. Correct Front Office action 3. Cultural consideration <p>Group Output Presentation Guide:</p> <p>During reporting, group should clearly explain:</p> <ol style="list-style-type: none"> 1. The security issue in the scenario 2. The front office response and why it is correct 3. How cultural respect improves guest satisfaction and hotel reputation 	<p>For mastery, learners are grouped and provided with guided practice worksheets and scenario cards. Each group examines realistic guest situations involving lost keys, emergency incidents, or cultural requests. They identify risks, proper procedures, and appropriate responses. Through collaborative analysis, learners confidently apply policies learned in class to operational scenarios.</p>
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Activity 3: Role-Play – Practical Application</p> <p>Groups role-play:</p> <ul style="list-style-type: none"> • Guest requesting duplicate room key 	<p>The teacher facilitates structured role-playing activities where learners simulate front office situations such as handling security concerns, issuing duplicate room keys, assisting</p>

	<ul style="list-style-type: none"> • Handling emergency situations • Escorting intoxicated guests respectfully <p>Expected Performance</p> <ul style="list-style-type: none"> • Correct handling of the situation • Polite and professional communication • Appropriate tone and body language • Realistic and organized script <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why is professionalism important in handling difficult situations? 2. How should hotel staff respond to emergencies? 3. Why is guest safety always a priority? <p>2. Making Generalization</p> <p>After the role-play activity, the teacher facilitates a reflective discussion using the guide questions below. Learners are encouraged to explain, justify, and connect concepts to real hotel operations.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why is guestroom security essential in hotel operations? 2. How do safety and security measures work together to protect guests and staff? 3. In what ways can improper handling of guest requests (e.g., duplicate key) affect the hotel? 4. How does cultural awareness improve guest satisfaction and overall experience? 	<p>intoxicated guests, and responding to guests with cultural needs. The teacher ensures that learners apply appropriate procedures, use polite and professional communication, and demonstrate correct hospitality practices.</p> <p>During the activity, the teacher actively observes performance, provides guidance when necessary, and delivers constructive feedback to help learners refine their skills and improve their confidence.</p> <p>After the role-play, the teacher leads a reflective discussion using guide questions to help learners synthesize their experiences and understand the importance of technology, safety, security, and cultural awareness in hospitality operations. The teacher then administers a short assessment (quiz and worksheet) to check learners' understanding and application of concepts.</p>
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	<p>5. How can front office staff balance security procedures and customer service at the same time?</p> <p>Learner Generalization (Expected Output)</p> <p>Learners will summarize their understanding in their own words using the guide below:</p> <p><i>Complete the statement:</i> “I realized that in hotel operations...”</p> <hr/> <p>Teacher-Supported Synthesis:</p> <p>The teacher emphasizes that:</p> <ul style="list-style-type: none"> • Safety protects guests from accidents and emergencies (e.g., fire alarms, exits). • Security protects guests’ belongings, privacy, and identity (e.g., key control, CCTV). • Cultural considerations show respect for guests’ beliefs, traditions, and preferences. • These three elements must always work together to ensure: <ul style="list-style-type: none"> ○ Guest trust ○ Positive experience ○ Hotel reputation <p>Key Insight:</p> <p>“Good service is not only about being polite—it is about protecting the guest while respecting their dignity and cultural background.”</p> <p>Ask learners:</p> <p><i>“If you were a hotel guest, what would make you feel safe, respected, and satisfied? Why?”</i></p>	
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	<p>3. Evaluating Learning</p> <p>Short quiz (multiple choice + scenario-based questions)</p> <p>Multiple Choice</p> <ol style="list-style-type: none"> Which item is mainly used for guest security? <ul style="list-style-type: none"> A. Minibar B. In-room safe C. Curtain D. Television Cultural consideration in guestrooms primarily ensures: <ul style="list-style-type: none"> A. Faster check-in B. Guest comfort and respect C. Higher prices D. Strict rules <p>Situational Question</p> <p>A guest lost their room key and requests a duplicate. What should the front desk do first?</p> <p>Worksheet 1: Classification Activity</p> <p>Directions: Classify the following into Technology, Safety, Security, or Cultural Consideration.</p> <ul style="list-style-type: none"> Electronic door lock Prayer mat Fire extinguisher CCTV camera In-room safe 	
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	<p>Worksheet 2: Short Response</p> <ol style="list-style-type: none"> 1. Why is key control important in hotel guestrooms? 2. How does cultural consideration improve guest satisfaction? <p>4. Additional Activities</p> <p>Activity: Real-World Hotel Investigation Task</p> <p>Title: Explore and Analyze: Modern Hotel Practices</p> <p>Objective:</p> <p>To deepen learners' understanding of technology, safety, security, and cultural considerations by applying concepts to real-world hotel practices.</p> <p>Task Instructions:</p> <ol style="list-style-type: none"> 1. Choose ONE hotel (local or international). (Example: nearby hotel, resort, or known hotel brand) 2. Research or observe the following: <ul style="list-style-type: none"> ○ Guestroom technology (e.g., smart locks, digital controls) ○ Safety features (e.g., fire exits, alarms, emergency plans) ○ Security measures (e.g., CCTV, keycard systems, safes) ○ Cultural considerations (e.g., language options, religious amenities) 3. Present your findings using any of the following formats: <ul style="list-style-type: none"> ○ Poster ○ Infographic ○ Short report (1–2 pages) 	<p>To address diverse learning needs, the teacher provides enrichment activities for advanced learners and remediation tasks for those needing additional support, ensuring that all learners achieve the lesson objectives.</p>
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	<ul style="list-style-type: none">○ Slide presentation <p>Output Guide:</p> <p>Name of Hotel</p> <p>List of features under each category:</p> <ul style="list-style-type: none">● Technology● Safety● Security● Cultural Considerations <p>Optional Challenge:</p> <p>Suggest one innovative feature that the hotel can add to improve:</p> <ul style="list-style-type: none">● Guest safety● Security● Cultural experience <p>Performance Criteria:</p> <table><tr><th>Criteria</th><th>Description</th></tr><tr><td>Accuracy</td><td>Correct identification of features</td></tr><tr><td>Understanding</td><td>Clear explanation of purpose</td></tr><tr><td>Application</td><td>Real-world connection</td></tr><tr><td>Creativity</td><td>Unique and engaging presentation</td></tr></table>	Criteria	Description	Accuracy	Correct identification of features	Understanding	Clear explanation of purpose	Application	Real-world connection	Creativity	Unique and engaging presentation	
Criteria	Description											
Accuracy	Correct identification of features											
Understanding	Clear explanation of purpose											
Application	Real-world connection											
Creativity	Unique and engaging presentation											
VI. ASSESSMENT	<p>Performance Task:</p> <p>Learners design a Guestroom Safety and Cultural Preparedness Checklist showing:</p> <ul style="list-style-type: none">● Technology● Security● Safety procedures● Cultural considerations <p>Rubric focuses on:</p> <ul style="list-style-type: none">● Accuracy											

	<ul style="list-style-type: none"> • Practicality • Professional attitude
VII. REFLECTION	<p>Teacher reflects on:</p> <ul style="list-style-type: none"> • Learners' engagement and participation • Challenges in understanding security procedures • Adjustments made (extra demonstrations, visuals, peer support)
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios, and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	8

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding on guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of guest cycle.
C. Learning Competencies	Demonstrate the different guest cycle in a hotel
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com</p> <p>Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019.</p> <p>Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019.</p> <p>Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002.</p> <p>Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com</p> <p>Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com</p> <p>Talón-Ballesteró, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174.</p> <p>Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017</p>
III. CONTENT	<p>LE 3: Hotel Guest Cycle</p> <ul style="list-style-type: none"> • Definition of guest cycle • Importance of guest cycle • Stages of the guest cycle <ul style="list-style-type: none"> o pre-arrival stage o arrival stage o occupancy stage o departure stage • Challenges in managing the guest cycle
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Define the hotel guest cycle and enumerate its four stages (pre-arrival, arrival, occupancy, and departure) accurately. 2. Explain the importance of each stage of the guest cycle in delivering quality hotel service. 3. Demonstrate the different stages of the guest cycle through a structured role-playing activity, showing proper sequence and procedures. 4. Apply appropriate front office actions and communication skills while performing assigned roles (e.g., receptionist, guest) in each stage of the guest cycle. 5. Exhibit professionalism, cooperation, and customer-service orientation during the role-playing activity and group tasks.

V. PROCEDURES		ANNOTATIONS
<p>A. Activating Prior Knowledge</p>	<p>1. Activating Prior Knowledge</p> <p>Activity 1: Picture Prompt The teacher shows pictures of a hotel front desk, check-in, room stay, and check-out. Learners are asked:</p> <ul style="list-style-type: none"> “What activities do guests experience when staying in a hotel?” “Which comes first? Which comes last?” <div data-bbox="600 528 1458 1362">  <p>The illustrations are arranged in a 2x2 grid. Top-left: A woman with a suitcase stands at a counter labeled 'HOTEL' talking to a male staff member. Below it is the text 'FRONT DESK'. Top-right: A woman with a suitcase hands a card to a male staff member at a counter. Below it is the text 'CHECK-IN'. Bottom-left: A woman sits on a hotel bed with a suitcase on the floor next to her. Below it is the text 'ROOM STAY'. Bottom-right: A male staff member hands a card to a guest at a counter labeled 'HOTEL'. Below it is the text 'CHECK-OUT'.</p> </div> <p>OpenAI. “Hotel front desk, check-in, room stay, and check-out?” Image generated by CoPilot, April 3, 2026</p>	<p>At the start of the lesson, the teacher intentionally elicits learners’ prior experiences and observations related to hotel stays to activate existing knowledge. Learners may have prior exposure through personal experiences, family trips, school activities, or media portrayals of hotels; however, these experiences are often unstructured and not yet understood as part of an organized hospitality process.</p> <p>The teacher presents visual prompts such as images of a hotel front desk, check-in counter, room service, and check-out area. Learners are asked guided questions like “What activities do guests usually experience in a hotel?” and “Which happens first and which happens last?” Learners respond orally, share experiences, and begin sequencing hotel activities based on intuition.</p> <p>During this stage, the teacher listens closely to learner responses to identify correct ideas, partial understanding, and misconceptions. The teacher affirms correct sequencing, clarifies unclear responses, and subtly introduces the idea that hotel services follow a systematic and continuous process. This activity prepares learners cognitively and emotionally for new learning by establishing relevance and confidence.</p>

	<p>Activity 2: Sharing Experience Learners share personal or observed experiences of staying in or visiting a hotel.</p> <p>2. Establishing the Purpose of the Lesson</p> <p>The teacher explains that understanding the guest cycle helps future hotel workers deliver quality service and improve guest satisfaction.</p> <p>Activity: “Why Does Service Matter?”</p> <ol style="list-style-type: none"> 1. Ask: “<i>What happens if hotel staff do not know their tasks?</i>” 2. List answers (e.g., complaints, bad service, lost guests). 3. Teacher introduces lesson objectives. 	<p>After activating prior knowledge, the teacher clearly explains why understanding the hotel guest cycle is essential for front office personnel. The teacher emphasizes that the guest cycle guides how hotel employees manage guest interactions from the moment a reservation is made until the guest departs.</p> <p>The teacher explains that mastering the guest cycle helps ensure smooth operations, guest satisfaction, and positive hotel reputation. Learners are informed that this knowledge is directly connected to real front office duties and future workplace performance. This step clarifies learning goals, aligns expectations, and motivates learners to engage seriously with the lesson.</p> <p>The class required motivation to understand the relevance of the topic. The teacher aimed to clearly communicate the purpose of learning. By asking reflective questions about poor service experiences, learners became aware of the importance of proper procedures. This led to increased interest and readiness to learn about the guest cycle.</p>
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Activity: Video/Story Presentation</p>	<p>To introduce the concept concretely, learners needed a concrete example to understand the flow. The teacher aimed to introduce the concept visually and sequentially. A clear scenario was presented and learners identified stages.</p>

- Teacher presents a short story: “A guest books online, arrives at the hotel, stays for 2 days, and checks out.”

Learners identify stages.

The teacher presents a short scenario of a guest booking a room, arriving, staying, and leaving the hotel.



OpenAI. “The Hotel Guest Journey?” Image generated by CoPilot, April 3, 2026

2. Discussing New Concept

The teacher discusses:

Learners gained initial understanding of the guest cycle structure.

The teacher presents a short, realistic scenario describing a guest’s journey—from booking a room to checking out of the hotel. This may be delivered through storytelling, a short script, or visual presentation.

As the scenario unfolds, the teacher pauses at key moments and asks analytical questions such as:

- “What is happening at this point of the guest’s stay?”
- “What hotel staff are involved?”
- “How does this step affect the guest’s experience?”

Learners discuss their observations, identify patterns, and begin to recognize that guest experiences follow an organized flow. The teacher highlights essential actions in each part of the example and relates them to real hotel operations. This approach ensures learners understand the guest cycle as a practical and real-world process, not just a definition.

Building on the examples, the teacher formally introduces the definition of the hotel guest cycle, explaining it as the complete sequence of stages that a guest experiences during a hotel stay. The teacher discusses the importance of the guest cycle in ensuring service quality, operational efficiency, and guest satisfaction.

	<p>Definition</p> <p>The hotel guest cycle refers to the stages a guest goes through when interacting with a hotel—from booking to departure.</p> <p>Hospitality management is an art that revolves around the guest experience. A critical component of this is understanding the Hotel Guest Cycle, which is divided into four stages: Pre-arrival, Arrival, Occupancy, and Departure. Each stage comprises specific activities that collectively enhance the guest experience.</p> <p>Importance</p> <ul style="list-style-type: none"> • Ensures smooth service • Promotes guest satisfaction • Improves hotel operations <p>Explanation of each stage:</p> <p>1. Pre-Arrival: Anticipation and Preparation The Pre-arrival stage begins the moment a guest books their stay. It's a phase of anticipation where the guest's expectations are set, and the hotel begins tailoring their experience. Efficiently managing reservations and inquiries during this stage sets the tone for the guest's upcoming visit.</p> <p>Key Activities in Pre-Arrival</p> <ul style="list-style-type: none"> • Enquiry: The initial interaction that often determines whether a guest will book a stay. • Reservation: A critical touchpoint where guests commit to staying and share their preferences. • Pickup Service: A thoughtful service that can ease the guest's journey to the hotel. <p>2. Arrival: First Impressions Count</p>	<p>Each stage of the guest cycle is then explained clearly:</p> <p>During the lesson, learners needed a deeper and more structured understanding of the hotel guest cycle, as initial activities only provided surface-level familiarity with the stages and their sequence. The teacher's goal was to clearly explain the concept, importance, and detailed processes involved in each stage of the guest cycle, ensuring that learners would not only acquire knowledge but also understand how each stage contributes to guest satisfaction and hotel operations. To achieve this, the teacher systematically presented the definition of the hotel guest cycle, emphasized its importance in delivering quality service, and thoroughly discussed each stage—pre-arrival, arrival, occupancy, and departure—using explanations, examples, and key activities. The teacher also integrated guided questions to encourage participation, critical thinking, and reflection on how each stage functions in real hotel scenarios and what could happen if any stage is mismanaged. As a result, learners were able to build a clear conceptual framework of the guest cycle, recognize the interconnectedness of each stage, and develop a deeper appreciation of how effective front office operations influence the overall guest experience and satisfaction .</p>
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	<p>Arrival is the first physical touchpoint with the guest. This stage is about making a lasting first impression. The activities involved aim to welcome guests warmly, manage their immediate needs, and set the scene for a comfortable stay.</p> <p>Essential Activities Upon Arrival</p> <ul style="list-style-type: none"> • Handling Luggage: Taking care of guests' belongings to start their stay smoothly. • Registering: Officially marking the beginning of the guest's experience at the hotel. • Opening Guest Account: Creating an account that serves as the guest's financial ledger during their stay. • Allocating Room: Placing guests in a room that meets or exceeds their expectations. • Issuing Key, Welcome Kit: Providing the essentials for accessing and enjoying their accommodation. <p>3. Occupancy: The Stay Itself</p> <p>During the Occupancy stage, the guest makes use of the hotel's amenities and services. This stage is critical for guest satisfaction as it involves the core of the hospitality experience. Managing guest services and ensuring comfort are paramount to encourage repeat stays.</p> <p>Managing the Guest's Stay</p> <ul style="list-style-type: none"> • Managing Guest Services: Overseeing the plethora of services provided to ensure guest satisfaction. • Managing Transport: Facilitating local travel arrangements for guests. • Telephone Calls: Handling guest communication needs efficiently. • Currency Exchange: Assisting guests with financial transactions for their convenience. • Check-Out Procedure: Preparing for a smooth transition as the guest's stay concludes. 	
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	<p>4. Departure: The Fond Farewell Departure is the final stage of the guest cycle but is as important as the welcome. It's the last opportunity to leave a positive impression. The departure process should be handled with care, ensuring all guest needs are met and their departure is as pleasant as their arrival.</p> <p>Concluding Activities in Departure</p> <ul style="list-style-type: none"> • Guest Payment Clearance: Ensuring a hassle-free settlement of the guest's account. • Handling Luggage: Assisting with luggage to ease the guest's departure. • Drop Service: Providing a parting service with transportation to the guest's next destination. <p>Challenges</p> <ul style="list-style-type: none"> • Lost reservation • Guest complaints • Delayed service • Billing issues <p>Guided Questions:</p> <ol style="list-style-type: none"> 1. Which stage is the most important? Why? 2. What happens if one stage fails? <p>3. Developing Mastery</p> <p>Activity: LAS-Based Tasks (Use LAS Activity 1)</p> <ul style="list-style-type: none"> • Matching type • Situational questions 	
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Test 1: Match Column A with Column B. Write the letter of the correct answer.

Column A		Column B
___ 1. Reservation	A	Departure Stage
___ 2. Check-in	B	Occupancy Stage
___ 3. Requesting room service	C	Arrival Stage
___ 4. Paying the bill	D	Pre-Arrival Stage

Test 2: Short Situational Response (5 points each)

A guest complains that their special room request (non-smoking room) was not followed during check-in.

A guest complains that their special room request (non-smoking room) was not followed during check-in.

1. What stage of the guest cycle is involved?

2. What should the front office staff do to resolve the concern professionally?

Scoring Guide:

- Correct identification of guest cycle stage
- Appropriateness of response
- Professional language and attitude

Answer Key:

1. D
2. C
3. B
4. A

Test 2: Short Situational Response

Question 1: What stage of the guest cycle is involved?

The teacher observes that learners demonstrate basic understanding of the hotel guest cycle but require further structured practice to strengthen accuracy and consistency in identifying stages and applying correct procedures. To address this, the teacher provides guided and independent practice activities that simulate real-life hotel situations.

The teacher utilizes the prepared Learning Activity Sheet (LAS), including matching and situational exercises, and supplements these with sequencing and discussion tasks to reinforce understanding through repetition and application. During the activity, the teacher actively guides learners, facilitates checking of answers, and provides immediate feedback to correct

	<p>Answer: Arrival Stage <i>Explanation:</i> The issue happened during check-in, which is part of the arrival stage of the guest cycle.</p> <p>Question 2: What should the front office staff do to resolve the concern professionally? Sample Answer: The front office staff should apologize sincerely to the guest for the inconvenience, then verify the reservation details, and immediately arrange for a non-smoking room or offer an appropriate alternative. The staff should also ensure polite communication and reassure the guest that the issue will be resolved promptly.</p>	<p>misconceptions, particularly on commonly confused stages such as arrival and occupancy. Through continuous monitoring and support, the teacher ensures that learners develop improved understanding of the guest cycle, demonstrate correct identification of stages, and apply appropriate front office responses with greater accuracy and confidence. This prepares learners effectively for the subsequent role-play performance task and real-world hospitality situations.</p>
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>➤ Each pair performs a short role-play showing one stage of the guest cycle (guest and front desk staff).</p> <p>Instructions</p> <p>A. Pair Task (Role Play)</p> <ol style="list-style-type: none"> Form a pair. Assign roles: <ul style="list-style-type: none"> Guest Reservation Officer Create your own 3–5 minute role play. Present your output in class. <p>B. Script Writing Task (GUIDED ONLY)</p> <p>Use the guide below to create your script. Do NOT copy—make your own dialogue.</p>	<p>At this stage, learners apply their knowledge through role-playing activities that simulate real front office situations. Each group is assigned a specific stage of the guest cycle and performs short scenarios demonstrating proper procedures, communication, and professionalism.</p> <p>The teacher provides expectations for performance, such as correct procedures, courtesy, and confidence. Guided questions help learners reflect on the importance of each stage. The teacher observes performances using a rubric and provides constructive feedback, allowing learners to demonstrate practical competence aligned with industry standards.</p>

	<p>Guide Questions for Script Writing:</p> <ul style="list-style-type: none"> • How does the staff greet the guest? • What information will the guest ask? (dates, room type, price) • How will the staff explain room options? • What details does the staff need from the guest? • How will the reservation be confirmed? <p>Required Parts of Your Script:</p> <ol style="list-style-type: none"> 1. Greeting 2. Inquiry (room availability) 3. Offering options 4. Recording guest details 5. Confirmation <p>Practical Activity 1: Pre-Arrival (Role Play)</p> <p><i>Expected Performance in Pre-Arrival Stage:</i></p> <ul style="list-style-type: none"> • Demonstrate correct pre-arrival stage procedures • Use polite and professional communication • Accurately handle inquiries and reservation details • Show confidence and proper hotel etiquette <p>Guide Question: Why is the pre-arrival stage important in ensuring guest satisfaction?</p> <p>Practical Activity 2: Arrival (Role Play)</p> <p>Expected Performance in Arrival Stage</p> <ul style="list-style-type: none"> • Proper check-in procedures • Warm and polite greeting 	
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	<ul style="list-style-type: none"> • Efficient handling of guest information • Professional appearance <p>Guide Question How does a good arrival experience affect guest satisfaction?</p> <p>Practical Activity 3: Occupancy (Role Play)</p> <p><i>Expected Performance in Occupancy Stage:</i></p> <ul style="list-style-type: none"> • Demonstrate correct occupancy stage procedures • Show proper handling of guest requests • Use polite, clear, and professional communication • Display courtesy and service-oriented attitude <p>Guide Question: Why is the occupancy stage important in ensuring guest satisfaction and repeat visits?</p> <p>Practical Activity 4: Departure (Role Play)</p> <p><i>Expected Performance in Departure Stage:</i></p> <ul style="list-style-type: none"> • Demonstrate correct departure stage procedures • Properly handle billing and check-out • Use polite and professional communication • Show courtesy and a positive farewell attitude <p>Guide Question: Why is the departure stage important in leaving a good final impression on guests?</p> <p>Teacher's Notes</p> <p>✓ Observe use of hospitality language (e.g., "Good morning," "May I assist you?")</p> <p>✓ Check sequence of steps depending on stage</p>	
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	<p>✓ Evaluate confidence and delivery ✓ Encourage natural conversation (not memorized)</p> <p>Quick Checklist (for Faster Grading)</p> <p>You can also use this simplified checklist during presentation:</p> <ul style="list-style-type: none"> ☐ Follows correct procedure ☐ Uses polite and professional language ☐ Script is complete ☐ Shows teamwork ☐ Realistic performance <p>2. Making Generalization</p> <p>Instructions:</p> <p>1. Write a complete and meaningful statement by finishing the sentence: “The hotel guest cycle is important because _____.”</p> <p>1. After completing the sentence, expand your answer by writing 3–5 sentences explaining your idea. Your explanation must include:</p> <ul style="list-style-type: none"> ○ At least one stage of the guest cycle ○ One example of good service practice ○ One possible consequence if the guest cycle is not followed properly 	<p>The teacher’s objective was to develop higher-order thinking by guiding learners to form meaningful generalizations about the hotel guest cycle. The teacher provided a structured yet challenging activity that required learners to complete a statement, justify their answers, and analyze the consequences of mismanaging a stage, encouraging critical thinking and real-life application . As a result, learners were able to articulate deeper understanding, connect concepts to real-world hotel operations, and demonstrate the importance of the guest cycle beyond simple recall.</p>
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	<p>2. Answer the challenge question below:</p> <p>“If one stage of the guest cycle fails, how can it affect the overall guest experience and the reputation of the hotel? Explain.”</p> <p>_____</p> <p>_____.</p> <p>Optional Enrichment (For Advanced Learners):</p> <p>Create your own generalization using this format:</p> <p>“A well-managed guest cycle leads to _____, because _____. For example, during the _____ stage, _____ happens. If this is not done properly, _____ may occur.”</p> <p>Expected Output (Sample Answer – for Teacher Guide)</p> <p>The hotel guest cycle is important because it ensures that guests receive organized, efficient, and high-quality service from booking to departure. For example, during the arrival stage, a warm and professional welcome creates a positive first impression. If this stage is not handled properly, guests may feel dissatisfied and may not return. When all stages are properly managed, it results in guest satisfaction and loyalty.</p>	
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	<p>3. Evaluating Learning</p> <p>Activity 3: Evaluating Learning</p> <p>Short Quiz / Worksheet</p> <p>Directions: Read each situation carefully. Choose the best answer that demonstrates proper front office procedures, professionalism, and effective guest handling.</p> <p>1. Pre-Arrival Stage A guest arrives at the hotel and informs the front office staff that their confirmed online reservation cannot be found in the system. What should the front office staff do FIRST? A. Tell the guest that the reservation is not the hotel's responsibility B. Ask the guest to wait without explanation C. Apologize politely and verify the reservation using available records or confirmation details D. Immediately suggest that the guest books another hotel</p> <p>2. Arrival Stage A guest arrives before check-in time and is informed that the room is not yet ready. What is the MOST appropriate response of the front office staff? A. Ask the guest to come back later without assistance B. Ignore the guest's concern C. Explain the situation courteously and offer alternatives such as luggage storage or waiting lounge D. Cancel the reservation</p> <p>3. Occupancy Stage A guest complains that their room is noisy and they cannot rest properly. What should the staff do? A. Tell the guest to wait until the next day B. Listen, apologize, and offer a solution such as room</p>	<p>During the lesson, learners had already demonstrated initial understanding of the guest cycle concepts through guided discussions and role-play activities, but it was necessary to assess whether they could independently apply proper front office procedures and decision-making skills in varied situations. The teacher's objective was to evaluate both the learners' knowledge of the stages and their ability to apply professional judgment and customer service behavior in realistic hotel scenarios, ensuring alignment with the learning competencies and performance standards. To achieve this, the teacher administered a structured 10-item situational quiz based on real-life guest interactions across all stages of the hotel guest cycle, incorporating multiple-choice items that required learners to analyze situations, identify appropriate actions, and select the most professional response. The teacher ensured that the assessment questions reflected common challenges in hotel operations, such as reservation issues, guest complaints, and billing concerns, and allowed</p>
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	<p>transfer</p> <p>C. Blame other departments</p> <p>D. Ignore the complaint</p> <p>4. Departure Stage</p> <p>During checkout, a guest questions an additional charge on the bill.</p> <p>What is the BEST response?</p> <p>A. Argue with the guest</p> <p>B. Ask payment first before discussion</p> <p>C. Review the charges calmly, explain clearly, and correct errors if necessary</p> <p>D. Tell the guest to come back later</p> <p>5. Pre-Arrival Stage</p> <p>A guest calls to inquire about room availability and rates. What should the reservation officer do?</p> <p>A. Give incomplete details to finish quickly</p> <p>B. Provide clear room options, rates, and booking details politely</p> <p>C. Ignore the call</p> <p>D. Transfer call without explanation</p> <p>6. Arrival Stage</p> <p>A guest arrives and appears confused about the check-in process.</p> <p>What should the front desk do?</p> <p>A. Wait for the guest to ask</p> <p>B. Guide the guest politely through registration and explain procedures</p> <p>C. Ignore the guest</p> <p>D. Ask the guest to read instructions alone</p>	<p>learners to answer individually without assistance while closely monitoring their responses. As a result, learners were able to demonstrate their level of understanding and application of the guest cycle, revealing strengths in identifying appropriate procedures and areas needing improvement in handling more complex scenarios, thereby providing the teacher with clear data to guide feedback, remediation, and future instructional adjustments.</p>
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	<p>7. Occupancy Stage A guest requests extra towels and room service. What is the most appropriate action? A. Delay the request B. Respond politely, confirm request, and ensure prompt delivery C. Refuse the request D. Ask the guest to go to housekeeping</p> <p>8. Occupancy Stage (Problem-Solving) A guest complains that the air conditioner is not working properly. What should the staff do FIRST? A. Ignore the complaint B. Tell the guest to endure the inconvenience C. Apologize and report immediately to maintenance or offer room transfer D. Blame maintenance staff</p> <p>9. Departure Stage A guest is in a hurry and wants a fast check-out process. What is the BEST action? A. Delay the transaction B. Process bill efficiently and ensure quick but accurate check-out C. Ignore the request D. Ask the guest to wait like others</p> <p>10. General Guest Cycle Understanding Why is it important for hotel staff to properly follow all stages of the guest cycle? A. To make work harder B. To ensure guest satisfaction, smooth operations, and positive hotel reputation C. To finish tasks quickly D. To avoid talking to guests</p>	
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	<p>ANSWER KEY</p> <ol style="list-style-type: none"> 1. C 2. C 3. B 4. C 5. B 6. B 7. B 8. C 9. B 10. B <p>4. Additional Activities</p> <p>Activity 4: Additional Activities</p> <p>Title: “Guest Cycle Challenge: Real-Life Decision Making”</p> <p>Purpose:</p> <p>This activity goes beyond recall and organization by requiring learners to analyze, evaluate, and make decisions based on realistic hotel scenarios involving the guest cycle.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Learners will work individually or in pairs. 2. Read each scenario carefully. 3. Answer the guide questions using complete sentences. 4. Justify your answer by explaining: <ul style="list-style-type: none"> ○ The stage of the guest cycle ○ The best professional action 	<p>The teacher aimed to extend learning by providing more challenging tasks that would develop learners’ higher-order thinking skills, particularly analysis, evaluation, and decision-making in real-world hospitality contexts . To address this, the teacher introduced an additional activity composed of complex, scenario-based problems that required learners to identify guest cycle stages, propose appropriate professional responses, justify their decisions, and evaluate the consequences of improper handling. Learners were encouraged to think critically, relate their answers to actual hotel practices, and communicate their ideas clearly through guided questions and structured responses. As a result, fast learners were meaningfully engaged, demonstrated deeper comprehension of the guest cycle, and enhanced their problem-solving and customer service</p>
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	<ul style="list-style-type: none"> ○ The possible impact if handled incorrectly <p>Scenario-Based Tasks</p> <p>Scenario 1: Reservation Conflict (Pre-Arrival Stage)</p> <p>A guest arrives at the hotel and presents a confirmed reservation, but the system shows that the room type is no longer available due to overbooking.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What stage of the guest cycle is involved? 2. What should the front office staff do immediately? 3. How can the situation be resolved to maintain guest satisfaction? 4. What could happen if the staff fails to handle the issue properly? <p>Scenario 2: First Impression Challenge (Arrival Stage)</p> <p>A guest arrives tired from a long trip, but the front desk staff is busy and does not acknowledge the guest immediately.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What stage of the guest cycle is involved? 2. What is the most appropriate behavior expected of the front desk staff? 3. How does this situation affect the guest's perception of the hotel? 4. Suggest an improved response from the staff. <p>Scenario 3: Service Recovery (Occupancy Stage)</p> <p>A guest complains that their room has not been cleaned properly even after housekeeping service.</p>	<p>skills, thereby ensuring differentiated instruction and maximizing learning outcomes for all learners.</p>
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	<p>Guide Questions:</p> <ol style="list-style-type: none">1. What stage is involved?2. What should the hotel staff do to handle the complaint professionally?3. What service recovery strategies can be applied?4. Why is this stage critical for repeat business? <p>Scenario 4: Billing Dispute (Departure Stage)</p> <p>A guest is upset because they were charged for a service they claim they did not use.</p> <p>Guide Questions:</p> <ol style="list-style-type: none">1. Identify the stage involved.2. What is the correct process in handling this issue?3. How should the staff communicate with the guest?4. What could be the long-term effect if the issue is not resolved properly? <p>Suggested Rubric for Additional Activity</p> <table><tr><th>Criteria</th><th>4– Excellent</th><th>3 – Good</th><th>2– Fair</th><th>1 – Needs Improve ment</th></tr><tr><td>Understan ding of Stage</td><td>Correctly identifies and explains</td><td>Identifies correctly</td><td>Partiall y correct</td><td>Incorrect</td></tr><tr><td>Problem- Solving</td><td>Provides complete, realistic solution</td><td>Adequate solution</td><td>Limite d</td><td>Poor</td></tr></table>	Criteria	4– Excellent	3 – Good	2– Fair	1 – Needs Improve ment	Understan ding of Stage	Correctly identifies and explains	Identifies correctly	Partiall y correct	Incorrect	Problem- Solving	Provides complete, realistic solution	Adequate solution	Limite d	Poor	
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	<table><tr><td>Critical Thinking</td><td>Insightful and well-justified</td><td>Some justification</td><td>Minimal reasoning</td><td>No reasoning</td><td></td></tr><tr><td>Communication</td><td>Clear and professional</td><td>Mostly clear</td><td>Some confusion</td><td></td><td></td></tr></table>	Critical Thinking	Insightful and well-justified	Some justification	Minimal reasoning	No reasoning		Communication	Clear and professional	Mostly clear	Some confusion		
Critical Thinking	Insightful and well-justified	Some justification	Minimal reasoning	No reasoning									
Communication	Clear and professional	Mostly clear	Some confusion										
VI. ASSESSMENT	<p>The assessment evaluates both learners’ understanding of the hotel guest cycle and their ability to perform its stages through a combination of written, performance-based, and higher-order tasks.</p> <ul style="list-style-type: none">Written Assessment (Quiz): A 10-item situational test that measures learners’ ability to identify guest cycle stages and apply proper front office procedures.Performance-Based Assessment (Role Play): Group role-play demonstrating the different stages of the guest cycle, focusing on accuracy, communication, professionalism, and teamwork.Higher-Order Assessment (Scenario-Based Task): Real-life problem-solving activities that require learners to analyze situations, propose solutions, and evaluate consequences.Overall Focus: The assessment ensures that learners demonstrate both conceptual understanding (knowledge) and practical application (skills and attitude) aligned with real hotel operations.												
VII. REFLECTION	<p>The teacher reflects on:</p> <ul style="list-style-type: none">Learners actively participated in role playSome struggled with communication skillsNext lesson: reinforce customer service communication												
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios, and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>												

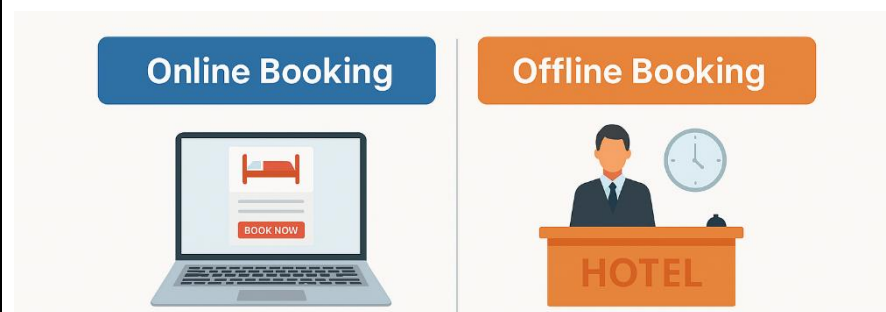
LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	9

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding on guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Meta cards/worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com</p> <p>Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019.</p> <p>Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019.</p> <p>Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002.</p> <p>Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com</p> <p>Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com</p> <p>Talón-Ballesteró, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174.</p> <p>Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017</p>
III. CONTENT	<p>LE 4: The Reservation</p> <ul style="list-style-type: none"> • Types of reservations <ul style="list-style-type: none"> o individual reservations o group reservations o corporate and business reservations o online vs. offline reservations
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Explain the concept and importance of hotel reservations. 2. Differentiate the types of reservations (guaranteed, confirmed, individual, group, corporate). 3. Identify sources of reservation and required guest information. 4. Apply correct reservation procedures in simulated front office situations. 5. Demonstrate professionalism and customer-oriented behavior in handling reservations.

V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<div>1. Activating Prior Knowledge</div> <div>Activity 1: Think-Pair-Share – “My Hotel Experience”</div> <div><div>THINK-PAIR-SHARE</div><div>"MY HOTEL EXPERIENCE"</div><div></div><div>Recall your most recent hotel stay or online booking</div><div>THINK</div></div> <div>OpenAI. “My Hotel Experience?” Image generated by CoPilot, April 4, 2026.</div> <div><div><div>1. The teacher asks learners to silently recall their most recent hotel stay or online booking experience.</div><div>2. Learners write short responses on 1/4 sheets of paper.</div><div>3. Learners pair up to share how the reservation was made.</div><div>4. Selected learners share their answers with the class.</div></div></div> <div>Guide Questions:</div> <div><div>• How was the reservation made?</div><div>• Was payment required immediately?</div><div>• What information did the hotel ask from the guest?</div></div>	<div>At the beginning of the lesson, the teacher purposefully draws out learners’ prior knowledge and lived experiences related to hotels and front office services. Learners are encouraged to recall personal experiences such as staying in a hotel, accompanying family members during check-in, or seeing hotel bookings through online platforms. The teacher facilitates short sharing activities and guided questioning to allow learners to articulate what they already know about hotel rooms, amenities, or reservations.</div> <div>During this stage, the teacher listens carefully to learner responses in order to identify existing understandings, partial knowledge, and misconceptions. These responses serve as a diagnostic tool that informs the teacher on how to pace the lesson and what concepts need emphasis or clarification. This activity builds learner confidence, activates schema, and prepares learners cognitively and emotionally for the new lesson.</div>

Activity 2: Visual Trigger – Online vs. Offline Booking



OpenAI. "Online vs. Offline booking?" Image generated by CoPilot, April 4, 2026

1. The teacher shows images of a hotel front desk and an online booking platform (e.g., Agoda or Booking.com).
2. Learners identify similarities and differences between the two methods.
3. The teacher facilitates a short discussion highlighting convenience and limitations.

Guide Questions:

- Which reservation method is faster?
- Which requires face-to-face interaction?
- Which is more convenient for guests?

2. Establishing the Purpose of the Lesson

Activity 2: Problem Scenario Analysis

- Scenario: A walk-in guest arrives at a fully booked hotel during a holiday season and insists on getting a room.
1. The teacher reads the scenario aloud.
 2. Learners work in small groups to analyze what went wrong.
 3. Groups share possible solutions.

Guide Questions:

- What caused the problem in the situation?

After activating prior knowledge, the teacher explicitly connects learners' experiences to the lesson objectives. The teacher explains that the knowledge and skills to be learned—such as identifying appropriate guestrooms, amenities, or reservation types—are core competencies of front office personnel and are directly linked to guest satisfaction, hotel efficiency, and professionalism.

	<ul style="list-style-type: none"> • How could reservation have prevented the issue? • Who is affected by the situation? <p><u>Learning Goals Connection</u></p> <ol style="list-style-type: none"> 1. The teacher presents the lesson objectives. 2. Learners complete the sentence: “I need to learn about reservation types because...” 3. Volunteers read their responses. 	<p>The teacher presents a realistic hotel problem or situation and guides learners to recognize how lack of proper knowledge can lead to guest complaints, lost revenue, or poor service. By clearly stating the goals of the lesson and emphasizing its relevance to real workplace responsibilities, learners develop a sense of direction and purpose. This step increases motivation, clarifies expectations, and frames the lesson as practical and career-oriented.</p>
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Activity: Reservation Relationship Mapping (Model-Based Learning)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher draws a simple diagram/model on the board: <ul style="list-style-type: none"> ◦ Guest → Reservation Type → Hotel Benefit 2. Teacher models one example: <ul style="list-style-type: none"> ◦ <i>Corporate Guest</i> → <i>Guaranteed Reservation</i> → <i>Stable Income for Hotel</i> 3. Learners, in pairs, complete missing relationships using different reservation types. 4. Selected pairs explain their answers. <p>Guide Questions:</p> <ul style="list-style-type: none"> • What type of reservation best protects hotel revenue? • Which reservation type involves higher risk for the hotel? 	<p>At this point, the teacher introduces the new concept by presenting concrete, real-life, and situational examples related to hotel operations. Examples may include photographs of actual hotel guestrooms, infographics, short video clips, or problem scenarios such as a walk-in guest arriving when the hotel is fully booked.</p> <p>The teacher deliberately selects examples that mirror actual front office situations to ensure authenticity. As examples are presented, the teacher describes observable features such as room size, bed type, layout, amenities, or booking circumstances. Guided questions are asked to encourage critical observation and analysis, such as:</p> <ul style="list-style-type: none"> • “What kind of guest would usually book this room?” • “What problem is evident in this situation?” • “What could the hotel staff have done differently?”

	<ul style="list-style-type: none"> • Which reservation type requires coordination with other departments? <p>2. Discussing New Concept</p> <p>Procedure (Teacher and Learners):</p> <ol style="list-style-type: none"> 1. Teacher introduces the term “Reservation” using a simple analogy: <ul style="list-style-type: none"> ◦ <i>“A hotel reservation is like reserving a seat in a cinema—payment or confirmation ensures the seat is saved for you.”</i> 2. Teacher defines Reservation and explains its importance to hotel operations (revenue, guest satisfaction, planning). <p>A reservation is a formal agreement between the guest and the hotel that guarantees room availability for a specified period. It allows hotels to plan room occupancy, staffing, and services in advance while ensuring that guests receive accommodation upon arrival.</p> <p>Importance of Reservation in Hotel Operations</p> <ul style="list-style-type: none"> ✓ Revenue Control <ul style="list-style-type: none"> ◦ Reservations help hotels predict income and reduce losses due to no-shows. ◦ Guaranteed reservations ensure payment even if the guest does not arrive. ✓ Guest Satisfaction <ul style="list-style-type: none"> ◦ Guests feel confident knowing their room is secured. 	<p>Learners are encouraged to share observations, experiences, and initial conclusions. The teacher facilitates discussion, validates correct insights, and immediately addresses misconceptions. This step ensures that all learners develop a shared concrete understanding of the concept before moving into abstract explanations. Presenting examples makes learning meaningful, builds interest, and provides a clear context for deeper learning.</p> <p>Once learners have been exposed to concrete examples, the teacher formally introduces and explains the key concepts of the lesson. Definitions, classifications, and procedures are discussed using clear language, relatable analogies, and visual aids. The teacher breaks down complex ideas into manageable segments and checks understanding through questioning and brief learner responses.</p> <p>The discussion emphasizes why each concept is important in front office services—whether for room assignment, guest satisfaction, operational planning, or revenue management. Learners are encouraged to take notes, ask questions, and participate actively. This phase transforms initial observations into structured</p>
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	<ul style="list-style-type: none"> ○ Reservations prevent inconvenience such as unavailability of rooms. <p>✓ Operational Planning</p> <ul style="list-style-type: none"> ○ Helps management plan staffing, housekeeping schedules, and room allocation. ○ Supports efficient coordination among hotel departments. <p>3. Using a PowerPoint or chart, teacher discusses the Types of Reservation, one at a time:</p> <p>1. Guaranteed Reservation</p> <p>A guaranteed reservation is a type of booking in which the guest guarantees payment for at least one night, whether or not they arrive at the hotel.</p> <p>Common Forms of Guaranteed Reservation:</p> <ul style="list-style-type: none"> • Advance deposit • Pre-payment • Credit card guarantee • Travel agent guarantee • Corporate agreement <p>Importance: This type of reservation protects the hotel from revenue loss due to no-shows.</p>	<p>knowledge and solidifies learners' conceptual understanding.</p>
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	<p>2. Confirmed (Non-Guaranteed) Reservation</p> <p>A confirmed (non-guaranteed) reservation is a booking where the guest provides reservation details but does not make any advance payment.</p> <p>Key Features:</p> <ul style="list-style-type: none"> • Room is held until a specified time (usually 6:00 PM) • Hotel may release the room if the guest does not arrive on time <p>Risk: This reservation carries a higher risk for hotels, especially during peak seasons.</p> <p>3. Individual Reservation</p> <p>An individual reservation is a booking made by one guest or family for personal travel, leisure, or business purposes.</p> <p>Booking Channels:</p> <ul style="list-style-type: none"> • Walk-in • Phone call • Email • Online booking platforms <p>Payment may be guaranteed or non-guaranteed.</p> <p>4. Group Reservation</p> <p>A group reservation involves booking accommodations for 15 or more guests traveling together at the same time.</p>	
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	<p>Examples of Groups:</p> <ul style="list-style-type: none"> • Tour groups • Conference delegates • Seminar participants <p>Key Characteristics:</p> <ul style="list-style-type: none"> • Usually handled by the Sales and Marketing Department • Often offered special rates • Typically guaranteed through contracts and deposits <p>5. Corporate / Business Reservation</p> <p>A corporate or business reservation is made by companies for their executives, guests, or employees.</p> <p>Key Features:</p> <ul style="list-style-type: none"> • Based on a contract or corporate agreement • Company assumes financial responsibility • Often regular or repeated bookings <p>Benefit to Hotel: Provides stable and long-term business.</p> <ol style="list-style-type: none"> 4. After each type, the teacher pauses and asks guide questions. 5. Learners complete a comparison table while listening. 	
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Quick Comparison Table

Reservation Type	Payment Required	Risk to Hotel
Guaranteed	Yes	Low
Confirmed	No	High
Individual	Optional	Varies
Group	Usually Yes	Low
Corporate	Yes	Very Low

Guide Questions:

- What makes a reservation “guaranteed”?
- Who benefits more from a guaranteed reservation—the guest or the hotel? Why?
- How is a group reservation different from an individual reservation?
- Why are corporate reservations important for hotels?

3. Developing Mastery**Activity 1: Scenario Analysis Drill (Guided Practice)**

Procedure:

1. The teacher distributes scenario cards to small groups.
2. Each scenario describes a reservation situation.
3. Learners identify:
 - Type of reservation

	<ul style="list-style-type: none"> ○ Whether it is guaranteed or not ○ Reason for their choice <p>4. The teacher checks answers and provides corrective feedback.</p> <p>Sample Scenario: <i>A guest booked a room through a travel agent and paid the full amount before arrival.</i></p> <p>Guide Questions:</p> <ul style="list-style-type: none"> • Is this a guaranteed reservation? Why? • Who assumes financial responsibility? • What happens if the guest does not arrive? <p>Activity 2: Reservation Decision Task (Problem-Solving Activity)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Teacher presents a problem: <ul style="list-style-type: none"> ○ <i>“The hotel expects a sold-out weekend. Which reservation types should the hotel encourage?”</i> 2. Groups discuss and write about their decisions. 3. Groups present solutions. <p>Guide Questions:</p> <ul style="list-style-type: none"> • Which reservation type minimizes no-show losses? • Why would hotels discourage non-guaranteed reservations during peak season? • How do reservation policies support hotel revenue management? 	<p>During this phase, learners are provided with guided practice activities that allow them to apply newly learned concepts in a supported environment. Activities such as matching exercises, scenario drills, decision-making tasks, and guided analysis help learners practice identifying the correct guestroom category, amenities, or reservation type.</p> <p>The teacher circulates around the classroom to monitor progress, provide immediate feedback, and clarify errors. Scaffolding is gradually reduced as learners become more confident. This step ensures that learners do not merely memorize concepts but are able to apply them accurately and consistently, leading to skill mastery.</p>
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<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Activity 1: Role-Play Simulation – “Front Desk Reservation”</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Learners form groups of three: <ul style="list-style-type: none"> ○ Reservation agent ○ Guest ○ Observer 2. Each group performs a scenario: <ul style="list-style-type: none"> ○ Individual ○ Group ○ Corporate reservation 3. The observer uses rubric to assess performance. <p>2. Making Generalization</p> <p>Concept Mapping – Making Generalizations</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Learners create a concept map on: <ul style="list-style-type: none"> ○ Types of reservation ○ Sources ○ Importance 2. Learners present output. 	<p>Learners are now given the opportunity to apply their learning in authentic and performance-based tasks such as group scenario analysis, role-playing, or simulated front office interactions. Learners take on professional roles (e.g., front desk agent, guest, observer) and demonstrate appropriate decision-making, communication, and professional behavior. The teacher facilitates, observes, and provides formative feedback using rubrics or observation guides. This stage allows learners to demonstrate competence, confidence, and customer-oriented skills, closely aligning with workplace expectations and the performance standard.</p> <p>To consolidate learning, the teacher guides learners in identifying key ideas and patterns derived from the lesson. Through reflection questions, synthesis statements, or concept mapping, learners articulate what they have learned in their own words. The teacher highlights essential takeaways such as the importance of matching guest needs with appropriate rooms, amenities, or reservation types, and how these decisions affect hotel operations. This step reinforces understanding and helps learners transfer knowledge to new contexts.</p>
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Guide Questions:

- Which reservations protect hotel revenue?
- How do reservation sources differ?
- Why is reservation accuracy important?

3. Evaluating Learning**A. Understanding the Concept of Reservation**

Direction: Complete the statements based on the discussion.

1. A hotel reservation is compared to _____

because _____

2. Reservation (Definition): _____

A reservation is _____

B. Importance of Reservations

Direction: Write one (1) reason why reservations are important in each area.

1. Revenue Control _____
2. Guest Satisfaction _____
3. Operational Planning _____

C. Types of Reservation

Direction: Match the reservation type with its correct description. Write the letter of the correct answer.

Reservation Type	Description
1. Guaranteed Reservation	
2. Confirmed Reservation	
3. Individual Reservation	
4. Group Reservation	
5. Corporate Reservation	

The teacher administers a short quiz and scenario-based written tasks that require learners to identify appropriate guestroom categories, select suitable amenities, and justify their choices based on guest needs. These assessment tools allow the teacher to determine whether learners have achieved the lesson objectives across cognitive levels—from remembering and understanding to applying and analyzing.

Throughout the evaluation process, the teacher emphasizes clarity of reasoning and accuracy of professional judgment. Results are analyzed to determine whether learners are ready to move on to more complex front office tasks or if additional guided practice is necessary. Feedback is provided promptly to support learner improvement and confidence.

Descriptions:

- A. Made by companies for executives or employees and charged to company account
- B. Booking without advance payment and held only until a specific time
- C. Booking for 15 or more guests traveling together
- D. Booking made by one guest or family
- E. Booking with assured payment even if the guest does not arrive

D. Comparison Table

Direction: Complete the table based on the lecture.

Reservation Type	Payment Required	Risk to Hotel
Guaranteed		
Confirmed		
Individual		
Group		
Corporate		

E. Reflection

Answer the questions briefly.

1. What makes a reservation “guaranteed”?
2. Who benefits more from a guaranteed reservation—the guest or the hotel? Why?
3. How is a group reservation different from an individual reservation?
4. Why are corporate reservations important for hotels?

Answer Key:

A. Understanding the Concept of Reservation

1. A hotel reservation is compared to reserving a seat in a cinema because it ensures that a specific space or service is held for a person in advance, often requiring confirmation or payment to guarantee availability.

To address learner diversity, enrichment activities are provided for learners who demonstrate mastery, such as researching hotel trends or advanced front office practices. Remedial activities are offered to learners who struggle, including

2. A reservation is a formal agreement between a guest and a hotel that ensures a room or service is available for a specified period, often with prior confirmation or payment.

B. Importance of Reservations

- **Revenue Control:**
Reservations help hotels predict income, reduce losses due to no shows, and ensure financial stability through guaranteed bookings.
- **Guest Satisfaction:**
Reservations ensure that guests have a secured room upon arrival, reducing inconvenience and improving trust in the hotel.
- **Operational Planning:**
Reservations allow hotels to plan staffing, housekeeping schedules, and room allocation efficiently.

C. Types of Reservation

Reservation Type	Correct Answer
1. Guaranteed Reservation	E
2. Confirmed Reservation	B
3. Individual Reservation	D
4. Group Reservation	C
5. Corporate Reservation	A

D. Comparison Table

Reservation Type	Payment Required	Risk to Hotel
Guaranteed	Yes	Low
Confirmed	No	High
Individual	Optional	Varies
Group	Usually Yes	Low
Corporate	Yes	Very Low

E. Reflection (Suggested Answers Guide)

- What makes a reservation “guaranteed”?
A reservation is guaranteed when payment or a

review drills, peer tutoring, or guided re-teaching.
This step ensures inclusivity and supports diverse learning paces and needs.

	<p>financial commitment (e.g., credit card, deposit) ensures the hotel receives payment even if the guest does not arrive.</p> <ul style="list-style-type: none"> • Who benefits more from a guaranteed reservation—the guest or the hotel? Why? Both benefit, but the hotel benefits more financially because it avoids losses from no-shows, while the guest benefits from secured accommodation. • How is a group reservation different from an individual reservation? A group reservation involves 15 or more guests and often includes contracts and discounts, while an individual reservation is for one guest or family and is more flexible. • Why are corporate reservations important for hotels? Corporate reservations are important because they provide consistent, long-term income, and repeat business. <p>4. Additional Activities</p> <p>ACTIVITY : CASE STUDY ANALYSIS Title: Solving Overbooking Problems in Hotels</p> <p>Objective: Learners will analyze a real-life hotel problem and recommend appropriate reservation strategies to prevent operational issues.</p> <p>Teacher Instructions (Step-by-Step):</p> <ol style="list-style-type: none"> 1. Introduce the Scenario: “A hotel accepted too many reservations during the holiday. When guests arrived, there were not enough rooms available. This resulted in complaints and damage to the hotel's reputation.” 2. Group Formation: <ul style="list-style-type: none"> ○ Divide class into small groups (3–5 members) 3. Task Instructions: Each group will: <ul style="list-style-type: none"> ○ Identify problems/errors 	
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	<ul style="list-style-type: none"> ○ Explain causes ○ Suggest solutions <p>4. Provide Guide Questions:</p> <ul style="list-style-type: none"> ○ What went wrong in the reservation process? ○ What policies were missing or weak? ○ How could the hotel have prevented overbooking? ○ What reservation types should be prioritized? <p>5. Output:</p> <ul style="list-style-type: none"> ○ Short written analysis OR ○ Problem–Solution chart <p>Suggested Output Format:</p> <p>Problems Identified:</p> <ul style="list-style-type: none"> • Poor reservation control • Lack of monitoring of room availability • No clear cancellation or booking policy • Accepting too many non-guaranteed reservations <p>Correct Solutions:</p> <ul style="list-style-type: none"> • Implement strict reservation system • Encourage guaranteed reservations • Monitor room inventory regularly • Use reservation software or system tracking • Apply cut-off time for non-guaranteed bookings <table border="1"> <thead> <tr> <th>Problem</th><th>Cause</th><th>Solution</th></tr> </thead> <tbody> <tr> <td>Overbooking</td><td>No monitoring</td><td>Track room availability</td></tr> </tbody> </table>	Problem	Cause	Solution	Overbooking	No monitoring	Track room availability	
Problem	Cause	Solution						
Overbooking	No monitoring	Track room availability						

	Guest complaints	Poor system	Implement strict policies	
VI. ASSESSMENT	<p>This assessment measures learners' understanding and application of reservation concepts.</p> <p>Formative:</p> <ul style="list-style-type: none"> • Participation, worksheets, and scenarios <p>Written:</p> <ul style="list-style-type: none"> • Definition, importance, types, table, reflection ✓ Focus: accuracy and understanding <p>Performance Task:</p> <ul style="list-style-type: none"> • Role-play (individual, group, corporate reservations) ✓ Focus: procedure, communication, professionalism <p>Rubric:</p> <ul style="list-style-type: none"> • Accuracy • Information gathering • Procedure • Communication • Professionalism 			
VII. REFLECTION	<p>The lesson allowed learners to connect real-life hotel experiences with front office concepts. Some learners required additional support in distinguishing confirmed and guaranteed reservations. Adjustments included additional scenarios and guided drills.</p>			
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios, and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. The author(s) reviewed and finalized the writing of the content. The authors take full responsibility for the content of this LE.</p>			

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	10

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Meta cards/worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019. Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019. Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002. Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com Talón-Ballesteró, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174. Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017</p>	
III. CONTENT	LE 5: Reservation System and Technology	
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Explain the different types of reservations, reservation systems and technologies, and the reservation process and policies used in the hospitality industry. 2. Demonstrate the proper handling of reservations using appropriate reservation systems and technology in accordance with standard hotel reservation procedures and policies. 3. Exhibit professionalism, accuracy, and responsibility in managing reservations by valuing customer needs, data privacy, and effective use of reservation technologies. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activities:</p> <ul style="list-style-type: none"> • Display the infographic “How Guests Book, a Hotel Room Today” showing walk-in, telephone, email, website, and mobile app reservations. 	<p>The teacher begins by situating learners in familiar hotel booking experiences to activate prior knowledge. Learners are tasked to recall how reservations are made and to identify common reservation</p>

	<div data-bbox="689 132 1415 625"> <h2 style="text-align: center;">How Guests Book a Hotel Room Today</h2> <div> <div> <p>Walk-In Guest</p>  <p>Walk-In Guest</p> </div> <div> <p>Telephone Reservation</p>  <p>Telephone Telephone</p> </div> <div> <p>Email Reservation</p>  <p>Email Email</p> </div> <div> <p>Mobile App</p>  <p>Mobile App Booking</p> </div> </div> </div> <div data-bbox="689 643 1366 662"> <p>OpenAI. "How to book a Hotel Room today?" Image generated by CoPilot, May 20, 2026</p> </div> <div data-bbox="640 687 1469 911"> <ul style="list-style-type: none"> • Ask learners to recall personal or family experiences in booking hotels and identify the mode of reservation used. • Present sample screenshots of hotel booking websites and mobile applications to emphasize online booking platforms. </div> <div data-bbox="591 1048 1223 1080"> <p>2. Establishing the Purpose of the Lesson</p> </div> <div data-bbox="616 1109 754 1136"> <p>Activities:</p> </div> <div data-bbox="640 1142 1469 1209"> <ul style="list-style-type: none"> • Show the Guest Cycle Diagram and highlight Reservation as part of the pre-arrival stage. </div>	<p>modes. The teacher facilitates sharing, affirms responses, and connects them to the concept of reservation in hotel operations. Through visual aids and guided discussion, learners recall relevant prior learning. As a result, learners are cognitively prepared for deeper discussion of reservation systems and technologies.</p> <p>The teacher clarifies the purpose of the lesson by linking reservations to the overall guest cycle. Learners are tasked to understand why reservation accuracy affects guest satisfaction and hotel efficiency. The teacher explains the objectives and relevance of the lesson to hospitality careers. As a result, learners gain clear direction and motivation for learning reservation systems and technology.</p>
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	<div data-bbox="687 132 1364 588" data-label="Diagram"> <pre> graph TD Reservation --> Arrival Arrival --> Occupancy Occupancy --> Departure Departure --> Pre-Arrival Pre-Arrival --> Reservation </pre> </div> <p data-bbox="687 608 1301 627">OpenAI. "The guest cycle diagram?" Image generated by CoPilot, May 20, 2026</p> <ul data-bbox="640 667 1469 799" style="list-style-type: none"> • Ask learners why accurate reservations are important for both guests and hotels. • Present and explain the lesson objectives, emphasizing their relevance to real hotel work. 	
<p data-bbox="241 1114 533 1182">B. Instituting New Knowledge</p>	<p data-bbox="593 858 949 890">1. Presenting Examples</p> <ul data-bbox="640 914 1469 1107" style="list-style-type: none"> • Present the infographic “Types and Modes of Hotel Reservations” explaining guaranteed, non-guaranteed, group, and corporate reservations. • Show sample reservation confirmations (printed/email) as concrete examples. <p data-bbox="593 1131 1001 1163">2. Discussing New Concept</p> <p data-bbox="593 1187 748 1219">Activities:</p> <ul data-bbox="640 1251 1469 1410" style="list-style-type: none"> • Present a comparison chart CRS vs PMS vs Online Booking Engines. • Explain the reservation process flowchart from inquiry to confirmation. 	<p data-bbox="1496 842 2040 1182">The teacher introduces new concepts through concrete examples and visuals. Learners are tasked to observe and distinguish different reservation types and modes. The teacher explains each example clearly and checks understanding through questions. As a result, learners begin forming accurate concepts of reservation classifications.</p> <p data-bbox="1496 1251 2040 1453">The teacher explicitly discusses reservation systems, technologies, and procedures using visual comparisons and flowcharts. Learners are tasked to understand how systems differ and how reservations are</p>

	<p>Guided Questions:</p> <ul style="list-style-type: none"> • How do CRS, PMS, and booking engines work together in a real hotel setting? <p>Reservation Systems and Technologies</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • How does a CRS support hotels with multiple branches or chains? <p>a. Central Reservation System (CRS)</p> <p>A CRS is a centralized system that allows multiple hotels within a chain to share reservation information. It enables reservations made through travel agents, call centers, or online platforms to be accessed by all participating hotels.</p> <p>Key Functions:</p> <ul style="list-style-type: none"> • Centralized booking for hotel chains • Real-time room availability • Rate management <p>Example: A guest books a room through an online travel agency, and the reservation is automatically reflected in the hotel system.</p> <p>b. Property Management System (PMS)</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • What information does a PMS store that is important for reservation accuracy? <p>A PMS is an internal hotel system used to manage reservations, room status, guest profiles, and billing information.</p>	<p>processed. The teacher clarifies terms, provides examples, and answers questions. As a result, learners gain structured and accurate understanding of reservation systems and policies.</p>
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	<p>Key Functions:</p> <ul style="list-style-type: none"> • Recording reservations • Monitoring room availability • Storing guest information <p>Example: The front desk checks the PMS to confirm available rooms before accepting a reservation.</p> <p>c. Online Booking Engine</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • Why is an online booking engine convenient for guests? <p>An online booking engine allows guests to directly reserve rooms through the hotel's website or mobile application.</p> <p>Key Functions:</p> <ul style="list-style-type: none"> • Direct guest reservations • Instant confirmation • Integration with CRS and PMS <p>Guided Questions:</p> <p>How do CRS, PMS, and booking engines work together in a real hotel setting?</p> <p>2. Reservation Procedures</p> <p>The standard reservation process usually follows these steps:</p> <ol style="list-style-type: none"> 1. Guest inquiry 2. Checking room availability 3. Recording guest information 	
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	<p>4. Explaining reservation policies</p> <p>5. Confirming the reservation</p> <p>Teacher Tip: Use the Reservation Handling Flowchart Poster while explaining these steps.</p> <p>3. Developing Mastery</p> <p>Activities:</p> <ul style="list-style-type: none"> • Divide learners into groups and distribute reservation scenario cards. • Require each group to: <ul style="list-style-type: none"> ○ Identify the type and mode of reservation ○ Choose the correct reservation system ○ Complete a sample reservation form or PMS template ○ Identify applicable reservation policies • Allow groups to present their outputs 	<p>Learners are tasked to apply newly learned concepts through guided practice. The teacher monitors group work, provides clarification, and corrects misconceptions. By completing reservation forms and explaining policies, learners reinforce their understanding. As a result, learners develop mastery of reservation systems and procedures.</p>
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Activities:</p> <ul style="list-style-type: none"> • Set up a simulated reservation desk using a Reservation Handling Flowchart Poster. • Assign roles (reservation officer, guest, observer). • Conduct role-play on receiving inquiries, checking availability, and confirming reservations. <p>2. Making Generalization</p>	<p>The teacher creates a simulated front office environment where learners apply reservation procedures. Learners are tasked to demonstrate correct handling of guest inquiries using proper tools. The teacher observes and guides performance. As a result, learners practice real-world reservation handling skills.</p>

Activities:

- Facilitate a discussion using the infographic **“Do’s and Don’ts in Reservation Handling”**.



OpenAI. "Do's and Don'ts in Reservation Handling".? Image generated by CoPilot, May 20, 2026

- Ask learners to summarize key lessons learned from the simulation.

3. Evaluating Learning

Quiz: Evaluating Learning

Directions: Choose the letter of the correct answer.

1. Which reservation system allows multiple hotels to share booking information through a centralized network?
 - A. Property Management System
 - B. Central Reservation System

The teacher guides learners to reflect on their experiences and extract key principles. Learners are tasked to articulate general rules for proper reservation handling. As a result, learners internalize essential concepts and values.

The teacher evaluates learners' understanding through written and performance-based assessment. Feedback is provided to reinforce learning. As a result, learner achievement of objectives is measured.

	<ul style="list-style-type: none"> ○ C. Point of Sale System ○ D. Manual Reservation Log <p>2. Which mode of reservation is the most commonly used today due to internet accessibility?</p> <ul style="list-style-type: none"> ○ A. Walk-in ○ B. Letter ○ C. Online booking ○ D. Fax <p>3. What is the primary function of a Property Management System (PMS)?</p> <ul style="list-style-type: none"> ○ A. Marketing hotel services ○ B. Managing guest reservations and room status ○ C. Preparing financial statements ○ D. Handling food production <p>4. Why is accuracy important when handling hotel reservations?</p> <ul style="list-style-type: none"> ○ A. To reduce staff workload ○ B. To avoid guest complaints and overbooking ○ C. To increase advertising reach ○ D. To shorten guest stay 	
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	<p>5. Which value should a reservation staff observe when handling guest information?</p> <ul style="list-style-type: none"> ○ A. Speed only ○ B. Flexibility ○ C. Data privacy and professionalism ○ D. Creativity <p>Answer Key:</p> <ol style="list-style-type: none"> 1. B 2. C 3. B 4. B 5. C <p>4. Additional Activities</p> <p>Enrichment Activity: Modern Reservation Technology</p> <p>Objective: Identify and understand modern hotel reservation technologies.</p> <p>Task: Research one (1) reservation technology (e.g., online booking, mobile app, AI chatbot).</p> <p>Guide Questions</p> <ol style="list-style-type: none"> 1. What is the technology? 2. How does it work? 3. What are the benefits to guests and hotels? 	<p>The teacher provides additional tasks to support diverse learners. Enrichment activities extend learning while remediation reinforces core concepts. As a result, all learners are supported in achieving lesson objectives.</p>
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	<p>Output (Choose One)</p> <ul style="list-style-type: none"> • Short report (1 paragraph) • Simple infographic • Oral explanation (2–3 minutes) <p>Reflection</p> <p>Which reservation method do you prefer? Why?</p> <p>_____.</p>	
VI. ASSESSMENT	<ul style="list-style-type: none"> • Administer a short quiz on reservation systems and technology. • Use an observation checklist to assess role-play performance. 	
VII. REFLECTION	After the lesson, the teacher reflects learners' performance during simulations, noting strengths in system navigation, communication, and use of reservation tools. Areas for improvement such as accuracy and policy explanation are identified. The teacher plans follow-up activities, including additional demonstrations and guided practice, to further strengthen learner competency	
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios , and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	11

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com</p> <p>Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019.</p> <p>Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019.</p> <p>Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002.</p> <p>Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com</p> <p>Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com</p> <p>Talón-Ballesteró, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174.</p> <p>Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017.</p>	
III. CONTENT	LE 6: Importance of Revenue Management	
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Explain the importance of revenue management in hotel operations, particularly its role in maximizing room revenue through effective pricing, forecasting, and reservation controls. 2. Analyze basic revenue management applications by identifying appropriate room rates and reservation strategies based on demand, seasonality, and guest booking patterns. 3. Appreciate the value of ethical and strategic revenue management practices by demonstrating professionalism, responsibility, and customer-focused decision-making in handling reservations. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activity 1: Guided Recall and Discussion</p> <ul style="list-style-type: none"> • The teacher asks learners to recall observations or experiences related to Philippine hotels and resorts (e.g., Seda 	<p>The teacher effectively activates prior knowledge by situating the lesson in familiar, real-life contexts, allowing learners to connect personal experiences with hotel pricing patterns to the concept of demand. Through guided questioning and</p>

Hotels, Red Planet, Solaire, Okada Manila, Baguio or Batangas resorts).

- Learners cite instances when room rates were higher during summer vacation, Holy Week, long weekends, town fiestas, or Christmas season.
- The teacher facilitates questioning that links these experiences to the previous lesson on reservation systems and availability.



OpenAI. "Activating Prior Knowledge-Philippines Hotels?" Image generated by CoPilot, May 10, 2026

2. Establishing the Purpose of the Lesson

- The teacher presents a situation involving a mid-sized Manila hotel fully booked during the Christmas season due to OFW arrivals and local events.
- Learners answer the question: "How can the hotel earn more revenue without adding rooms?"
- The teacher presents the lesson objectives and explains the relevance of revenue management to front office duties.

strategic follow-ups, the teacher scaffolds understanding, leading learners to recognize demand-driven pricing as an intentional business decision.

The use of a realistic scenario further promotes critical thinking, encouraging learners to propose solutions while the teacher organizes responses to highlight the need for systematic revenue management. By clearly stating objectives and emphasizing real-world relevance, the teacher ensures that learners understand the purpose of the lesson and its importance in front office operations, thereby increasing engagement and motivation.

	<p>Establishing the Purpose of the Lesson</p>  <p>How can the hotel earn more revenue without adding rooms?</p> <ul style="list-style-type: none"> Teacher presents a situation involving a mid-sized Manila hotel fully booked during a Christmas season due to OFW arrivals and local events <p><small>OpenAI. "Establishing the Purpose of the lesson, mid-sized Manila hotel fully booked during the Christmas season -?" Image generated by CoPilot, May 10, 2026</small></p>	
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <ul style="list-style-type: none"> The teacher presents a case of a 100-room business hotel in Makati with low weekday occupancy and full weekend bookings. Learners examine sample weekday and weekend room rates using visuals or rate sheets. Learners identify reasons for lower rates during low demand and higher rates during peak demand. <p>Using visual aids such as a sample rate sheet, PowerPoint slide, or printed table, the teacher shows the following example:</p> <ul style="list-style-type: none"> Weekday Rate (Mon–Thu): ₱3,200 per night Weekend / Holiday Rate (Fri–Sun): ₱5,500 per night <p>The teacher asks learners to carefully examine and compare the two rates, then facilitates discussion using guided questions such as:</p>	<p>The teacher facilitates meaningful learning by presenting a contextualized and data-driven hotel scenario that allows learners to concretely observe variations in occupancy and pricing. Through the use of visual aids and guided questioning, the teacher scaffolds learners' analytical skills, helping them identify the relationship between demand and pricing decisions. The explicit introduction of revenue management concepts, supported by relevant Philippine tourism examples, strengthens conceptual understanding and makes abstract ideas more relatable.</p>

	<ul style="list-style-type: none"> • <i>“What difference do you notice between the weekday and weekend rates?”</i> • <i>“Why do you think the hotel charges a higher price during weekends?”</i> • <i>“If you were the hotel manager, would you keep the same rate all week? Why or why not?”</i> <p>Learners are encouraged to share their observations orally, noting that weekday rates are lower to attract more guests during periods of low demand, while higher weekend rates take advantage of increased demand. The teacher highlights learner responses by reinforcing correct ideas and clarifying misconceptions, emphasizing that room prices are adjusted intentionally based on occupancy trends and guest demand.</p> <p>2. Discussing New Concept</p> <ul style="list-style-type: none"> • The teacher explains revenue management as a strategy of selling the right room at the right price and time. • Key concepts discussed include demand forecasting, seasonality, booking window, yield, and ethical pricing. • Philippine examples are used such as higher rates during Sinulog Festival (Cebu), Panagbenga Festival (Baguio), or major Metro Manila conventions <p>Understanding Revenue Management in Hotel Operations</p> <p>What is Revenue Management?</p> <p>Revenue management is a strategy used by hotels to maximize income from a limited number of rooms by selling the right room, to the right guest, at the right time, and for the right price.</p> <p>Instead of charging the same room rate all year round, hotels</p>	<p>The teacher formally introduces revenue management and its core principles, including demand forecasting, seasonality, booking window, yield, and ethical pricing. The teacher uses relatable Philippine examples, such as local festivals and conventions, to make abstract ideas more accessible and meaningful. Through structured explanations, guide questions, and interactive discussion, the teacher ensures that learners remain engaged while developing conceptual clarity. This teaching approach enables the teacher to connect theoretical knowledge with real-world application, resulting in a deeper and more comprehensive understanding of revenue management in hotel operations.</p>
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	<p>adjust prices based on demand, season, and booking behavior.</p> <p>Guide Question for Discussion: Why can a hotel earn more even if the number of rooms does not change?</p> <p>Why is Revenue Management Important?</p> <p>Hotels operate with fixed room inventory. Once a night passes, any unsold room represents lost revenue. Revenue management helps hotels:</p> <ul style="list-style-type: none"> • Increase income during high demand periods • Avoid empty rooms during low-demand periods • Balance profitability and guest satisfaction • Support fair and ethical pricing decisions <p>Guide Question for Discussion: What happens if a hotel charges very low prices during peak season? What happens if it charges very high prices during the low season?</p> <p>Key Concepts in Revenue Management</p> <p>1. Demand</p> <p>Demand refers to the number of guests willing to book rooms at a given time.</p> <ul style="list-style-type: none"> • High demand: Holy Week in Boracay, Sinulog Festival in Cebu • Low demand: Rainy weekday in a provincial resort 	
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Think About This:

When demand is high, should room rates go up or down?
Why?

2. Seasonality

Seasonality describes predictable changes in hotel demand based on time of year.

Season	Example in the Philippines	Typical Rate Strategy
Peak	Summer vacation, Christmas	Higher rates
Off-peak	Rainy months, school weeks	Discounted rates

Guide Question:

Why do hotels rarely offer discounts during long holidays?

3. Demand Forecasting

Demand forecasting is predicting how many rooms will be sold in the future using:

- Past booking data
- Local events
- Holidays and weather patterns

Forecasting helps hotels decide:

- When to increase or decrease rates
- How many rooms to reserve for walk-ins or advance bookings

	<p>Guide Question: Why is forecasting important before setting room prices?</p> <p>4. Booking Window</p> <p>The booking window refers to how far in advance guests book rooms.</p> <ul style="list-style-type: none"> • Early bookers → often receive lower promotional rates • Last-minute bookers → may pay higher prices during peak demand <p>Guide Question: Should a hotel reserve rooms for last-minute guests during high demand? Why?</p> <p>5. Yield</p> <p>Yield measures how effectively rooms are sold.</p> <p>Example:</p> <ul style="list-style-type: none"> • 1 room sold at ₱5,000 is better than • 1 room sold at ₱2,500 during a fully booked night <p>Think About This: Is full occupancy always the best situation for a hotel?</p> <p>Ethical Revenue Management</p> <p>Ethical revenue management means:</p> <ul style="list-style-type: none"> • Applying published rates fairly • Giving clear explanations to guests • Respecting confirmed reservations • Avoiding misleading or discriminatory pricing 	
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	<p>Guide Question: Why is fairness important when adjusting room rates?</p> <p>The Role of the Front Office</p> <p>Front office staff play a key role by:</p> <ul style="list-style-type: none"> • Communicating correct rates to guests • Managing reservations accurately • Explaining rate changes politely and professionally • Supporting revenue objectives while maintaining guest trust <p>Reflection: As a future front desk officer, what should you always consider before quoting a room rate?</p> <p>Key Takeaway</p> <p>Revenue management helps hotels earn the most from limited rooms by making smart, fair, and ethical pricing decisions based on demand and forecasting.</p> <p>3. Developing Mastery</p> <p>Learners complete a worksheet with Philippine hotel scenarios (provincial resort during rainy season, city hotel during a national convention, mountain resort during peak festival).</p> <ul style="list-style-type: none"> • Learners decide on room rates and reservation controls and justify their decisions. • The teacher discusses answers and clarifies misconceptions. <p>Scenario 1: Beach Resort During Off-Peak Season</p> <p>A beach resort in Batangas has many vacant rooms during the rainy season on weekdays.</p>	
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	<ol style="list-style-type: none"> 1. Should the hotel increase or decrease room rates? Why? 2. What type of guests can the hotel target during this period? 3. What reservation strategy can help increase bookings? <p>Scenario 2: City Hotel During a National Convention</p> <p>A city hotel in Manila is almost fully booked due to a national government convention happening next week.</p> <ol style="list-style-type: none"> 1. Should the hotel offer promotional discounts? Why or why not? 2. How should the front desk handle walk-in guests during this period? 3. What ethical considerations should be observed when quoting room rates? 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Activity 1: Practical Application (Simulation)</p> <p>Form a group of 3–5 members. Read the hotel scenario carefully and discuss your answers as a team. All group members must participate in the discussion and decision-making. Write your agreed answers clearly.</p> <p>Activity Tasks</p> <p>Group Performance Scenario</p> <p>Your group represents the Front Office Team of a 120-room city hotel in Manila. The hotel is preparing for the following upcoming events:</p>	<p>The teacher provides an authentic learning experience by immersing learners in a simulated front office environment that mirrors real-world hotel operations. This experiential approach allows learners to actively apply revenue management principles while developing decision-making, problem-solving, and ethical judgment skills. By assigning realistic roles and scenarios, the teacher promotes deeper engagement and practical understanding, while ongoing observation and guidance ensure that learners remain aligned with appropriate professional standards.</p>

	<ul style="list-style-type: none"> • A national government convention • A long weekend holiday • Expected increase in business and leisure travelers <p>Current room status:</p> <ul style="list-style-type: none"> • 90 rooms are already booked • Walk-in guests and last-minute online bookings are expected • Some repeat guests are requesting discounted rates <p>Task 1: Group Pricing Decision</p> <ol style="list-style-type: none"> 1. As a group, decide whether to increase, maintain, or limit discounts on room rates. 2. Explain your decision using demand, seasonality, and booking behavior. <p>Task 2: Group Reservation Strategy</p> <ol style="list-style-type: none"> 1. How should your team prioritize: <ul style="list-style-type: none"> ○ advance bookings ○ walk-in guests 2. What reservation controls should your hotel apply (e.g., minimum stay, limited discounts, booking cut-offs)? <p>Task 3: Ethical Front Office Practices</p> <p>As a team, answer the following:</p>	
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	<ol style="list-style-type: none"> 1. How will you explain room rates to guests requesting discounts? 2. How will your team ensure fairness and professionalism when handling confirmed reservations and walk-ins? <p>Group Output Requirement</p> <p>Prepare a written group recommendation (8–10 sentences) answering:</p> <p><i>How can a front office team use revenue management to maximize hotel revenue while maintaining ethical practices and guest satisfaction?</i></p> <p>2. Making Generalization</p> <p>After the simulation, the teacher facilitates a deeper reflective discussion to help learners analyze, connect, and apply concepts.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why is revenue management important even if the number of hotel rooms does not change? 2. How do demand and seasonality affect room pricing decisions? 3. What might happen if hotels do not adjust their room rates based on demand? 4. How can front office staff balance profitability and guest satisfaction? 	<p>The reflective activity that follows strengthens learning by encouraging learners to process and articulate their insights. Through structured reflection and guided sharing, the teacher helps learners synthesize key concepts such as revenue maximization, inventory limitations, and guest satisfaction. This process supports internalization of knowledge and enables learners to connect theoretical concepts with real-life professional responsibilities, reinforcing meaningful and lasting learning outcomes.</p>
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	<p>5. Why is ethical decision-making important when applying revenue management?</p> <p>Learner Generalization Task</p> <p>Learners complete the statements below:</p> <p>“I realized that revenue management..._____”</p> <p>“As a future front desk officer, I should..._____”</p> <p>Teacher Synthesis</p> <p>The teacher emphasizes that:</p> <ul style="list-style-type: none"> Hotels have limited rooms, so every unsold room is lost revenue. Revenue management helps hotels: <ul style="list-style-type: none"> Adjust prices based on demand and season Maximize income during peak periods Attract guests during low-demand periods Front office staff play a key role by: <ul style="list-style-type: none"> Communicating correct rates clearly Applying policies fairly Ensuring guest trust and satisfaction <p>Key Insight:</p> <p>“Revenue management is not just about earning more—it is about making smart, fair, and timely decisions that benefit both the hotel and the guest.”</p>	
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	<p>3. Evaluating Learning</p> <p>Quiz</p> <ol style="list-style-type: none"> 1. What is the main goal of revenue management in hotel operations? <ol style="list-style-type: none"> a. To increase the number of hotel rooms b. To maximize revenue by adjusting prices based on demand c. To reduce guest arrivals during peak season d. To offer the same room rate all year round 2. Which situation best represents high demand in Philippine hotels? <ol style="list-style-type: none"> a. Rainy season weekday in a provincial resort b. Regular weekday in a business district c. Holy Week in a popular beach destination d. Off-season month with few bookings 3. Why do hotels increase room rates during festivals such as Sinulog or Panagbenga? <ol style="list-style-type: none"> a. To discourage guests from booking b. To match increased operating costs only c. To take advantage of higher demand d. To avoid accepting reservations 4. As a front desk officer, which decision best reflects ethical revenue management? <ol style="list-style-type: none"> a. Overcharging walk-in guests without explanation b. Applying published peak season rates fairly to all guests 	
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	<p>c. Canceling confirmed reservations to accept higher-paying guests</p> <p>d. Providing misleading rate information</p> <p>5. Demand forecasting helps hotels because it allows them to ____.</p> <p>a. Predict staff resignations</p> <p>b. Plan pricing and room availability in advance</p> <p>c. Eliminate reservations</p> <p>d. Standardize room designs</p> <ul style="list-style-type: none"> • The teacher checks answers, discusses correct responses, and provides immediate feedback to reinforce learning. <p>Answer Key</p> <p>1. b</p> <p>2. c</p> <p>3. c</p> <p>4. b</p> <p>5. b</p> <p>4. Additional Activities</p> <p>Enrichment Activity: Hotel Room Rates Investigation</p> <p>Objective: Understand how hotels adjust room rates based on demand.</p> <p>Task: Research one hotel and compare its room rates during:</p> <ul style="list-style-type: none"> • Peak season (weekend/holiday) • Off-peak season (weekday/low season) 	<p>The teacher effectively assesses learners' understanding through a formative quiz that targets key concepts in revenue management, demand analysis, and ethical decision-making. By immediately checking responses and providing corrective feedback, the teacher ensures that misconceptions are promptly addressed and key ideas are reinforced. This approach supports continuous learning and allows the teacher to monitor individual progress. The activity also prepares learners for more complex tasks by strengthening their foundational knowledge, ensuring readiness for subsequent summative assessment.</p>
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	<p>Guide Questions</p> <ol style="list-style-type: none"> 1. What is the difference in price? 2. Why do the rates change? 3. Which rate do you think is fair? Why? <p>Output (Choose One)</p> <ul style="list-style-type: none"> • Short paragraph (3–5 sentences) • Simple comparison table <p>Reflection</p> <p>Which pricing strategy helps the hotel earn more? Why?</p> <hr/>	<p>The teacher implements differentiated instruction by providing enrichment activities for advanced learners and remediation tasks for those needing additional support. By assigning research-based tasks involving real Philippine hotel rates, the teacher extends learning beyond classroom concepts and encourages independent inquiry. At the same time, simplified exercises and concept reviews ensure that struggling learners build foundational understanding at a manageable pace. This balanced approach promotes inclusivity, allowing all learners to achieve the lesson objectives according to their individual readiness levels while maintaining engagement and progression.</p>
VI. ASSESSMENT	Learners analyze a hotel reservation scenario and recommend pricing and reservation decisions using basic revenue management principles.	
VII. REFLECTION	The teacher reflects on learners' understanding of revenue management concepts, challenges encountered during scenario analysis, and instructional adjustments made to improve teaching effectiveness	
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios , and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	12

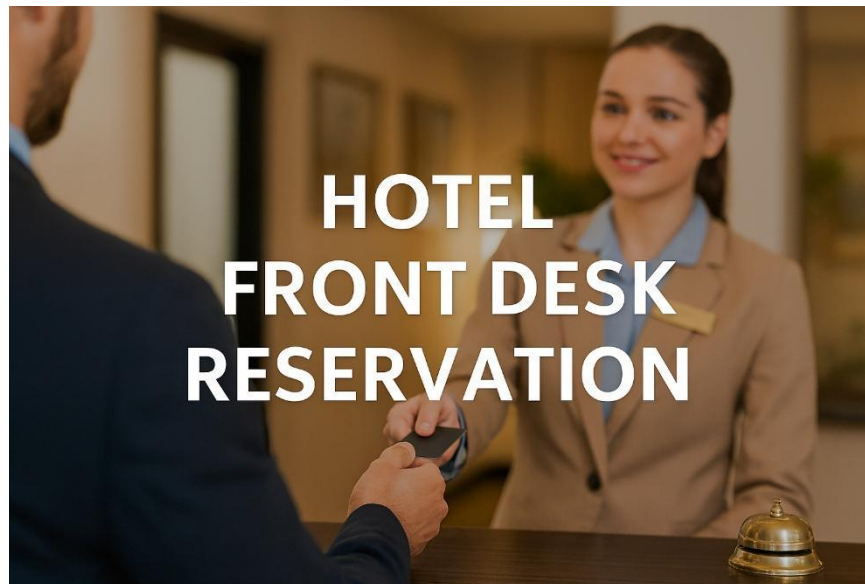
I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019. Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019. Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002. Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com Talón-Ballesteró, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174. Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017</p>	
III. CONTENT	<p>LE 7: Reservation process o hospitality ethics in communication o reservation phraseology o step by step reservation process</p>	
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Explain the reservation process in the hospitality industry, including hospitality ethics in communication, proper reservation phraseology, and the step-by-step procedures in handling reservations. 2. Demonstrate effective reservation handling by using appropriate reservation phraseology and following the correct step-by-step reservation process in simulated reservation scenarios. 3. Exhibit professionalism, courtesy, and ethical behavior in communicating with guests during the reservation process, reflecting respect, honesty, and customer-oriented service. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge Activity 1: Think–Pair–Share (Hotel Experience)</p>	<p>The teacher begins by presenting real-life situations where students recall personal or observed hotel reservation experiences. Learners are tasked to identify familiar processes and share</p>

- Teacher asks:
 - “Have you or your family ever booked a hotel?”
 - “What information was asked?”
- Learners write answers, share with partner, then class sharing.

Activity 2: Picture Prompt Analysis

- Show image/video of hotel front desk reservation.



OpenAI. "Hotel Front Desk Reservation?" Image generated by CoPilot, May 10, 2026

- Guide questions:
 - What is happening?
 - What skills are needed?

insights with peers, encouraging collaboration. The teacher facilitates discussion and connects responses to the upcoming lesson. As a result, learners activate prior knowledge and become more engaged and ready to understand the reservation process.

	<p>2. Establishing the Purpose of the Lesson</p> <ul style="list-style-type: none"> • Presents the Lesson Objectives • Understand the relevance of the lesson to real-life hospitality work. <p>Teacher explains:</p> <ul style="list-style-type: none"> • Reservations are often the first impression of the hotel • Proper handling affects guest satisfaction, trust, and hotel revenue 	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Activity 1: Role Play Observation</p> <ul style="list-style-type: none"> • Two volunteers simulate a reservation call: <ul style="list-style-type: none"> ◦ One as guest ◦ One as hotel staff • Class lists observed behaviors: <ul style="list-style-type: none"> ◦ Good communication ◦ Errors made <p>Activity 2: Scenario Cards</p> <ul style="list-style-type: none"> • Groups analyze reservation scenarios: <ul style="list-style-type: none"> ◦ Walk-in guest ◦ Phone reservation ◦ Online booking • Identify: <ul style="list-style-type: none"> ◦ Steps observed 	<p>The teacher presents simulated reservation situations to expose learners to realistic service interactions. Learners observe and analyze behaviors demonstrated in the role play and scenario cards. The teacher guides learners in identifying correct and incorrect practices. As a result, learners gain contextual understanding of reservation processes before formal instruction.</p>

	<ul style="list-style-type: none"> ○ Missing elements <p>2. Discussing New Concept</p> <p>A. HOSPITALITY ETHICS IN COMMUNICATION</p> <p>Hospitality ethics refer to moral and professional behavior in dealing with guests.</p> <p>Key Principles:</p> <ul style="list-style-type: none"> • Courtesy and respect • Honesty and accuracy of information • Confidentiality of guest details • Professional tone and language <p><i>Remember: Every guest interaction reflects the hotel's image.</i></p> <p>B. RESERVATION PHRASEOLOGY</p> <p>Reservation phraseology refers to standard polite expressions used when handling reservations.</p> <p>Common Reservation Phrases</p> <p>Opening:</p> <ul style="list-style-type: none"> • “Good morning. Thank you for calling [Hotel Name]. How may I assist you?” • “Good afternoon. Reservations desk, this is [Name] speaking.” <p>Asking Details:</p> <ul style="list-style-type: none"> • “May I know your preferred check-in and check-out dates?” • “How many guests will be staying in the room?” 	<p>The teacher introduces structured content using prepared handouts focusing on reservation process, ethics, and phraseology. Learners analyze and practice applying these concepts through guided activities such as matching and short dialogues. The teacher provides feedback and clarification during the process. As a result, learners develop foundational knowledge and communication skills required in reservation handling.</p>
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	<p>Confirming:</p> <ul style="list-style-type: none"> • “Let me confirm your reservation details, please.” • “Your reservation is confirmed under the name ____.” <p>Closing:</p> <ul style="list-style-type: none"> • “Thank you for choosing our hotel. We look forward to welcoming you.” • “Have a pleasant day.” <p>C. STEP-BY-STEP RESERVATION PROCESS</p> <p>Standard Reservation Steps</p> <ol style="list-style-type: none"> 1. Greeting the Guest <ul style="list-style-type: none"> ○ Use polite and professional opening line 2. Determining Guest Needs <ul style="list-style-type: none"> ○ Dates, room type, number of guests, special requests 3. Checking Availability <ul style="list-style-type: none"> ○ Verify room availability and rates 4. Offering Options <ul style="list-style-type: none"> ○ Present available room types and prices 5. Gathering Guest Information <ul style="list-style-type: none"> ○ Name, contact details, payment guarantee 6. Confirming the Reservation <ul style="list-style-type: none"> ○ Repeat details clearly for accuracy 7. Closing the Interaction 	
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	<ul style="list-style-type: none"> ○ Thank the guest and provide confirmation details <p>✦ Important Reminder: Accuracy + Courtesy + Clarity = Successful Reservation</p> <p>3. Developing Mastery</p> <p>Activity 1: Step Sequencing</p> <ul style="list-style-type: none"> • Arrange scrambled reservation steps in order <p>Activity 2: Error Detection</p> <ul style="list-style-type: none"> • Identify incorrect phrases in dialogue samples <p>Activity 3: Pair Simulation</p> <ul style="list-style-type: none"> • Perform full reservation conversation <p>Practice reservation skills with guidance.</p> <p>Activity 4: Guided Role-Play</p> <ul style="list-style-type: none"> • Roles: Reservation Agent / Guest • Teacher rotates, gives feedback on: <ul style="list-style-type: none"> ○ Tone of voice ○ Correct phraseology ○ Correct steps followed 	<p>The teacher reinforces learning by providing structured practice activities such as sequencing and error analysis. Learners actively apply knowledge in simulated interactions, while the teacher provides guidance and correction. As a result, learners gain confidence and mastery of the reservation process.</p>
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Activity: Reservation Role Play Simulation</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Form groups of 3: <ul style="list-style-type: none"> ○ Guest 	<p>The teacher assigns a realistic role-playing activity where learners simulate actual reservation scenarios. Learners are tasked to apply correct procedures, communication skills, and professionalism. The teacher observes and evaluates using a rubric while providing feedback. As a result,</p>

	<ul style="list-style-type: none">○ Front Office Staff○ Observer <p>2. Each group receives a scenario:</p> <ul style="list-style-type: none">○ Family booking○ Business traveler○ Tourist inquiry <p>3. Perform a complete reservation interaction including:</p> <ul style="list-style-type: none">○ Greeting○ Inquiry○ Offering options○ Confirmation <p>4. Rotate roles</p> <p>RUBRIC FOR CHECKING</p> <table><tr><th>Criteria</th><th>4 (Excellent)</th><th>3 (Good)</th><th>2 (Fair)</th><th>1 (Needs Improvement)</th></tr><tr><td>Use of Phraseology</td><td>Accurate and fluent</td><td>Minor errors</td><td>Limited phrases</td><td>Incorrect usage</td></tr></table>	Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)	Use of Phraseology	Accurate and fluent	Minor errors	Limited phrases	Incorrect usage	learners demonstrate applied competence and readiness for real-world hospitality tasks.
Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)								
Use of Phraseology	Accurate and fluent	Minor errors	Limited phrases	Incorrect usage								

	Process Flow	Complete and logical	Minor steps missing	Several errors	No clear process	
	Professionalism	Very courteous and confident	Generally polite	Some lapses	Unprofessional	
	Communication Skills	Clear and effective	Understandable	Some confusion	Poor delivery	
	Teamwork	Excellent collaboration	Good cooperation	Limited participation	No coordination	
<p>2. Making Generalization</p> <p>Let the students answer this question: (3,2 ,1 approach)</p> <ol style="list-style-type: none"> 1. Give me (3) three things that you learned about reservation process? 2. Give me (2) two benefits of knowing the hospitality ethics in communication and reservation phraseology? 3. Give (1) one question about this topic? 						
<p>The teacher facilitates reflection by asking learners to summarize key learning points. Learners identify essential concepts and skills gained from the lesson. The teacher synthesizes responses into a unified understanding. As a result, learners internalize knowledge and connect it to practical application.</p>						

	<p>3. Evaluating Learning</p> <p>Multiple Choice Quiz (10 Items)</p> <p>Directions: Choose the correct answer.</p> <ol style="list-style-type: none"> What is the first step in reservation process? <ul style="list-style-type: none"> A. Confirm booking B. Greeting the guest C. Checking availability D. Recording details Which shows professionalism? <ul style="list-style-type: none"> A. Ignoring guest B. Speaking loudly C. Being polite and respectful D. Interrupting “Allow me to check availability” is an example of: <ul style="list-style-type: none"> A. Greeting B. Closing C. Reservation phraseology D. Complaint Which is NOT part of reservation process? <ul style="list-style-type: none"> A. Greeting B. Offering options C. Cooking food D. Confirming details Ethics in communication means: <ul style="list-style-type: none"> A. Arguing with guest B. Serving quickly C. Acting respectfully D. Ignoring rules Reservation ensures: <ul style="list-style-type: none"> A. Room readiness B. Free food 	<p>The teacher administers a structured quiz to assess learners’ understanding of key concepts. Learners individually answer questions, demonstrating knowledge retention. The teacher checks and discusses results to clarify misconceptions. As a result, learners’ understanding is validated and reinforced.</p>
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	<p>C. Extra service D. Discounts</p> <p>7. Which step comes after checking availability? A. Greeting B. Offering options C. Ending call D. Payment</p> <p>8. Good communication includes: A. Rudeness B. Honesty C. Ignoring D. Silence</p> <p>9. “We look forward to your stay” is: A. Greeting B. Closing statement C. Inquiry D. Complaint</p> <p>10. Reservation staff must be: A. Slow B. Rude C. Professional D. Unprepared</p> <p>Answer key:</p> <p>1. B 6. A 2. C 7. B 3. C 8. B 4. C 9. B 5. C 10. C</p>	<p>The teacher provides enrichment and reinforcement activities to support diverse learners. Learners extend their learning through independent and creative tasks. The teacher monitors progress and provides feedback. As a result, learners deepen their understanding and improve practical skills.</p>
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	4. Additional Activities <ul style="list-style-type: none"> • Create a reservation script • Research online booking systems • Practice phone reservation at home 	
VI. ASSESSMENT	Culminating performance task: <ul style="list-style-type: none"> • Full reservation simulation • Evaluated using rubric (communication, process, professionalism) 	
VII. REFLECTION	<ul style="list-style-type: none"> • Learners showed improved communication skills • Some struggled with proper phraseology • Teacher will provide more role-play practice 	
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios , and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	13

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

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III. CONTENT	<p>LE 8: Reservation policies o cancellation and no-show policies o re-booking o payment and deposit requirements o check-in and check-out policies o terms and conditions</p>	
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Explain the different reservation policies in the hospitality industry, including cancellation and no-show policies, re-booking procedures, payment and deposit requirements, check-in and check-out policies, and terms and conditions. 2. Analyze reservation scenarios and apply appropriate reservation policies when making decisions related to cancellations, re-bookings, payments, and guest check-in and check-out processes. 3. Demonstrate fairness, professionalism, and respect for guests by valuing transparency and ethical practices in implementing and communicating reservation policies. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge Activity 1: Experience Sharing</p>	<p>The teacher begins the lesson by presenting familiar booking situations and asking learners to share experiences related to hotel</p>

	<p>Expected Output: Learners provide keywords related to policies and their importance.</p> <p>Activity 2: Real-Life Connection Scenario</p> <p>Teacher Guide: Read the situation:</p> <p>“A guest booked a hotel room but cancelled at the last minute. The hotel refused to give a refund. The guest got angry and complained.”</p> <p>Processing Questions:</p> <ul style="list-style-type: none"> • Who do you think is right? Why? • What should have been done? • What rule or policy could have helped avoid the problem? <p>Let learners share answers.</p> <p>Activity 3: Lesson Purpose Statement</p> <p>Teacher Guide: After discussion, say:</p> <p>“Today, we will learn about Reservation Policies. These policies help hotels and guests understand their responsibilities when booking, canceling, or staying in a hotel.”</p> <p>Write the lesson objectives on the board and briefly explain each in simple terms.</p>	
<p>B. Instituting New Knowledge</p>	<p>1. Presenting Examples</p> <p>Activity 1: Scenario Analysis</p> <p>Provide situations:</p> <ul style="list-style-type: none"> • Guest cancels 2 days before arrival • Guest did not arrive (no-show) 	<p>The teacher presents realistic reservation scenarios and visual examples to help learners understand how policies apply in real-life situations. Learners analyze each scenario and identify appropriate responses based on their initial understanding. The teacher guides</p>

	<ul style="list-style-type: none"> • Guest wants to rebook <p>Students identify:</p> <ul style="list-style-type: none"> • What policy applies? • What action should be taken? <p>Activity 2: Video/Illustration Discussion</p> <p>Show a short clip or visual of hotel reservation policy explanation.</p> <p>Guide questions:</p> <ul style="list-style-type: none"> • What rules were mentioned? • Why are policies important? <p>2. Discussing New Concept</p> <p>Types of Reservation Policies</p> <p>1. Cancellation Policy</p> <ul style="list-style-type: none"> • Rules for canceling reservations • May include deadlines (e.g., 24–48 hours before arrival) • Possible charges if late cancellation <p>2. No-Show Policy</p> <ul style="list-style-type: none"> • Guest does not arrive without notice • Hotel may charge one night or full stay <p>3. Re-booking Policy</p> <ul style="list-style-type: none"> • Allows guest to change reservation date • Subject to availability and possible fees 	<p>discussion and links real examples to policy concepts. As a result, learners develop contextual awareness of reservation policies.</p> <p>The teacher introduces structured content that explain different reservation policies. Learners study the materials and actively participate in guided discussions and matching activities. The teacher clarifies key concepts and ensures understanding through questioning. As a result, learners gain clear and organized knowledge of reservation policies and their importance.</p>
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	<p>Payment and Stay Policies</p> <p>4. Payment and Deposit Requirements</p> <ul style="list-style-type: none"> • Advance payment or deposit required • May be refundable or non-refundable <p>5. Check-in and Check-out Policies</p> <ul style="list-style-type: none"> • Standard check-in: 2:00 PM • Standard check-out: 12:00 NN • Early/late requests may have charges <p>Terms and Conditions</p> <ul style="list-style-type: none"> • Rules governing reservation agreement • Includes guest responsibilities • Includes cancellation, payment, and penalties • Must be clearly explained to guests <p>3. Developing Mastery (Suggested Activities)</p> <p>Activity 1: Case Study Analysis</p> <p>Title: Applying Reservation Policies in Real Situations</p> <p>Teacher Guide (Step-by-Step Procedure):</p> <ol style="list-style-type: none"> 1. Group Formation <ul style="list-style-type: none"> ◦ Divide the class into groups of 3–4 learners. 2. Distribution of Scenarios 	<p>The teacher provides structured activities that allow learners to actively apply reservation policies in realistic contexts. Learners are tasked to analyze case studies, identify errors in communication, and perform role-play scenarios simulating actual hotel situations. The teacher facilitates the activities by guiding discussions, providing feedback, and evaluating</p>
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	<ul style="list-style-type: none"> ○ Give each group a different case scenario. <p>3. Instructions to Learners: Read the situation carefully and answer the following:</p> <ul style="list-style-type: none"> ○ What reservation policy applies? ○ What action should the hotel staff take? ○ Explain your answer in 2–3 sentences. <p>Sample Case Scenarios:</p> <p>Case 1: Late Cancellation A guest cancels their reservation 12 hours before arrival, but the hotel policy states cancellations must be made at least 24 hours prior.</p> <p>Case 2: No-Show Guest A guest did not arrive and did not inform the hotel. The room remained reserved for one night.</p> <p>Case 3: Rebooking Request A guest wants to change their reservation to a different date due to personal reasons.</p> <p>Case 4: Early Check-in Request A guest arrives at 10:00 AM and wants to check in early, but the standard time is 2:00 PM.</p> <p>Expected Answers (Guide for Teacher):</p> <ul style="list-style-type: none"> • Case 1: Cancellation policy → Apply penalty • Case 2: No-show policy → Charge one night • Case 3: Rebooking policy → Allow if available • Case 4: Check-in policy → Subject to availability/charges 	<p>performance using rubrics. As a result, learners develop deeper understanding, improve decision-making, and enhance communication skills necessary in handling reservation policies effectively.</p>
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	<p>Output:</p> <p>Written answers and group explanation.</p> <p>Feedback Tip:</p> <p>Teacher checks answers and asks:</p> <ul style="list-style-type: none"> • “Why is this policy important?” • “Was the decision fair to both guest and hotel?” <p>Activity 2: Error Identification</p> <p>Title: Spot the Mistake!</p> <p>Teacher Guide (Step-by-Step Procedure):</p> <ol style="list-style-type: none"> 1. Individual or Pair Work <ul style="list-style-type: none"> ○ Students work individually or in pairs. 2. Instructions to Learners: Read each situation and: <ul style="list-style-type: none"> ○ Identify the mistake ○ Rewrite the correct response <p>Sample Error Scenarios:</p> <p>Scenario 1: Guest: “I cancelled late.” Staff: “That’s okay, you will not be charged.”</p> <p>Error: Ignoring cancellation policy</p> <p>Scenario 2: Guest: “I did not arrive yesterday.” Staff: “No problem, no charges apply.”</p> <p>Error: Ignoring no-show policy</p>	
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	<p>Scenario 3: Guest: “I want to rebook.” Staff: “No, that is not allowed.”</p> <p>Error: No attempt to check availability</p> <p>Scenario 4: Guest: “Can I check in early?” Staff: “No, that’s not possible.”</p> <p>Error: No explanation or alternative given</p> <p>Expected Correct Responses:</p> <ul style="list-style-type: none"> • Apply cancellation fee if applicable • Charge for no-show based on policy • Check availability before rejecting rebooking • Explain early check-in policy politely <p>Output: Corrected statements written on paper.</p> <p>Teacher Processing Questions:</p> <ul style="list-style-type: none"> • “Why is the original response incorrect?” • “How can communication be improved?” <p>Activity 3: Mini Role Play</p> <p>Title: Explaining Policies to Guests</p> <p>Teacher Guide (Step-by-Step Procedure):</p> <ol style="list-style-type: none"> 1. Pairing <ul style="list-style-type: none"> ○ Students work in pairs: <ul style="list-style-type: none"> ▪ One as Guest 	
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	<ul style="list-style-type: none">▪ One as Front Office Staff <p>2. Scenario Assignment Each pair receives one situation:</p> <ul style="list-style-type: none">○ Guest cancels late○ Guest is a no-show○ Guest requests refund○ Guest wants rebooking <p>Sample Dialogue Guide (for students):</p> <p>Staff: “Good day, Ma’am/Sir. Thank you for reaching out. According to our policy...”</p> <p>Guest: “I want to cancel my reservation.”</p> <p>Staff: “I understand. However, since the cancellation is within 24 hours, a fee applies...”</p> <p>Performance Rubric (Mini Role Play)</p> <table><tr><th>Criteria</th><th>4 (Excellent)</th><th>3 (Good)</th><th>2 (Fair)</th><th>1 (Needs Improve ment)</th></tr><tr><td>Policy Explanatio n</td><td>Clear and accurate</td><td>Minor error</td><td>Partially correct</td><td>Incorrect</td></tr><tr><td>Communic ation</td><td>Very clear and confident</td><td>Understa ndable</td><td>Hesitant</td><td>Unclear</td></tr></table>	Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improve ment)	Policy Explanatio n	Clear and accurate	Minor error	Partially correct	Incorrect	Communic ation	Very clear and confident	Understa ndable	Hesitant	Unclear	
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	<table><tr><td>Profession alism</td><td>Very polite and respectful</td><td>Polite</td><td>Some lapses</td><td>Poor</td></tr><tr><td>Problem Handling</td><td>Offers solutions well</td><td>Acceptabl e</td><td>Limited</td><td>None</td></tr></table>	Profession alism	Very polite and respectful	Polite	Some lapses	Poor	Problem Handling	Offers solutions well	Acceptabl e	Limited	None	
Profession alism	Very polite and respectful	Polite	Some lapses	Poor								
Problem Handling	Offers solutions well	Acceptabl e	Limited	None								
C. Demonstrating Knowledge and Skills	<div>1. Finding Practical Application</div> <div>Activity: Reservation Policy Simulation</div> <div>Instructions:</div> <div><div>1. Form groups of 4:</div><div><div>○ Guest</div><div>○ Front Office Staff</div><div>○ Manager</div><div>○ Observer</div></div><div>2. Each group receives a scenario:</div><div><div>○ Cancellation request</div><div>○ No-show case</div><div>○ Rebooking concern</div><div>○ Payment issue</div></div><div>3. Perform a policy-based interaction:</div><div><div>○ Explain policy clearly</div><div>○ Handle guest concern</div><div>○ Apply correct policy decision</div></div></div>	<div>The teacher assigns group-based simulation tasks where learners act out real-life reservation policy situations. Learners are tasked to apply appropriate policies and communicate effectively with guests. The teacher observes and evaluates performance using a rubric. As a result, learners demonstrate their ability to apply knowledge in practical situations and develop real-world hospitality skills.</div>										

	4. Observer uses rubric to evaluate performance					<p>The teacher guides learners to reflect on key learnings by completing statements. Learners summarize essential ideas about reservation policies. The teacher consolidates responses into general concepts. As a result, learners internalize the importance of policies in hospitality operations.</p> <p>The teacher guides learners to reflect on key learnings by completing statements. Learners summarize essential ideas about reservation policies. The teacher consolidates responses into general concepts. As a result, learners internalize the importance of policies in hospitality operations.</p>
	5. Rotate roles					
	RUBRIC FOR CHECKING					
	Criteria	4	3	2	1	
	Application of Policy	Accurate and complete	Minor errors	Some errors	Incorrect	
	Communication	Clear and professional	Understandable	Some confusion	Poor	
	Professionalism	Highly respectful	Polite	Inconsistent	Unprofessional	
	Problem Solving	Effective resolution	Acceptable	Limited	Ineffective	
	Teamwork	Excellent coordination	Good	Fair		<p>The teacher administers a quiz to measure learners' understanding of reservation policies. Learners answer individually while the teacher</p>

	<p>2. Making Generalization</p> <p>After the simulation, guide learners to move beyond simple recall and develop deeper understanding through analysis and reflection.</p> <p>Guide Questions</p> <ol style="list-style-type: none"> 1. Why are reservation policies important for both the hotel and the guests? 2. How do policies prevent misunderstandings and conflicts? 3. What could happen if hotel staff do not follow reservation policies correctly? 4. How can proper explanation of policies improve guest satisfaction? 5. Why is fairness and transparency important when applying policies? <p>Learner Generalization Task</p> <p>Ask learners to complete:</p> <p>“I realized that reservation policies..._____”</p> <p>“As a future front office staff, I should..._____”</p> <p>Teacher Synthesis</p> <p>Emphasize that:</p> <ul style="list-style-type: none"> • Reservation policies serve as guidelines that protect both the hotel and the guest. • They help ensure: <ul style="list-style-type: none"> ✓ Fairness 	<p>monitors progress. Results are checked and discussed for clarification. As a result, learners’ knowledge is assessed and reinforced.</p>
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	<ul style="list-style-type: none"> ✓ Consistency ✓ Clear expectations • Proper implementation of policies: <ul style="list-style-type: none"> ○ Prevents complaints and misunderstandings ○ Builds trust between guests and the hotel • Front office staff must: <ul style="list-style-type: none"> ○ Explain policies clearly ○ Apply rules fairly ○ Show professionalism and empathy <p>Key Insight</p> <p>“Reservation policies are not just rules—they are tools that ensure fairness, protect business operations, and improve guest experience.”</p> <p>3. Evaluating Learning</p> <p>Multiple Choice Test (10 Items)</p> <ol style="list-style-type: none"> 1. A no-show occurs when: <ol style="list-style-type: none"> A. Guest cancels early B. Guest does not arrive C. Guest pays late D. Guest checks out 2. Cancellation policy refers to: <ol style="list-style-type: none"> A. Payment rules B. Booking rules C. Canceling reservations D. Check-in rules 	<p>The teacher provides enrichment activities to support continuous learning. Learners engage in independent tasks to deepen understanding. The teacher monitors and provides feedback. As a result, learners expand knowledge beyond the classroom.</p>
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	<p>3. Rebooking means:</p> <ul style="list-style-type: none"> A. Cancel booking B. Change reservation C. Pay again D. Leave hotel <p>4. Deposit is:</p> <ul style="list-style-type: none"> A. Refund B. Advance payment C. Discount D. Fee <p>5. Standard check-in time is:</p> <ul style="list-style-type: none"> A. 10 AM B. 12 NN C. 2 PM D. 5 PM <p>6. Terms and conditions include:</p> <ul style="list-style-type: none"> A. Guest rules B. Food menu C. Room design D. Staff schedule <p>7. No-show may result in:</p> <ul style="list-style-type: none"> A. Refund B. Discount C. Charge D. Free stay <p>8. Reservation policies ensure:</p> <ul style="list-style-type: none"> A. Confusion B. Order and fairness C. Delay D. Loss 	
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	<p>9. Ethical service means:</p> <ul style="list-style-type: none"> A. Ignoring guest B. Fair treatment C. Rudeness D. Delay <p>10. Rebooking depends on:</p> <ul style="list-style-type: none"> A. Staff mood B. Availability C. Weather D. Food <p>Answer key:</p> <p>1. B 6. A</p> <p>2. C 7. C</p> <p>3. B 8. B</p> <p>4. B 9. B</p> <p>5. C 10. B</p> <p>4. Additional Activities</p> <p>Title: <i>Design Your Own Hotel Reservation Policy</i></p> <p>Objective: Apply understanding of reservation policies in a realistic context.</p> <p>Task Instructions:</p> <ul style="list-style-type: none"> 1. Imagine you are a hotel manager. 2. Create a simple reservation policy guide for your hotel. <p>Include the following:</p> <ul style="list-style-type: none"> • Cancellation policy 	
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	<ul style="list-style-type: none"> • No-show policy • Rebooking policy • Payment/deposit rules • Check-in and check-out rules <p>Output (Choose One):</p> <ul style="list-style-type: none"> • Poster / Infographic • Written policy guide (5–7 sentences) • Class presentation (2–3 minutes) <p>Guide Questions:</p> <ul style="list-style-type: none"> • Why did you include these rules? • How will these policies help guests and the hotel? 	
VI. ASSESSMENT	Performance task: Reservation Policy Role Play Simulation (Rubric-based)	
VII. REFLECTION	☐ Learners improved in explaining policies ☐ Some learners need practice in communication ☐ More simulations will be provided	
VIII. USE OF GENERATIVE AI	<p>In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios, and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.</p>	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	14

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding on guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	3. Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) <p>References:</p> <p>Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000.</p> <p>Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016.</p> <p>Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990.</p> <p>Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011.</p> <p>HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019. Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019. Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002. Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com Talón-Ballesteró, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174. Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017</p>	
III. CONTENT	LE 9: Tariffs and pricing method	
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Explain the concepts of hotel tariffs and pricing methods, including the factors that influence room rates and pricing decisions in the hospitality industry. 2. Analyze different tariff structures and pricing methods by applying them to sample reservation and guest scenarios to determine appropriate room rates. 3. Demonstrate fairness, accuracy, and customer-oriented thinking in understanding and applying hotel tariffs and pricing policies. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activity 1: “How Much Would You Charge?”</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Present a picture of a hotel room (luxury vs. budget). 	<p>The teacher begins by presenting images of hotel rooms to activate learners’ prior knowledge about pricing differences based on perceived quality. Learners are tasked to justify their chosen prices and discuss influencing factors such as amenities and location. The teacher then</p>

Luxury



Budget



OpenAI. "Luxury vs Budget?" Image generated by CoPilot, May 10, 2026

2. Ask learners:

- "How much would you charge for this room?"
- "Why did you choose that price?"

3. Write answers on the board.

Possible Answers from Learners:

Luxury Room

- ₱5,000 – ₱10,000
- Reason:
 - Bigger space
 - More amenities (TV, bathtub, view)
 - More comfortable

Budget Room

- ₱1,000 – ₱3,000

provides a real-life scenario involving price differences to guide learners in recognizing the relevance of tariffs and pricing methods. As a result, learners become curious and motivated to understand how hotel pricing works and its importance in real-world hospitality settings.

	<ul style="list-style-type: none"> Reason: <ul style="list-style-type: none"> Basic facilities only Smaller room Fewer services <p>Teacher Guide (Acceptable Ideas):</p> <ul style="list-style-type: none"> Price depends on: <ul style="list-style-type: none"> Room quality Amenities Location Target guests <p>✓ Guide learners toward: → “Better rooms usually cost more because of added value.”</p> <p>Activity 2: Think-Pair-Share</p> <p>Guide Questions:</p> <ul style="list-style-type: none"> What affects the price of hotel rooms? Have you ever noticed price differences online? Why? <p>Students discuss in pairs, then share answers.</p> <p>Guide Question 1: What affects the price of hotel rooms?</p> <p>Possible Answers:</p> <ul style="list-style-type: none"> Location (city vs province) Season (holiday, peak season) Demand (many guests vs few guests) 	
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	<ul style="list-style-type: none"> • Room type (standard vs suite) • Services and amenities <p>Guide Question 2: Why do prices differ online?</p> <p>Possible Answers:</p> <ul style="list-style-type: none"> • Prices change depending on demand • Discounts or promos are applied • Different booking platforms offer different rates • Time of booking (early vs last-minute) <p>Teacher Emphasis:</p> <p>✓ Lead to:</p> <ul style="list-style-type: none"> • Demand affects price • Hotels adjust pricing strategically <p>2. Establishing the Purpose of the Lesson</p> <p>“A guest complains because the price today is higher than last week.”</p> <p>Ask:</p> <p>Guide Questions and Possible Answers</p> <p>1. Is this fair?</p> <p>Possible Answers:</p> <ul style="list-style-type: none"> • Yes, because demand changes • Yes, because hotel prices are flexible • No, if the guest does not understand pricing <p>2. Why do prices change?</p> <p>Possible Answers:</p> <ul style="list-style-type: none"> • High demand leads to higher prices • Low demand leads to discounts • Seasonal or holiday rates • Hotel promotions 	
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	<p>Teacher Synthesis (Expected Idea):</p> <ul style="list-style-type: none"> → Prices are not fixed → Hotels use pricing strategies to balance demand and profit <p>✓ Key Concept to Elicit:</p> <ul style="list-style-type: none"> • “Hotels adjust prices based on demand, season, and guest type.” <p>Teacher introduces lesson objective.</p>	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Activity 1: Price Comparison</p> <p>Show:</p> <ul style="list-style-type: none"> • Same hotel, different prices (weekday vs weekend) <p>Ask:</p> <ul style="list-style-type: none"> • Why are the prices different? <p>Possible Answers:</p> <ul style="list-style-type: none"> • More guests during weekends • Higher demand = higher price • Leisure travelers, book on weekends • Weekdays have fewer customers <p>Activity 2: Scenario Cards</p> <p>Provide situations:</p> <ul style="list-style-type: none"> • Peak season booking • Group reservation 	<p>The teacher presents real-life pricing variations using hotel booking examples to highlight differences in rates under varying conditions. Learners analyze these examples and identify reasons behind price changes based on demand and type of reservation. The teacher facilitates discussion to connect learner responses to pricing strategies. As a result, learners understand that room rates are not fixed but influenced by different operational factors.</p>

	<ul style="list-style-type: none"> • Last-minute booking <p>Students identify possible pricing methods.</p> <p><u>Expected Answers:</u></p> <p>Scenario 1: Peak Season Booking</p> <ul style="list-style-type: none"> • Pricing: Higher price • Method: Demand-Based Pricing • Reason: Many guests → high demand <p>Scenario 2: Group Reservation</p> <ul style="list-style-type: none"> • Pricing: Discounted or lower rate • Method: Cost-Based / Group pricing • Reason: Bulk booking <p>Scenario 3: Last-Minute Booking</p> <ul style="list-style-type: none"> • Possible Answers: <ul style="list-style-type: none"> ○ Higher price (if high demand) ○ Lower price (if many empty rooms) • Method: Dynamic Pricing • Reason: Depends on availability <p>2. Discussing New Concept</p> <p>A. What is a Hotel Tariff?</p> <p>A tariff refers to the rate or price charged for hotel rooms and services.</p>	<p>The teacher delivers structured content through guided discussion using the prepared handout, explaining tariffs, factors, and pricing methods. Learners are tasked to take notes and participate through guided questioning to clarify key concepts. The teacher reinforces understanding by linking each concept to real-life</p>
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	<p>B. Factors Affecting Room Rates</p> <ul style="list-style-type: none">1. Location of hotel2. Season (peak/off-peak)3. Demand (number of guests)4. Type of guest (corporate, group)5. Room type and amenities <p>C. Types of Tariffs</p> <table><tr><th>Type</th><th>Description</th></tr><tr><td>Rack Rate</td><td>Standard published rate</td></tr><tr><td>Corporate Rate</td><td>Discount for company clients</td></tr><tr><td>Group Rate</td><td>Lower price for large group bookings</td></tr><tr><td>Seasonal Rate</td><td>Price varies depending on season</td></tr><tr><td>Discounted Rate</td><td>Special promotions</td></tr></table> <p>D. Pricing Methods</p> <ul style="list-style-type: none">1. Cost-Based Pricing<ul style="list-style-type: none">○ Based on expenses + profit2. Demand-Based Pricing<ul style="list-style-type: none">○ Price depends on customer demand	Type	Description	Rack Rate	Standard published rate	Corporate Rate	Discount for company clients	Group Rate	Lower price for large group bookings	Seasonal Rate	Price varies depending on season	Discounted Rate	Special promotions	<p>hotel operations. As a result, learners develop a clear and organized understanding of tariffs and pricing strategies.</p>
Type	Description													
Rack Rate	Standard published rate													
Corporate Rate	Discount for company clients													
Group Rate	Lower price for large group bookings													
Seasonal Rate	Price varies depending on season													
Discounted Rate	Special promotions													

	<p>3. Dynamic Pricing</p> <ul style="list-style-type: none"> Prices change in real time (online booking) <p>E. Importance</p> <ul style="list-style-type: none"> Ensures profitability Maintains fairness Helps attract guests <p>3. Developing Mastery</p> <p>Activity 1: Case Analysis</p> <p>Instructions:</p> <ol style="list-style-type: none"> Divide class into groups (3–4). Assign each group a case: <p>Cases:</p> <ul style="list-style-type: none"> Guest books during peak season Company books 10 rooms Walk-in guest during low demand <p>Tasks:</p> <ul style="list-style-type: none"> Identify tariff type Suggest pricing method Explain decision 	<p>The teacher provides structured practice activities where learners analyze cases and compute room rates. Learners collaborate to apply tariff concepts and justify their decisions. The teacher monitors group work and provides feedback. As a result, learners strengthen analytical and computation skills related to pricing.</p>
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	<p>Activity 2: Compute the Rate</p> <p>Example: Room cost = ₱2,000 Profit = ₱500</p> <p>Compute total tariff.</p> <p><u>Suggested Answers:</u></p> <p>Case 1: Peak Season Booking</p> <ul style="list-style-type: none"> • Tariff Type: Seasonal Rate • Pricing Method: Demand-Based Pricing • Explanation: During peak seasons, demand is high, so prices increase to maximize revenue. <p>Case 2: Company Booking 10 Rooms</p> <ul style="list-style-type: none"> • Tariff Type: Group Rate / Corporate Rate • Pricing Method: Cost-Based Pricing (with discount adjustment) • Explanation: Hotels offer discounts for bulk bookings while still covering operational costs and ensuring profit. <p>Case 3: Walk-in Guest (Low Demand)</p> <ul style="list-style-type: none"> • Tariff Type: Discounted Rate • Pricing Method: Dynamic Pricing / Demand-Based Pricing • Explanation: When demand is low, hotels lower prices to attract guests and increase occupancy. 	
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	<p>Activity 2: Compute the Rate</p> <p>Given:</p> <p>Room Cost = ₱2,000 Profit = ₱500</p> <p>Answer:</p> <p>Total Tariff = ₱2,500</p> <p>Additional Example (for teacher extension)</p> <p>Room Cost = ₱3,000 Profit = ₱750</p> <p>Answer: ₱3,750</p>	
<p>C. Demonstrating Knowledge and Skills</p>	<p>1. Finding Practical Application</p> <p>Activity: Hotel Pricing Simulation</p> <p>Instructions:</p> <ol style="list-style-type: none"> Form groups of 4: <ul style="list-style-type: none"> Front Office Staff Manager Guest Observer Each group receives scenario: <ul style="list-style-type: none"> High-demand weekend booking Corporate booking Discount request 	<p>The teacher assigns a simulation activity where learners take roles and apply pricing decisions in realistic hotel scenarios. Learners are tasked to calculate tariffs, communicate decisions, and justify pricing strategies. The teacher evaluates performance using a rubric. As a result, learners demonstrate practical application skills and develop confidence in handling real-world situations.</p>

	<div>3. Task:<ul style="list-style-type: none">Determine room rateExplain pricing to guestJustify decision</div> <div>4. Perform a 3–5 minute role play</div> <div>Rubric (20 points)<table><tr><th>Criteria</th><th>4</th><th>3</th><th>2</th><th>1</th></tr><tr><td>Correct Pricing</td><td>Accurate</td><td>Minor error</td><td>Some errors</td><td>Incorrect</td></tr><tr><td>Explanation</td><td>Clear & logical</td><td>Acceptable</td><td>Limited</td><td>Poor</td></tr><tr><td>Professionalism</td><td>Excellent</td><td>Good</td><td>Fair</td><td>Poor</td></tr><tr><td>Decision Justification</td><td>Strong reasoning</td><td>Moderate</td><td>Weak</td><td>None</td></tr><tr><td>Teamwork</td><td>Excellent</td><td>Good</td><td>Fair</td><td>Poor</td></tr></table></div> <div>2. Making Generalization</div> <div>Let the students answer this question: (3,2 ,1 approach)<ol style="list-style-type: none">Give me (3) three things that you learned about tariffs and pricing methods?Give me (2) two benefits of knowing the tariffs and pricing methods?Give (1) one question about this topic?</div>	Criteria	4	3	2	1	Correct Pricing	Accurate	Minor error	Some errors	Incorrect	Explanation	Clear & logical	Acceptable	Limited	Poor	Professionalism	Excellent	Good	Fair	Poor	Decision Justification	Strong reasoning	Moderate	Weak	None	Teamwork	Excellent	Good	Fair	Poor	<div>The teacher guides learners in summarizing key concepts through sentence completion. Learners reflect on their understanding and sharing insights. The teacher consolidates responses into general principles. As a result, learners internalize the importance of tariffs and pricing.</div>
Criteria	4	3	2	1																												
Correct Pricing	Accurate	Minor error	Some errors	Incorrect																												
Explanation	Clear & logical	Acceptable	Limited	Poor																												
Professionalism	Excellent	Good	Fair	Poor																												
Decision Justification	Strong reasoning	Moderate	Weak	None																												
Teamwork	Excellent	Good	Fair	Poor																												

	<p>Expected Learner Responses</p> <p>1. Tariffs are important because:</p> <ul style="list-style-type: none"> • they ensure fairness and consistency in pricing • they help hotels earn profit • they guide staff in pricing decisions <p>✓ Accept answers related to:</p> <ul style="list-style-type: none"> • fairness • business sustainability • organized pricing system <p>2. Pricing methods help hotels:</p> <ul style="list-style-type: none"> • adjust prices based on demand • remain competitive in the market • attract more customers • maximize revenue <p>✓ Accept answers emphasizing:</p> <ul style="list-style-type: none"> • flexibility • customer attraction • profitability 	
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	<p>3. Evaluating Learning</p> <p>Quiz: Multiple Choice</p> <ol style="list-style-type: none"> 1. A tariff refers to: <ul style="list-style-type: none"> A. Discount B. Room rate C. Policy D. Service 2. Peak season pricing is influenced by: <ul style="list-style-type: none"> A. Low demand B. High demand C. Staff D. Food 3. Rack rate is: <ul style="list-style-type: none"> A. Discounted rate B. Standard rate C. Group rate D. Seasonal rate 4. Corporate rate is for: <ul style="list-style-type: none"> A. Families B. Companies C. Walk-ins D. Tourists 5. Cost-based pricing considers: <ul style="list-style-type: none"> A. Demand B. Expenses C. Weather D. Location 	<p>The teacher administers a multiple-choice test to assess learners' understanding of tariffs and pricing methods. Learners answer individually while the teacher monitors. The teacher checks answers and provides feedback. As a result, learners' comprehension is measured and reinforced.</p>
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	<p>6. Dynamic pricing changes:</p> <ul style="list-style-type: none"> A. Monthly B. Weekly C. Real-time D. Yearly <p>7. Group rate applies to:</p> <ul style="list-style-type: none"> A. Single guest B. Multiple guests C. Walk-in guest D. VIP only <p>8. Seasonal rate depends on:</p> <ul style="list-style-type: none"> A. Location B. Season C. Staff D. Room type <p>9. Tariffs ensure:</p> <ul style="list-style-type: none"> A. Confusion B. Profit and fairness C. Delay D. Loss <p>10. Demand-based pricing depends on:</p> <ul style="list-style-type: none"> A. Cost B. Demand C. Manager D. Staff 	
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	<p>Answer Key:</p> <p>1. B 6. C</p> <p>2. B 7. B</p> <p>3. B 8. B</p> <p>4. B 9. B</p> <p>5. B 10. B</p> <p>4. Additional Activities</p> <p>Activity 1: Create Your Own Hotel Tariff Chart</p> <p>Objective</p> <p>Learners will design a tariff chart using different pricing methods.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Imagine you own a small hotel. 2. Create a tariff chart with at least 5 room types, such as: <ul style="list-style-type: none"> ○ Standard Room ○ Deluxe Room ○ Family Room ○ Suite ○ Economy Room 3. For each room, include: <ul style="list-style-type: none"> ○ Rack Rate ○ Discounted Rate 	<p>Activity 1: Create Your Own Hotel Tariff Chart</p> <p>The teacher provides a task where learners act as hotel owners who must design their own tariff chart using different room categories and pricing strategies. Learners are tasked to apply their understanding of tariff types and pricing methods by creating realistic rates and explaining their decisions. The teacher guides the activity by giving clear instructions, sample formats, and monitoring learner progress while providing feedback on accuracy and practicality of pricing. As a result, learners develop creativity, critical thinking, and the ability to apply theoretical knowledge in designing realistic hotel pricing structures.</p>
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- Peak Season Rate

4. Use a table format like this:

Room Type	Rack Rate	Discount Rate	Peak Rate

1. Add a short explanation:

- What pricing method did you use?
- Why did you choose these prices?

Rubric (15 points)

Criteria	5	3	1
Accuracy of Rates	Logical & realistic	Acceptable	Unrealistic
Variety of Pricing	Complete	Partial	Limited
Explanation	Clear & justified	Some clarity	Weak

Activity 2: Online Research Task (Individual Work)

Objective

Learners will compare real hotel pricing strategies.

Activity 2: Online Research Task

The teacher facilitates a research-based activity where learners explore real hotel pricing using online booking platforms to compare rates and observe differences. Learners are tasked to gather data, analyze pricing variations, and identify the pricing

	<p>Instructions</p> <ol style="list-style-type: none">1. Search online for 2 hotels (e.g., Agoda, Booking.com).2. Record:<ul style="list-style-type: none">○ Room type○ Price (weekday vs weekend)○ Discounts offered3. Answer:<ul style="list-style-type: none">○ Why are the prices different?○ What pricing method is used?4. Write a short paragraph (5–7 sentences) explaining your findings. <p>Expected Answer Guide</p> <ul style="list-style-type: none">• Prices are higher on weekends due to demand• Discounts are used to attract customers• Dynamic pricing is applied <p>Rubric (10 points)</p> <table><tr><th>Criteria</th><th>4</th><th>3</th><th>2</th><th>1</th></tr><tr><td>Accuracy</td><td>Correct</td><td>Minor errors</td><td>Limited</td><td>Incorrect</td></tr><tr><td>Analysis</td><td>Strong</td><td>Moderate</td><td>Weak</td><td>None</td></tr><tr><td>Explanation</td><td>Clear</td><td>Understand able</td><td>Limited</td><td>Poor</td></tr></table>	Criteria	4	3	2	1	Accuracy	Correct	Minor errors	Limited	Incorrect	Analysis	Strong	Moderate	Weak	None	Explanation	Clear	Understand able	Limited	Poor	<p>methods used by hotels in real-world situations. The teacher supports the activity by guiding learners on how to search responsibly, interpret data, and structure their written responses. As a result, learners gain real-world exposure, improve analytical skills, and understand how dynamic pricing operates in the hospitality industry.</p> <p>Activity 3: Pricing Decision Challenge</p> <p>The teacher presents situational problems that simulate real hotel operations, requiring learners to</p>
Criteria	4	3	2	1																		
Accuracy	Correct	Minor errors	Limited	Incorrect																		
Analysis	Strong	Moderate	Weak	None																		
Explanation	Clear	Understand able	Limited	Poor																		

	<p>Activity 3: Pricing Decision Challenge</p> <p>Objective</p> <p>Learners will apply pricing decisions in different situations.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Read each situation and decide the appropriate rate: <p>Situations:</p> <ol style="list-style-type: none"> 1. A tourist books during Christmas season 2. A company reserves 15 rooms 3. Only 2 rooms are left (high demand) 4. Low occupancy during weekdays <p>Task:</p> <p>For each situation:</p> <ul style="list-style-type: none"> • Identify tariff type • Choose pricing method • Suggest room rate strategy <p>Answer Guide:</p> <ol style="list-style-type: none"> 1. Christmas Season <ul style="list-style-type: none"> ○ Seasonal Rate ○ Demand-Based Pricing ○ High price 2. Company Reservation <ul style="list-style-type: none"> ○ Group/Corporate Rate 	<p>decide appropriate pricing strategies based on different scenarios. Learners are tasked to identify tariff types, select pricing methods, and justify their decisions based on demand, guest type, and business considerations. The teacher facilitates the activity by prompting learners with guide questions and encouraging discussion to deepen understanding. As a result, learners strengthen decision-making skills and develop the ability to apply pricing strategies in practical and realistic situations.</p>
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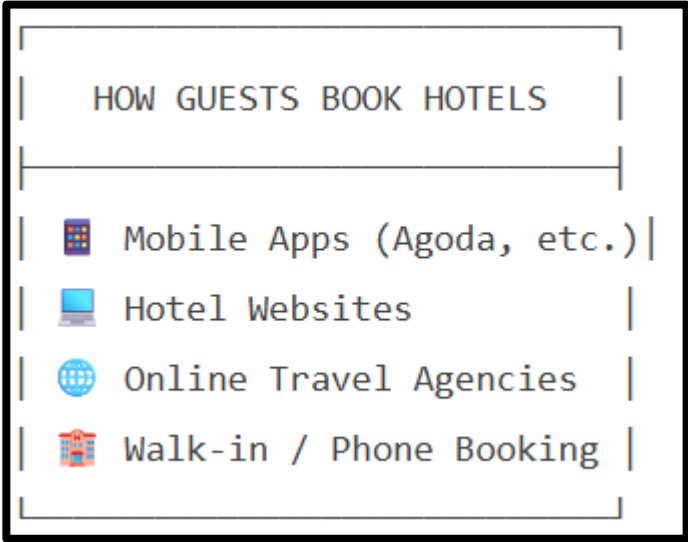
	<ul style="list-style-type: none">○ Cost-Based Pricing with discount <p>3. Few Rooms Left</p> <ul style="list-style-type: none">○ Rack Rate (or higher)○ Demand-Based Pricing <p>4. Low Occupancy</p> <ul style="list-style-type: none">○ Discounted Rate○ Dynamic Pricing <p>Activity 4: Reflection Writing</p> <p>Prompt:</p> <p>“If you were a hotel manager, how would you decide the price of a room?”</p> <p>Expected Responses:</p> <ul style="list-style-type: none">● Consider cost and profit● Check demand and season● Be fair to customers <p>Rubric (5 points)</p> <table><tr><th>Criteria</th><th>3</th><th>2</th><th>1</th></tr><tr><td>Insight</td><td>Deep understanding</td><td>Moderate</td><td>Surface</td></tr><tr><td>Clarity</td><td>Clear</td><td>Some errors</td><td>Unclear</td></tr></table>	Criteria	3	2	1	Insight	Deep understanding	Moderate	Surface	Clarity	Clear	Some errors	Unclear	<p>Activity 4: Reflection Writing</p> <p>The teacher assigns a reflective writing activity where learners imagine themselves as hotel managers responsible for pricing decisions. Learners are tasked to express their understanding by explaining how they would determine room rates using concepts learned in class. The teacher supports the activity by providing guide questions and encouraging learners to connect their responses to real-life applications. As a result, learners internalize key concepts, develop personal insights, and demonstrate their understanding of tariffs and pricing methods through meaningful reflection.</p>
Criteria	3	2	1											
Insight	Deep understanding	Moderate	Surface											
Clarity	Clear	Some errors	Unclear											

VI. ASSESSMENT	Performance Task: Hotel Pricing Role Play Simulation (Rubric-based)
VII. REFLECTION	☐ Learners showed improved understanding of pricing methods ☐ Some learners need more help in computation ☐ More real-life simulations will be provided
VIII. USE OF	In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios , and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	Lesson Exemplar	15

I. OBJECTIVES	
A. Content Standard	The learners demonstrate understanding of guestrooms, hotel guest cycle, and reservations.
B. Performance Standard	The learners perform stages of the guest cycle.
C. Learning Competencies	Analyze the various types of reservations, reservation systems and technology, and reservation process and policies.
II. REFERENCES and MATERIALS	<p>Materials:</p> <ul style="list-style-type: none"> • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) <p>References: Baker, Sue, Jeremy Huyton, and Bradley Bradley. Principles of Hotel Front Office Operations. London: Continuum, 2000. Bardi, James A. Hotel Front Office Management. 6th ed. Hoboken, NJ: John Wiley & Sons, 2011. De Guzman, Jeffrey D., and Alvin L. Espiritu. Front Office Services. Quezon City: Phoenix Publishing House, 2016. Gee, Chuck Y., and James C. Makens. The Travel Industry. 3rd ed. New York: Van Nostrand Reinhold, 1990. Hayes, David K., and Allisha A. Miller. Revenue Management for the Hospitality Industry. Hoboken, NJ: John Wiley & Sons, 2011. HM Hub. “Front Office Notes: Guest Cycle.” Last modified November 24, 2023. https://hmhub.in/2nd-sem-front-office-notes/guest-cycle/</p>

	<p>Hotel Tech Report. “Hotel Pricing Strategies Every Hotelier Should Know.” Accessed May 2026. https://hoteltechreport.com Ivanov, Stanislav, and Craig Webster. Hotel Revenue Management: From Theory to Practice. Oxford: Goodfellow Publishers, 2019. Jones, Thomas A. Professional Management of Housekeeping Operations. 10th ed. Hoboken, NJ: Wiley, 2019. Medlik, S., and H. Ingram. The Business of Hotels. Oxford: Butterworth-Heinemann, 2002. Revfine. “Hotel Pricing Strategies: A Complete Guide.” Accessed May 2026. https://www.revfine.com Microsoft Copilot (GPT-5). 2026. Generative AI tool. Accessed April-May 2026. https://copilot.microsoft.com Talón-Ballesteró, Pilar, Luis González-Serrano, and Javier Soguero-Ruiz. “Revenue Management in Hotel Industry: A Review.” Tourism Review 76, no. 1 (2021): 158–174. Walker, John R. Introduction to Hospitality Management. 5th ed. Boston: Pearson, 2017</p>	
III. CONTENT	LE 10: Trends and innovations in hotel reservations	
IV. OBJECTIVES	<p>At the end of the lesson, learners are expected to:</p> <ol style="list-style-type: none"> 1. Identify current trends and innovations in hotel reservations, such as online booking platforms, mobile applications, automation, and emerging reservation technologies. 2. Analyze how modern reservation trends and technologies improve efficiency, guest experience, and revenue management in hotel operations through given case examples. 3. Show openness and adaptability toward technological advancements in hotel reservations by recognizing their importance in providing quality and competitive guest service. 	
V. PROCEDURES		ANNOTATIONS
A. Activating Prior Knowledge	<p>1. Activating Prior Knowledge</p> <p>Activity 1: Quick Think–Pair–Share</p> <p>Learners answer:</p> <p>“How do people usually book hotel rooms today?”</p>	<p>At the start of the lesson, the teacher intentionally draws out learners’ prior experiences related to booking hotels, travel, or online purchases. By asking learners how people commonly make hotel reservations today, the teacher encourages active recall and establishes a cognitive link between everyday experiences and hospitality</p>

	<p>Procedure:</p> <ol style="list-style-type: none">1. Think (1 minute): Learners individually think of answers based on personal experience.2. Pair (2 minutes): Learners discuss their ideas with a partner.3. Share (2 minutes): Selected pairs share their answers with the class. The teacher lists responses on the board. <p>Expected Learner Responses:</p> <ul style="list-style-type: none">• Through hotel websites• Using mobile apps• Booking via online travel agencies (OTAs)• Walk-in reservations (traditional method) <div data-bbox="589 850 1274 1393"><p>HOW GUESTS BOOK HOTELS</p><ul style="list-style-type: none">Mobile Apps (Agoda, etc.)Hotel WebsitesOnline Travel AgenciesWalk-in / Phone Booking</div> <p>OpenAI. "How guest book hotels?" Image generated by CoPilot, May 10, 2026.</p>	<p>concepts. This approach supports learner-centered instruction and ensures relevance, as required in DepEd indicators on content meaningfulness. The teacher listens attentively to responses, acknowledges varied experiences, and uses them as bridging statements toward modern reservation trends, creating an inclusive and engaging classroom environment.</p> <p>The teacher clearly explains the purpose of the lesson by connecting reservation trends and innovations to real hotel operations, guest satisfaction, and revenue generation. Learners are guided to understand why mastering this topic is important not only for academic performance but also for future hospitality-related careers. By explicitly stating the lesson objectives and explaining how these align with front office responsibilities, the teacher ensures clarity of learning goals, a key requirement in DepEd observation tools related to lesson organization and instructional planning.</p>
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Purpose:

This activity activates students' real-world experiences and connects prior knowledge to modern reservation practices.

Activity 2: Picture Prompt

Show images of a travel app, front desk, and self-service kiosk. Learners identify which are traditional vs. modern methods.



OpenAI. "Traditional vs. modern?" Image generated by CoPilot, May 10, 2026

Time: 5 minutes

Materials:

Images of:

- Hotel front desk with receptionist
- Travel booking app on a smartphone
- Self-service booking kiosk

Teacher's Instruction:

Show the images and ask:

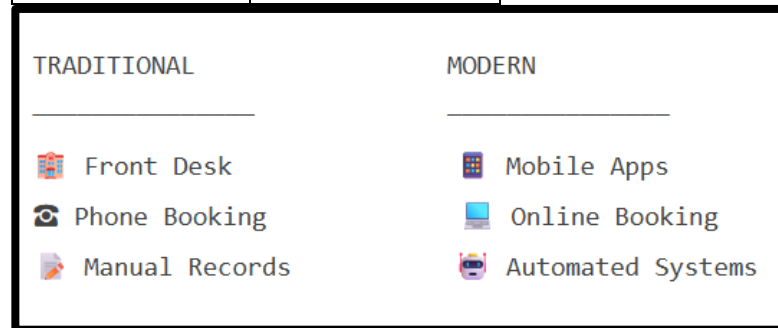
"Which of these show **traditional** reservation methods and which show **modern** reservation methods?"

Procedure:

1. Learners observe the images.
2. Learners classify each image as **Traditional** or **Modern**.
3. Teacher facilitates a short discussion.

Expected Answers:

Image	Reservation Type
Front desk	Traditional
Travel app	Modern
Self-service kiosk	Modern



OpenAI. "Traditional vs. modern?" Image generated by CoPilot, May 10, 2026

Purpose:

This visually introduces the evolution of hotel reservations and prepares learners for understanding trends and innovations.

2. Establishing the Purpose of the Lesson

Activity 1: Goal Setting

Teacher explains how reservation trends affect room availability, pricing, and hotel profits.

Time: 3 minutes

Teacher's Explanation:

The teacher explains that reservation trends and technologies directly affect:

- Room availability
- Pricing strategies
- Hotel profits
- Guest satisfaction

Reservation Trends Impact:

- ✓ Accurate room availability
- ✓ Faster booking process
- ✓ Better pricing decisions
- ✓ Higher hotel profits
- ✓ Improved guest experience

OpenAI. "Reservation Trends and Impact?" Image generated by CoPilot, May 10, 2026.

Teacher's Statement (Sample):

"Modern reservation systems help hotels avoid overbooking, manage room rates, and provide faster service to guests."

Learner Role:

Learners listen and relate the explanation to the earlier activities.

	<p>Activity 2: Real-Life Connection</p> <p>Ask: “Why do hotels need fast and accurate reservation systems?”</p> <p>Time: 5 minutes</p> <p>Teacher’s Question: “Why do hotels need fast and accurate reservation systems?”</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Learners answer orally or write short responses. • Teacher encourages practical, real-life examples. <p>Expected Learner Responses:</p> <ul style="list-style-type: none"> • To avoid double bookings • To save time and reduce errors • To satisfy guests • To increase hotel efficiency and income <div data-bbox="589 651 1312 1091" data-label="Image"> <p>FAST & ACCURATE SYSTEMS =</p> <ul style="list-style-type: none"> ✓ Fewer guest complaints ✓ Organized hotel operations ✓ Smoother check-in process ✓ Increased guest trust </div> <p><small>OpenAI. “Fast and Accurate System?” Image generated by CoPilot, May 10, 2026</small></p> <p>Purpose: This activity helps learners understand the importance and relevance of reservation technologies in actual hotel operations.</p>	
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <ul style="list-style-type: none"> • Show a scenario where two hotels compete: 	<p>The teacher presents concrete and relatable examples comparing traditional and modern hotel reservation practices. Through</p>

	<ul style="list-style-type: none"> ○ Hotel A uses manual bookings ○ Hotel B uses an online system with RMS <p>Ask learners to compare outcomes.</p> <p>2. Discussing New Concept</p> <p>Trends and Innovations in Hotel Reservations</p> <p>1. Online Reservation Platforms</p> <p>Hotels now use websites, OTAs (Booking.com, Agoda), and global distribution systems (GDS). These allow guests to book anytime, anywhere.</p> <p>2. Mobile and Contactless Reservations</p> <p>Guests can book, modify, and cancel reservations through mobile apps, reducing waiting time and front desk congestion.</p> <p>3. Automation and Artificial Intelligence</p> <p>Automated systems handle availability updates, confirmations, and cancellations in real time.</p> <p>4. Revenue Management System (RMS) Integration</p> <p>A Revenue Management System helps hotels:</p> <ul style="list-style-type: none"> ● Forecast demand ● Adjust room prices automatically ● Maximize occupancy and revenue <p>RMS ensures the <i>right room is sold to the right guest at the right price</i>.</p> <p>5. Benefits of Reservation Innovations</p> <ul style="list-style-type: none"> ● Faster service 	<p>realistic scenarios, learners are guided to observe differences in efficiency, accuracy, and guest experience. The teacher facilitates analysis by asking probing questions that encourage learners to think critically rather than simply listen. This strategy addresses DepEd indicators on developing critical thinking and helps learners visualize how innovations function in actual hotel settings.</p> <p>During the discussion of new concepts, the teacher systematically explains trends and innovations in hotel reservations using the prepared handout as a structured guide. Key concepts such as online booking platforms, mobile reservations, automation, and revenue management systems are explained in clear and accessible language. The teacher pauses at appropriate points to check for understanding, asks clarifying questions, and provides examples to ensure comprehension. This guided discussion supports differentiated learning and aligns with DepEd standards on clear explanation, content accuracy, and responsiveness to learners' needs.</p> <p>As learners move into guided and independent practice, the teacher facilitates activities that require application of concepts to realistic reservation scenarios. Learners work</p>
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	<ul style="list-style-type: none"> • Accurate inventory control • Better guest experience • Increased hotel profitability <p>3. Developing Mastery</p> <p>Activity 1: Scenario Analysis Each group receives a hotel scenario and identifies which trend or innovation should be used.</p> <p>Activity 2: Guided Questions</p> <ul style="list-style-type: none"> • How does RMS help hotels avoid overbooking? • Why is technology important during peak seasons? <p>Activity Title: Exploring Modern Hotel Reservation Trends</p> <p>The learners are expected to:</p> <ol style="list-style-type: none"> 1. Identify current trends and innovations in hotel reservations. 2. Explain the functions of modern reservation technologies used in hotels. 3. Show appreciation of technology's role in improving hotel operations and guest service. <p>Instructions Read the short information provided below. Answer the activity tasks that follow by writing your answers on the spaces provided. Read each question carefully and answer honestly.</p> <p>Activity Tasks A. Read and Understand Hotels today no longer rely solely on walk-in or telephone reservations. Modern hotels use online reservation platforms, mobile applications, and automated systems to manage bookings efficiently. One of the most important innovations is the Revenue Management System (RMS), which helps</p>	<p>collaboratively to analyze situations and decide which reservation innovations should be applied. The teacher actively monitors group work, provides immediate feedback, and corrects misconceptions as they arise. This approach strengthens mastery of skills while promoting teamwork, self-confidence, and accountability, reflecting DepEd expectations for classroom management and formative assessment.</p>
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	<p>hotels forecast demand, adjust room prices, and maximize revenue while ensuring guest satisfaction.</p> <p>B. Identify the Trend Write Traditional or Modern on the blank before each statement.</p> <ol style="list-style-type: none"> _____ Guests book rooms using mobile applications and websites. _____ Room availability is checked using a paper logbook. _____ Prices automatically change based on demand and season. _____ Reservations are limited to walk-in guests only. _____ Hotels use technology to avoid overbooking. <p>C. Short Answer Answer the following questions briefly.</p> <ol style="list-style-type: none"> What is one benefit of using online reservation systems for hotels? Why are mobile and contactless reservations important to guests today? How does technology help hotels improve guest satisfaction? 	
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application Activity Title: Applying Reservation Innovations in Real-Life Situations</p> <ul style="list-style-type: none"> You will analyze a hotel reservation scenario. Identify the best technology or system to use. Answer questions about reservation management and decision-making. Choose the most effective booking method during peak season. Explain your answers clearly. Reflect on why it is important to adapt to modern technologies. 	<p>The teacher provides opportunities for learners to apply their learning to practical and simulated hotel scenarios, such as acting as reservation officers making booking decisions. Learners are encouraged to justify their choices based on efficiency, guest satisfaction, and revenue considerations. This stage reinforces authentic learning and prepares learners for the unit performance task. The teacher's role is to guide reflection and ensure that learning transfers beyond the</p>

	<p>Activity Tasks</p> <p>A. Situational Analysis</p> <p>Situation: A hotel is experiencing a high number of bookings due to a local festival. Many guests are booking rooms online, while some are canceling at the last minute. The hotel wants to avoid overbooking and loss of revenue.</p> <p>Answer the following:</p> <ol style="list-style-type: none"> 1. What modern reservation system can help the hotel manage this situation? 2. How can a Revenue Management System (RMS) help the hotel during this period? 3. What might happen if the hotel continues using only manual reservation methods? <p>B. Decision-Making Task You are a front office staff member. Choose the best option and explain your answer.</p> <p>Question: Which reservation method is BEST during peak seasons?</p> <p>☐ Walk-in booking ☐ Telephone booking ☐ Online reservation with RMS ☐ Manual reservation log</p> <p>Explanation: _____.</p> <p>C. Attitude Check Answer the question below. Why is it important for front office staff to stay open and adaptable to new reservation technologies?</p> <p>2. Making Generalization After the activity, guide learners to reflect beyond simple answers and connect learning to real hotel operations.</p>	<p>classroom, aligning with DepEd indicators on real-world application.</p> <p>The teacher guides learners in synthesizing the lesson by prompting them to articulate key ideas and insights gained from the discussion and activities. Learners are encouraged to express generalizations in their own words, reinforcing understanding and retention. The teacher clarifies and refines learners' statements to ensure accuracy while valuing their contributions. This process strengthens conceptual understanding and higher-order thinking, supporting DepEd standards on learner reflection and meaningful closure.</p> <p>The teacher administers the quiz as a structured evaluation tool to measure learners' understanding of trends and innovations in hotel reservations. Clear instructions are given, and expectations regarding independent work and academic honesty are emphasized. While learners take the quiz, the teacher observes behavior and notes common areas of difficulty for further intervention. This practice aligns with DepEd requirements for fair assessment, monitoring learner progress, and using evidence to inform instruction.</p> <p>For learners who demonstrate mastery, the teacher provides</p>
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	<p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Why are modern reservation technologies important in today's hotel industry? 2. How do systems like RMS and online booking platforms improve hotel operations? 3. What problems might hotels encounter if they rely only on traditional methods? 4. How do reservation innovations affect guest satisfaction and hotel performance? 5. Why must front office staff adapt to new technologies? <p>Learner Generalization Task</p> <p>Ask learners to complete:</p> <p>"I realized that modern reservation systems..._____"</p> <p>"As a future front office staff, I should..._____"</p> <p>Teacher Synthesis</p> <p>Emphasize that:</p> <ul style="list-style-type: none"> • Modern reservation systems help hotels: <ul style="list-style-type: none"> ✓ Manage bookings efficiently ✓ Prevent overbooking and errors ✓ Adjust pricing and maximize revenue • Technology improves: <ul style="list-style-type: none"> ○ Speed of service ○ Accuracy of information ○ Guest convenience 	<p>enrichment tasks such as research or short presentations on reservation technologies. For learners needing support, remedial activities are given to reinforce essential concepts. The teacher ensures that activities are appropriate to learners' needs, promoting inclusivity and equity in instruction. This reflects DepEd indicators on differentiated instruction and learner support.</p>
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	<ul style="list-style-type: none"> • Front office staff must: <ul style="list-style-type: none"> ○ Be open to change ○ Use technology responsibly ○ Maintain professionalism while using systems <p>Key Insight:</p> <p>“Technology in hotel reservations is not just a tool—it is a competitive advantage that improves efficiency, accuracy, and guest satisfaction.”</p> <p>3. Evaluating Learning</p> <p>Quiz: Trends and Innovations in Hotel Reservations</p> <p>A. Multiple Choice</p> <p><i>(Knowledge – Choose the correct answer. Write the letter only.)</i></p> <ol style="list-style-type: none"> 1. Which of the following BEST describes a modern hotel reservation trend? <ul style="list-style-type: none"> A. Manual record-keeping B. Walk-in bookings only C. Online and mobile booking systems D. Telephone reservations only 2. What is the main function of an Online Travel Agency (OTA)? <ul style="list-style-type: none"> A. To manage hotel staff schedules B. To allow guests to book rooms through online platforms C. To clean guest rooms D. To handle hotel security 	
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	<p>3. A Revenue Management System (RMS) primarily helps hotels to:</p> <ul style="list-style-type: none"> A. Decorate rooms B. Increase staff workload C. Forecast demand and adjust room prices D. Replace front office staff <p>4. Which technology allows guests to book, modify, or cancel reservations anytime and anywhere?</p> <ul style="list-style-type: none"> A. Manual ledger B. Mobile and online reservation systems C. Bulletin boards D. Walk-in guest logs <p>5. Which of the following is a benefit of using automated reservation systems?</p> <ul style="list-style-type: none"> A. Increased booking errors B. Slower guest service C. Accurate room availability and pricing D. Limited guest access <p>B. True or False</p> <p><i>(Knowledge – Write TRUE if the statement is correct; FALSE if incorrect.)</i></p> <p>6. ____ Trends in hotel reservations focus only on traditional face-to-face transactions.</p> <p>7. ____ Revenue Management Systems help hotels sell the right room at the right price.</p> <p>8. ____ Automation in reservations can improve guest satisfaction.</p> <p>9. ____ Hotel reservation innovations reduce the need for accuracy and professionalism.</p>	
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	<p>10.____ Technology plays an important role in improving hotel efficiency and revenue.</p> <p>C. Situation Analysis</p> <p><i>(Skills – Answer briefly.)</i></p> <p>11.A hotel experiences high demand during a local festival. How can modern reservation systems and RMS help manage bookings and pricing during this period?</p> <p>D. Reflective Question</p> <p><i>(Attitudes – Short response)</i></p> <p>12.Why is it important for front office staff to be open and adaptable to new reservation technologies?</p> <p>Answer Key (For Teacher’s Use)</p> <p>Multiple Choice:</p> <ol style="list-style-type: none"> 1. C 2. B 3. C 4. B 5. C <p>True or False:</p> <ol style="list-style-type: none"> 6. FALSE 7. TRUE 8. TRUE 9. FALSE 10. TRUE 	
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	<p>4. Additional Activities</p> <p>A. Enrichment Activity (Extended Learning) Title: <i>Exploring Modern Reservation Technologies</i></p> <p>Objective: Apply understanding of reservation innovations in real-life hotel practices.</p> <p>Task Instructions:</p> <ol style="list-style-type: none"> 1. Choose one reservation technology (e.g., mobile app, OTA, RMS, kiosk). 2. Research or observe how it works. <p>Guide Questions:</p> <ul style="list-style-type: none"> • What is the technology? • How does it help hotels? • How does it improve guest experience? <p>Output (Choose One):</p> <ul style="list-style-type: none"> • Short paragraph (3–5 sentences) • Simple infographic • 2-minute oral sharing <p>B. Remediation Activity (Support for Learners) Title: <i>Understanding Reservation Trends</i></p> <p>Tasks: Identification</p> <ol style="list-style-type: none"> I. Write Traditional or Modern: <ol style="list-style-type: none"> 1. Walk-in booking 2. Mobile app booking 3. Online website reservation 4. Manual logbook II. Short Answer: Why are modern reservation systems important? III. Simple Scenario: A hotel has many bookings. What system should they use? Why? 	
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VI. ASSESSMENT	The teacher uses the performance-based assessment to evaluate learners' ability to integrate knowledge, skills, and attitudes in analyzing reservation scenarios. Emphasis is placed on accuracy, reasoning, and professionalism rather than rote memorization. The teacher provides constructive feedback that highlights strengths and areas for improvement, reinforcing a growth mindset and continuous learning culture consistent with DepEd assessment practices.
VII. REFLECTION	After the lesson, the teacher reflects on learner engagement, achievement of objectives, and challenges encountered during instruction. Adjustments in strategies, pacing, or materials are identified to improve future lessons. This reflective practice demonstrates professionalism and commitment to instructional improvement, aligning with DepEd expectations for reflective teaching and RPMS standards.
VIII. USE OF GENERATIVE AI	In preparing this Learning Exemplar (LE), the author used a Generative AI tool (Microsoft Copilot) to assist in generating structured lesson activities, realistic scenarios , and instructional materials such as infographics to enhance learner engagement, support visual understanding of complex processes, and model real-world applications in the tourism and front office services context. . The author(s) reviewed and finalized the writing of the content. The author(s) take(s) full responsibility for the content of this LE.