Strengthened Senior High School

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplars for Hotel Operations (Front Office Services)

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LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11
Term	1	**Lesson Exemplar**	1

I. OBJECTIVES	
A. Content Standard	*The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.*
B. Performance Standard	*The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.*
C. Learning Competencies	*Discuss the overview of hotel front office and organization.*
	Materials: • Powerpoint presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook ***References:*** 1. *DepEd (Department of Education). Cookery and Accommodation Services: Front Office Operations Learning Module. Republic of the Philippines Department of Education, 2020.* ● 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). Hotel and Restaurant Management NC III: Front Office Services. TESDA, 2019.* ● Sourced technical competencies, job descriptions for front office positions, and industry-standard operational procedures required for national certification. 3. *TESDA - Competency-Based Training Manual (2018)* ● Contributed detailed front office operations workflows, guest relations protocols, and performance standards for hospitality professionals

	4. *Sharpley, Richard. Hospitality and Tourism Management: A Contemporary Perspective. Routledge, 2015.* ● Provided contemporary perspective on hotel organizational structure, departmental relationships, and strategic positioning of front office in hospitality industry. 5. *O'Neill, James W., and Mattila, Anna S. Strategic Hotel Development and Positioning. Cornell Hospitality Administration, 2006.* ● Contributed insights on front office positioning, guest experience management, and operational efficiency strategies. 6. *Hospitality Technology Magazine. Property Management Systems and Front Office Efficiency. 2021, pp. 34-51.* ● Contributed data on back-office systems, PMS functionality, and technological support for front office efficiency. 7. *International Journal of Hospitality & Tourism Administration. Technology Integration in Front Office Management. Vol. 18, No. 2, 2017, pp. 120-145.* ● Contributed data on back-office systems, PMS functionality, and technological support for front office efficiency. 8. *Cornell Hospitality Review. Front Office Operations and Guest Satisfaction: Emerging Trends. Vol. 15, No. 3, 2015, pp. 45-62.* ● Provided emerging trends, best practices, and contemporary challenges in front office operations and guest satisfaction measurement. 9. American Hotel & Lodging Association (AHLA). Best Practices in Front Office Management. AHLA Standards & Guidelines, 2022. https://www.ahla.com/ ● Provided industry best practices, professional standards, and guidelines for front office management and guest service excellence. ● 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	**Overview of Hotel's Front Office Organization** A. The Front Office B. Front Office Operations *a.) front of the house* *b.) back of the house*

IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 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 *(e.g., politeness, and attentiveness).* 3) Perform step-by-step front office procedures (greeting, verification, key issuance) with accuracy and sequence	
V. PROCEDURES		**ANNOTATIONS**
A. Activating Prior Knowledge	**A. ACTIVATING PRIOR KNOWLEDGE** **Activity 1: "What Do You Think Happens in the Front Office?"** **Materials Needed:** 1. Pencil or ballpen 2. Sheet of paper **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. OpenAI. "What Do You Think Happens in the Front Office?" Image generated by CoPilot, April 2,2026. 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. **Answer:** **Reason:**	*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.*

	2. The lodging or hotel industry plays an important role for travelers because it provides accommodation, safety, and guest services during their stay. **Answer:** **Reason:** 3. In a hotel front office set-up, the reception desk should be easily seen and accessible to guests upon arrival. **Answer:** **Reason:** 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. **Answer:** **Reason:** 5. It is part of the front office staff's responsibility to briefly inform guests about hotel facilities and services upon check-in. **Answer:** **Reason:** **Processing / Reflection Questions:** 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?	

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

Operations:

a) _____ Guest check-in and check-out

b) _____ Reservation processing

c) _____ Housekeeping coordination

d) _____ Guest reception and greeting

e) _____ Accounting and billing

f) _____ Concierge services

g) _____ Staff scheduling and training

B. ESTABLISHING THE PURPOSE OF THE LESSON

Activity 3: Organizational Split

Direction: On your paper, categorize these concepts into the two main operational areas of a hotel:

FRONT OF THE HOUSE	BACK OF THE HOUSE

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.

STATEMENTS:

1. Visible to the guest
2. 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 requests
8. Preparing the rooms

Answer Key:

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.

B. Instituting New Knowledge

A. PRESENTING EXAMPLES

Activity 4: Scenario - *A guest arrives at the front desk complaining that their room reservation was cancelled due to a system error, but they have confirmation.*

Discussion Questions:

- 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?

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.

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.

	Front Desk Supervisor *Oversees front desk employees, maintains service standards, and manages guest concerns or escalated issues.* **Front Desk Agent** *Handles guest arrivals and departures, assigns rooms, and responds to guest questions.* **Guest Service Representative** *Assists guests with requests, special arrangements, and provides relevant information during their stay.* **Reservation Agent** *Processes room bookings, manages rates and availability, and confirms guest reservations.* **Concierge** *Offers local recommendations, organizes transportation or services, and assists with guest plans and activities.* **Bellhop / Porter** *Supports guests with luggage handling, escorts them to rooms, and provides directions and orientation.* **Front-of-the-House Operations** 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. **Key Operational Areas** **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. **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.	

	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. **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. **Guest-Facing Activities** ● 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 **Back-of-the-House Operations** ***Back-of-the-house*** 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. **Key Operational Areas** **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. **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. **3. Internal Communications** Effective communication ensures smooth coordination among departments. This includes staff meetings and briefings, sharing	

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 Organziation" Image generated by ChatGPT, April 2,2026

	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. **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 **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	*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.*
C. Demonstrating Knowledge and Skills	**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	*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.*

	They share **one key point** orally. **E. MAKING GENERALIZATION** **Activity Title 9**: *"One-Line Service Insight"* **Directions:** Complete the sentence: "Proper front office procedures and teamwork are important because _____." **F. EVALUATING LEARNING** 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. 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.	*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.*

9. A staff meeting to relay VIP guest information to housekeeping and concierge is an example of _____.
10. The hotel employee who manages escalated guest complaints at the front desk is the _____.

ANSWER KEY:

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

D. ADDITIONAL ACTIVITIES

Activity: Scenario Analysis
Instructions: Read each scenario carefully. Answer all questions in complete sentences.
Scenario 1: The Missing Reservation
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.
Questions:

1. Which front office position should handle this issue initially?
2. What are the THREE steps this employee should take to resolve the problem?

Step 1:
_____
Step 2:
_____
Step 3:
_____

	3. Which back-of-house department(s) might need to be involved? Why? 4. How would this situation affect the guest's overall hotel experience? Explain.	
VI. REFLECTION	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. Guide Questions: 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	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.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11
Term	1	**Lesson Exemplar**	2

I. OBJECTIVES	
A. Content Standard	*The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.*
B. Performance Standard	*The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.*
C. Learning Competencies	*1. Discuss the overview of hotel front office and organization.*
	Materials: • Powerpoint presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook ***References:*** 1. TESDA (Technical Education and Skills Development Authority). Front Office Operations NC III Training Module. TESDA, 2020. • *Foundational understanding of front office functions, check-in/check-out procedures, and guest service standards aligned with Philippine hospitality competencies.* 2. O'Neill, James W., and Lutz, Nicole C. *Hotel Front Office Management*. 6th ed., Pearson Education, 2021. • *Comprehensive framework on importance of front office, reservation management systems, cashiering operations, and department coordination.* 3. Cornell Hospitality Review. *"The Role of Front Office in Guest Satisfaction and Loyalty."* Vol. 18, No. 4, 2019, pp. 45-62.

	• *Research-based insights on how front office quality impacts guest satisfaction, repeat bookings, and online reputation management.* 4. International Hotel and Restaurant Association. *Global Hospitality Standards: Front Office Excellence*. IHRA Publications, 2022. • *Best practices in guest communication, security protocols, and operational efficiency standards used internationally.* 5. American Hotel & Lodging Educational Institute. *Front Office Operations Manual and Standard Operating Procedures*. AHLEI, 2021. • *Detailed procedures for check-in/check-out, financial management, housekeeping coordination, and guest service protocols.* 6. Hospitality Management Today. *"Digital Transformation in Front Office Operations."* Vol. 12, No. 2, 2023, pp. 28-35. • *Modern front office functions including PMS systems, online communication channels, and data management in contemporary hotel operations.* • 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** 1. Importance of front office 2. Functions of the front office	
IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 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:** *1. Ask learners to think about the most recent time they stayed in a hotel as a guest.*	*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*

	2. *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).* 3. *Learners should briefly describe each service based on what they personally experienced.* 4. *Give learners 3–5 minutes to complete the activity.* 5. *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.* **Guide Prompt:** *"Think about the last time you stayed in a hotel. What front office services did you personally experience?"* **Activity 2: Guest Experience Share** **Instructions:** 1. *Divide the class into pairs.* 2. *Ask each learner to share one hotel experience they have personally encountered, either positive or negative, related to front office service.* 3. *Partners take turns listening and discussing what the front office staff did well or failed to do during the experience.* 4. *Each pair identifies one key front office practice demonstrated in the story (e.g., professionalism, communication, problem-solving).* 5. *Allow 5 minutes for sharing and discussion.* 6. *Select a few pairs to briefly share insights with the class to reinforce learning and connect experiences to front office service standards.* **Guide Prompt:** *"Recall a hotel experience involving front office staff. What made it a good or poor experience from a guest's perspective?"*	*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.*

	B. ESTABLISHING THE PURPOSE OF THE LESSON **Activity 3: (Think-and-Write and Pair)** **Instructions:** 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	*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.*
B. Instituting New Knowledge	**A. PRESENTING EXAMPLES** **Activity 4: Function Sorting (Small Groups)** **Instructions:** 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: • 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.	*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.*

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.

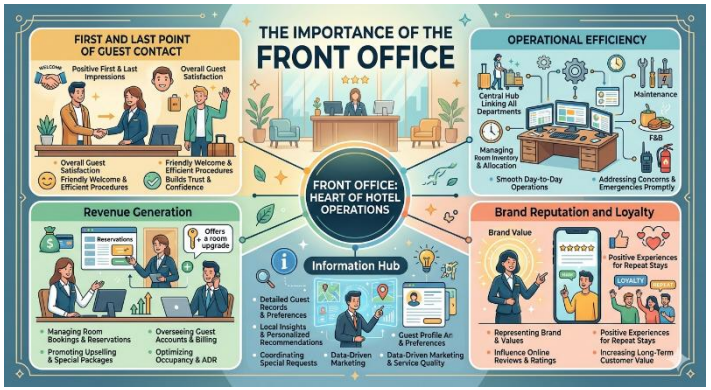
Guide Prompt:

"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

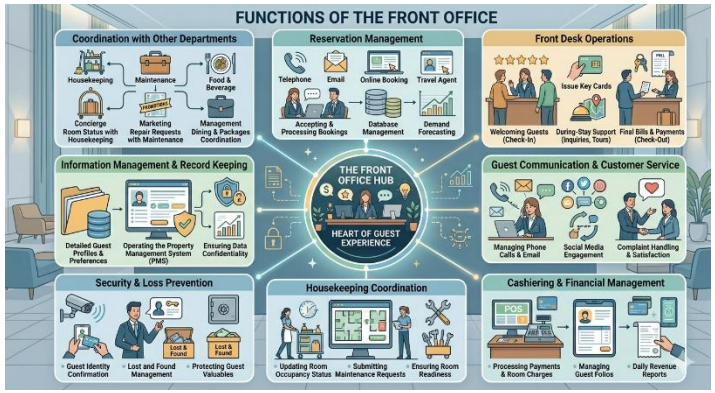
- The front office team shapes both the guest's first impression upon arrival and their final impression at departure.
- Overall, guest satisfaction is strongly influenced by the quality of front office services.

	• 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. **2. Revenue Generation** • 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). **3. Operational Efficiency** • 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. **4. Brand Reputation and Loyalty** • 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.	

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

	• 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 **2. Front Desk Operations -** *refer to the daily services provided to guests at the reception area, focusing on welcoming, assisting, and supporting guests throughout their stay.* **Key Activities:** **a. Guest Check-In** • 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 **b. Guest Check-Out** • 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 **c. During-Stay Services** • 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	

	3. Guest Communication & Customer Service - *involves handling all interactions with guests across multiple communication channels to ensure timely, effective, and personalized service.* **Key Activities** • 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 **4. Cashiering & Financial Management -** *involve overseeing all guest-related financial transactions while ensuring accurate recordkeeping and secure payment handling.* **Key Activities:** • 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 **5. Housekeeping Coordination -** *involves sharing accurate information about room availability, cleanliness, and maintenance requirements between the front office and operational departments.* **Key Activities:** • Reporting and updating room occupancy status, such as vacant, occupied, or out of order	

	• 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 **6. Security & Loss Prevention -** *focuses on safeguarding guests, employees, and hotel property while maintaining a secure and controlled environment.* **Key Activities:** • 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 **7. Information Management & Record Keeping -** *involves maintaining accurate, organized, and secure data related to guests and hotel operations to support efficient service delivery.* **Key Activities:** • 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	

	• Ensuring data protection, privacy, and confidentiality in compliance with policies **8. Coordination with Other Departments -** *refers to the front office's role as the main point of connection between guests and various hotel departments to ensure seamless service delivery.* **Key Activities:** • 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 **A. DEVELOPING MASTERY** **Activity 5: Match It Right** **Instructions:** 1. Distribute the matching worksheet to each learner. 2. Instruct learners to work individually. 3. Ask them to carefully read the list of front office functions and the corresponding descriptions provided. 4. Learners match each function to the correct description by writing the letter or number in the blank beside each item. 5. Allow 3–5 minutes for completion. 6. After the activity, review the answers as a class and briefly discuss each function to reinforce understanding. **Guide Prompt:** *"Match each front office function with the description that best explains its role in hotel operations."*	*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.* *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.*

	Activity 6: Mini Role Simulation **Instructions:** 1. Ask learners to form pairs. 2. Assign roles within each pair: • One learner acts as the *hotel guest*. • One learner acts as the *front office staff*. 3. Present the scenario: *"A guest arrives early and asks if the room is ready."* 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: • 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. **Guide Prompt:** *"What front office functions are demonstrated in this situation, and how do they help manage the guest's concern?"*	
C. Demonstrating Knowledge and Skills	**A. FINDING PRACTICAL APPLICATION** **Activity 7: My Role as Front Office Staff** **Instructions:** 1. Ask learners to imagine themselves working as a front office staff member. 2. Instruct them to answer the question: *"If you were a front desk agent, how would your job help improve guest satisfaction?"* 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.	*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*

	Activity 8: Real-World Connection **Instructions:** 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. **B. MAKING GENERALIZATION** **Exit Statement:** Learners complete: "The front office is the heart of hotel operations because _____." **C. EVALUATING LEARNING** **Direction:** *Match Column A (Front Office Situation/Role) with the most appropriate function or outcome in Column B. Write the letter of your answer.* **Column A** 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.	*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.* *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.*

	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. **Column B** 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 **Answer Key:** 1. E 2. I 3. C 4. A 5. F 6. G 7. B 8. H 9. J 10. A	

	D. ADDITIONAL ACTIVITIES **Title:** Understanding Front Office Functions **Instructions:** 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. **Output:** Short written response (5–6 sentences total) In one whole sheet of paper.	
VI. REFLECTION	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. Guide Questions: 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	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.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11
Term	1	**Lesson Exemplar**	3

I. OBJECTIVES	
D. Content Standard	*The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.*
E. Performance Standard	*The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.*
F. Learning Competencies	*1. Discuss the overview of hotel front office and organization.*
II. REFERENCES and MATERIALS	***Materials:*** • Powerpoint presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook ***References:*** 1. Department of Education. *Front Office Services Module 4: Practice Occupational Health and Safety.* Manila: DepEd, 2020. *Basic occupational health and safety principles and hazards in front office services.* *2.* Technical Education and Skills Development Authority (TESDA). *Training Regulations: Front Office Services NC II.* Taguig City: TESDA, 2013. *Workplace safety practices, hygiene standards, and OHS competencies required for front office staff* *3.* Ciarlante, Katherine, et al. "A Research Agenda for Occupational Safety, Health, and Well-Being in Hospitality." *International Journal of Hospitality Management* 123 (2024): 103-887. *Identification of safety and health risks affecting frontline hospitality employees.*

	4. Mehra, Neha, et al. "Ergonomic Assessment of Activities of Front Office Workers." *International Journal of Hospitality Studies* (2019). *Ergonomic hazards and preventive workplace practices in front office jobs.* 5. Savita, Vinay Rana, and Shalini Singh. *Hotel Safety and Security Services: Dimensions and Measures.* Dehradun: Allied Business Academies, 2023. *Emergency preparedness and safety structure in hotel operations.*	
III. CONTENT	**Workplace and Safety Practices in Front Office**	
IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 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		**ANNOTATIONS**
D. Activating Prior Knowledge	**B. ACTIVATING PRIOR KNOWLEDGE** **Activity 1: Front Office Experience Reflection** Learners individually reflect and write brief answers: 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. *Purpose:* Connects learners' personal experiences to workplace safety and front office functions. **Activity 2: Front Office Brainstorm Circle** In pairs or small groups: 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) *Purpose:* Builds collective prior knowledge and creates discussion foundation.	*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.* *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.*

	B. ESTABLISHING THE PURPOSE OF THE LESSON **Activity 3: Safety Matters—Why?** Learners read a brief scenario: *"A guest slipped on a wet floor at the front desk and was injured. The front office staff didn't follow proper housekeeping procedures.* **What could have been prevented?"** Learners write: *How does this connect to professionalism and safe practices?* *Purpose*: Establishes relevance of learning objectives and safety commitment.	*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.*
E. Instituting New Knowledge	**B. PRESENTING EXAMPLES** **Activity 4: Hazard Hunt in Pairs** Pairs receive photos/descriptions of front office scenarios. Together they: 1. Identify all visible hazards 2. Categorize each hazard type 3. Suggest 2 preventive actions per hazard 4. Present findings (30 seconds per pair) *Purpose:* Collaborative identification and analysis of real workplace hazards**.** **C. DISCUSSING NEW CONCEPT** The front office is the *face of the hospitality industry* 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.	*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.*

	COMMON WORKPLACE HAZARDS IN THE FRONT OFFICE **1. Physical Hazards** a) Slippery floors due to spills or wet surfaces b) Poorly arranged furniture or cables c) Inadequate lighting **These hazards may lead to slips, trips, and falls.* **2. Ergonomic Hazards** a) Prolonged standing or sitting b) Improper chair and desk height c) Repetitive computer tasks **Ergonomic risks cause back pain, fatigue, and long-term health issues.* **3. Electrical and Equipment Hazards** a) Overloaded sockets b) Exposed wiring c) Malfunctioning computers and printers **These increase the risk of electrical shock and fire.* **4. Health and Biological Hazards** a) Exposure to germs from guests b) Poor hygiene practices c) Inadequate sanitation **Front office staff must observe proper hygiene to prevent illness transmission.* **WORKPLACE AND SAFETY PRACTICES IN THE FRONT OFFICE** **1. Housekeeping and Workspace Orderliness** a) Keep walkways clear b) Clean spills immediately c) Arrange equipment properly **Good housekeeping minimizes accidents and promotes professionalism.* **2. Proper Use of Equipment** a) Use computers, telephones, and POS systems correctly b) Report defective equipment immediately c) Follow standard operating procedures (SOPs)	

	3. Ergonomic Safety Practices a) Adjust chairs and monitors properly b) Take short breaks after long standing or sitting c) Follow correct posture **4. Emergency Preparedness** a) Familiarity with fire exits and alarms b) Knowledge of evacuation procedures c) Awareness of first-aid protocols **Front office staff often guide guests during emergencies.* **5. Compliance with Occupational Health and Safety Standards** a) Follow DepEd OHS learning standards b) Apply TESDA-mandated safety competencies c) Practice proper hygiene and customer safety **ROLE OF FRONT OFFICE STAFF IN SAFETY** Front office personnel are expected to: a) Model safe behavior b) Assist guests during emergencies c) Report hazards promptly d) Promote a safe and welcoming environment **Safety is a shared responsibility.* **D. DEVELOPING MASTERY** **Activity 5: Safety Procedures Checklist Challenge** Task: Learners receive a "Front Office Safety Checklist" Simulation" with 10 workplace scenarios. For each scenario, they must: • Identify the correct safety procedure • Check the appropriate action from 3 options • Explain WHY this is the correct protocol Scenarios include: • A guest reports a spilled liquid near the reception desk • A computer at the check-in counter is malfunctioning • Staff member experiences back pain after standing for 4 hours • Electrical outlet shows visible damage • New employee asks about fire exit procedures	*Strengthens understanding by letting learners choose and justify correct safety procedures. Explaining why an action is correct helps deepen their comprehension and prevent rote learning.* *Develops mastery through simulation and role-play. Learners practice correct responses in realistic situations, which improves confidence and readiness for actual workplace scenarios. This activity also reinforces teamwork and responsibility.*

	Activity 6: Front Office Safety Procedure Simulation Task: Groups of 3 receive real-world front office situation cards. Each group cycles through 2-3 scenarios: 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."* • Designate roles: Guest, Front desk staff, Manager • Group must demonstrate CORRECT procedure to handle hazard • Manager verifies each step follows hotel safety protocol Scenario 2: *"An elderly guest arrives with luggage, but the elevator is broken."* • Demonstrate proper ergonomic lifting techniques • Show safe guest assistance procedures • Document the equipment malfunction Scenario 3: *"An electrical outlet near the front desk starts sparking."* • Show immediate safety response • Demonstrate proper evacuation of area • Follow hazard reporting protocol	
• **Demonstrating Knowledge and Skills**	**A. FINDING PRACTICAL APPLICATION** **Activity 7: Design Your Safe Workspace** Learners sketch or describe an ideal front office workspace that addresses: • Physical safety (no tripping hazards) • Ergonomic comfort (proper desk setup) • Emergency preparedness (marked exits) • Hygiene standards Include 3-4 labeled safety features. *Purpose*: Applies learned concepts to real workplace design. **Activity 8: Front Office Safety Walkthrough Role-Play** Pairs take roles: • Person A: Front office manager • Person B: New employee on first day The manager points out 5-6 safety features/hazards in the imagined workspace and explains why each matters. Swap roles.	*Encourages learners to apply what they learned by designing a safe front office workspace. This demonstrates their ability to transfer knowledge into practice.* *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.*

	Purpose: Applies concepts through a realistic workplace mentoring scenario. **B. MAKING GENERALIZATION** **Activity 9: Safety Culture Poster Planning** Groups design a 1-minute "pitch" for a front office safety culture initiative: • What's the main message? (e.g., "Safety is professionalism") • What 3 practices must ALL staff follow? • How does this benefit guests and staff? Groups present 30-second pitches. *Purpose:* Synthesizes learning into actionable workplace culture principles. **C. EVALUATING LEARNING** **True or False** 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	*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.*

	8. Front office staff are not required to be familiar with fire exits or evacuation procedures. **Answer:** False 9. Reporting hazards promptly is part of the front office staff's role in maintaining safety. **Answer:** True 10. Safety in the front office is the sole responsibility of management. **Answer:** False **D. ADDITIONAL ACTIVITIES** ***"Safety Principles Beyond the Front Office"*** Learners complete: *"The workplace safety practices we learned apply to ANY job because..."* • They list 3 universal safety principles that extend beyond hotels. *Purpose:* Develops critical thinking and broader understanding of professionalism.	
VI. REFLECTION	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. Guide Questions: 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	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.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11
Term	1	**Lesson Exemplar**	4

I. OBJECTIVES	
A. Content Standard	*The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.*
B. Performance Standard	*The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.*
C. Learning Competencies	*2. Apply the principles of service quality and guestology.*
	Materials: • Powerpoint presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook ***References:*** 1. Department of Education. *Tourism Explorers: Hospitality and Hotel Operations*. DepEd Modules, K-12 Curriculum. *i. Definition of hospitality, basic principles of customer service, and hotel operations framework* 2. Technical Education and Skills Development Authority. *National Competency-Based Training Standards (NCBTS): Hotel and Restaurant Management*. TESDA, Government of the Philippines. *i. Service quality standards, employee competency requirements, and service culture implementation in hospitality establishments* 3. Berry, Leonard L., and A. Parasuraman. *Listening to the Customer: The Concept of a Service-Quality Information System*. Sloan Management Review, Vol. 38, No. 3, 1997.

	i. *SERVQUAL model (Reliability, Responsiveness, Assurance, Empathy, Tangibles) for measuring service quality* 4. Zeithaml, Valarie A., Leonard L. Berry, and A. Parasuraman. "The Behavioral Consequences of Service Quality." *Journal of Marketing*, Vol. 60, No. 2 (April 1996): 31-46. i. *Impact of service quality on guest loyalty, repeat visits, and revenue generation* 5. Cornell Hotel and Restaurant Administration Quarterly. "Building and Sustaining Service Culture in Hospitality." Vol. 48, No. 4 (2007). i. *Practical strategies for building service culture, employee empowerment, and leadership's role in hospitality* 6. Rutes, William A., and Richard H. Penner. *Hotel Planning and Design*. New York: Fordham University Press, 2005. i. *Hotel service standards, guest experience design, and operational excellence* 7. Technical Education and Skills Development Authority. *Trainers' Module: Customer Service Excellence in Hotel and Restaurant Operations*. TESDA Skills Training Programs, 2019. ***i.*** *Practical techniques for service delivery, handling difficult guests, and maintaining service consistency*	
III. CONTENT	**Hospitality in the Hotel** • Importance of service quality • Service culture	
IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 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	**A. ACTIVATING PRIOR KNOWLEDGE** **Activity 1: My Hotel Experience** • Learners silently recall a personal hotel or accommodation experience. • They write one positive and one negative service encounter they experienced. • Guide question:	*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.*

	What did the staff do that affected your experience as a guest? **Activity 2: Think–Pair–Share** • **In pairs, learners briefly share:** *What do guests usually remember most about a hotel stay—the room or the service? Why?* **B. ESTABLISHING THE PURPOSE OF THE LESSON** **Activity 3: Spot the Pillar** • Teacher presents sample staff actions. • Groups identify which pillar of service culture is demonstrated: o *Customer-centric mindset* o *Empowerment* o *Accountability*	*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.* *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.*
B. Instituting New Knowledge	**C. PRESENTING EXAMPLES** **Activity 4: With or Without Service Culture?** • **Present the scenario from the LE:** *A guest arrives late due to a flight delay and mentions hunger.* • **Learners identify two actions shown under:** • *With Service Culture* • *Without Service Culture* *Purpose:* Concrete examples of service culture in practice **D. DISCUSSING NEW CONCEPT** Hook Question: *"What makes a hotel experience memorable? What do guests remember most?"* Key Point: Hospitality is not just about providing rooms—it's about creating exceptional experiences through service quality and a strong service culture. **II. IMPORTANCE OF SERVICE QUALITY** **A. Definition & Core Concept** **Service quality** refers to the extent to which a service meets or exceeds customer expectations. **In hotels, this encompasses:** 1. Reliability — Delivering promises consistently 2. Responsiveness — Quick and helpful problem-solving 3. Assurance — Staff competence and trustworthiness 4. Empathy — Understanding and caring for guest needs	*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.*

	5. Tangibles — Clean facilities, well-maintained equipment **B. Why Service Quality Matters** **Guest Satisfaction & Loyalty** • Quality service builds repeat customers • Satisfied guests become brand ambassadors **Competitive Advantage** • Differentiates hotels in a crowded market • Justifies premium pricing **Revenue Impact** • Positive reviews drive bookings • Reduces complaints and refunds • Increases ancillary spending (dining, services) **Employee Morale** • Pride in delivering excellent service • Lower turnover rates **C. Service Quality Standards in Hotels** • Room cleanliness & maintenance • Front desk responsiveness • Housekeeping efficiency • Food & beverage quality • Safety & security measures **III. SERVICE CULTURE** **A. What is Service Culture?** 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."	

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

	Without Service Culture: • Agent simply checks guest in • No proactive assistance • Guest satisfaction remains neutral or negative **E. DEVELOPING MASTERY** **Activity 5: Service Quality Match** **Learners match the service quality dimensions to actions:** • Reliability → keeping a wake-up call promise • Responsiveness → quick check-in assistance • Empathy → understanding guest frustration **Activity 6: Service Culture Design Challenge** **Instructions:** 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: • Why it matters (service quality principle) • How staff should apply it 4. Share with class: 1–2-minute presentation	*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.* *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.*
C. Demonstrating Knowledge and Skills	**A. FINDING PRACTICAL APPLICATION** **Activity 7: If I Were the Staff...** • Learners write one appropriate action they would perform as a front desk agent to enhance guest satisfaction. **Activity 8: Mini Role-Play** 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: • *Empathy* • *Responsiveness* • *Assurance*	*Provides learners an opportunity to apply their knowledge by placing themselves in the role of a front desk agent.* *Allows learners to demonstrate service competencies such as empathy, responsiveness, and assurance through simulated real-life interactions, bridging theory and practice.* *Enables learners to synthesize the lesson by clearly expressing the importance of service*

	B. MAKING GENERALIZATION **Activity: "One-Sentence Insight"** • Learners complete: *Service quality and service culture are important because…* **C. EVALUATING LEARNING** **A. Multiple Choice** **1. Which dimension of service quality focuses on delivering promises consistently?** a) Responsiveness b) Reliability c) Empathy d) Tangibles **2. Quick and helpful problem-solving by hotel staff refers to which service quality dimension?** a) Assurance b) Empathy c) Responsiveness d) Tangibles **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 **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 **5. Which of the following is NOT listed as a benefit of high service quality?** a) Increased ancillary spending	*quality and service culture. This generalization serves as a concise summary of key learning points and reinforces understanding.*

	b) Lower employee turnover c) Reduced competition d) Positive reviews **B. True & False** 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 **D. ADDITIONAL ACTIVITIES** **Reflection Journal** **Instructions:** 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?	*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.*
VI. REFLECTION	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. Guide Questions: 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	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.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11
Term	1	**Lesson Exemplar**	5

I. OBJECTIVES	
A. Content Standard	*The learner demonstrates an understanding of hotel front office and its organization and the importance of occupational safety and health standards in hotel operations.*
B. Performance Standard	*The learner will create an organizational chart for the front office department, detailing the roles and responsibilities of front office personnel.*
C. Learning Competencies	*2. Apply the principles of service quality and guestology.*
II. REFERENCES and MATERIALS	***Materials:*** • Powerpoint Presentation/Visual aids • Task Cards • Observation Checklist or Rubric (Assessment) • Learning Activity Sheet • Laptop and Projector • Manila Paper or Notebook ***References:*** 1. Department of Education (DepEd) - Hospitality Tourism Management Modules *Guest service standards, hospitality fundamentals, professional conduct in tourism and hospitality sectors.* 2. TESDA (Technical Education and Skills Development Authority) - Housekeeping NC II & Front Office NC II Modules *Guest communication, service protocols, cultural sensitivity training for hospitality workers, guest relation management.* 3. Pizam, Abraham, and Mansfeld, Yoel. "Tourism Security and Safety: From Theory to Practice." Butterworth-Heinemann, 2006.

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III. CONTENT	**Guestology** • Understanding guest behavior • Guest segmentation of cultural considerations

IV. OBJECTIVES	*At the end of the lesson, learners are expected to:* 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	**A. ACTIVATING PRIOR KNOWLEDGE** **Activity 1: Guest Experience Reflection** Students individually reflect and write answers to: 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? Purpose: Connects personal experiences to guestology concepts. **Activity 2: Guest Stories Paired Discussion** In pairs: Each student shares a guest interaction story (good or challenging). Partners identify: 1. What guest behavior was displayed? 2. What cultural factors might have influenced it? Purpose: Builds collective understanding from shared experiences. **B. ESTABLISHING THE PURPOSE OF THE LESSON** **Activity 3: Why Guestology Matters?** **Present scenario:** *A hotel receives complaints from international guests about service that seemed "cold" or "rude," but staff followed standard procedures.* Students individually answer: How could understanding guest behavior and cultural differences prevent this? Purpose: Establishes relevance of adapting services based on cultural segmentation.	*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.* *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.*

B. Instituting New Knowledge

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:

- 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.

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.

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.

Key Concepts:

- Understanding the "guest experience journey"
- Why guest behavior matters in hospitality
- Connection between behavior patterns and service quality

Discussion Prompt:

1. *What makes a 'good' guest experience?*
2. *What factors influence how satisfied guests feel?*

PATTERNS OF GUEST BEHAVIOR

A. The Guest Lifecycle

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

B. Common Guest Behavior Patterns

- **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

Discussion Prompt:

1. *Which guest types have you encountered?*
2. *How should service adapt for each?"*

C.GUEST SEGMENTATION

- 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

A. DEVELOPING MASTERY

Activity 5: Cultural Considerations Case Study

Students read a brief scenario about a guest from a specific culture and identify:

- Cultural dimensions of play (communication style, dining preference, time orientation, etc.)
- Potential service challenge
- 2-3 appropriate service adaptations

Example: *A Middle Eastern guest arrives and seems uncomfortable with the female front desk agent greeting them.*

Purpose: Applies cultural knowledge to real service situations**.**

Activity 6: Cultural Adaptation Role-Play

In pairs: One student is the front desk agent, the other is a guest from a specific culture (assigned).

Guest has a service need (e.g., dietary restriction, room complaint, scheduling conflict). Agent must:

- Recognize cultural communication style
- Show appropriate sensitivity
- Adapt service technique

Switch roles. Debrief: *What cultural awareness helped you succeed?*

Purpose: Practices executing appropriate service techniques with cultural sensitivity.

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.

• **Demonstrating Knowledge and Skills**	**A. FINDING PRACTICAL APPLICATION** **Activity 7: Service Technique Adaptation Log** Students create a personal checklist: "How I Will Adapt My Service Today" • Guest type I'll likely serve: _____ • Their cultural background (if known): _____ • Service techniques I'll use: _____	*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.*

	• What sensitivity I'll show: _____ *Purpose*: Executes appropriate techniques by planning adaptations in advance. **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: • 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 Groups present their plan (2 min). *Purpose:* Applies all learning to a realistic, comprehensive service scenario. **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: 1. *Observe communication style before responding* 2. *Never assume—always clarify preferences* 3. *Adapt pace to guest expectations* Groups post posters. Class does a **gallery walk** to identify common themes. *Purpose:* Collectively synthesizes patterns into generalized, actionable principles. **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	*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.*

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

Match the Cultural Consideration with the Service Strategy:

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

Correct Answers:

1 → C
2 → A
3 → D
4 → B
5 → E

D. ADDITIONAL ACTIVITIES

"Pattern Recognition Reflection"

Students complete:

- Common pattern I noticed: All _____ guests prefer _____
- Cultural generalization: When guests are from _____, they typically expect _____

	• Service principle: To enhance quality, I should always _____ Purpose: Synthesizes learning into actionable service principles.	
VI. REFLECTION	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. Guide Questions: 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	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.	

LESSON EXEMPLAR			
Learning Area	HOTEL OPERATIONS (FRONT OFFICE SERVICES)	**Grade Level**	11
Term	1	**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	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) **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/

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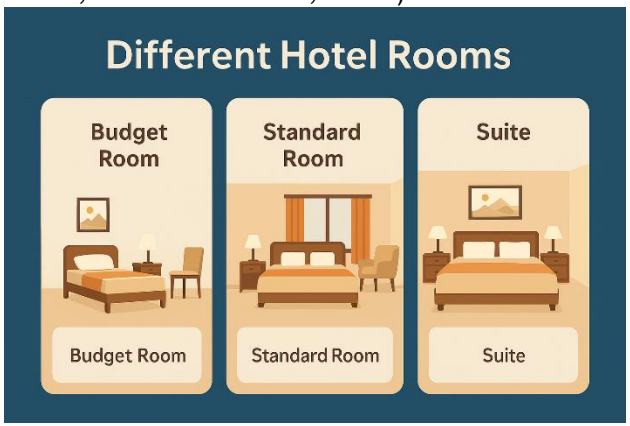
III. CONTENT	LE 1: The Guestroom • Category of guest room o single room o standard double room o standard twin room o deluxe double room o studio room or apartment o junior suite o executive suite o presidential suite • Amenities
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 1. Define what a guestroom is and explain its role in hotel operations. 2. Identify and describe the different categories of guest rooms, including: • single room • standard double room • standard twin room • deluxe double room

	• studio room or apartment • junior suite • executive suite • presidential suite 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** • The teacher presents pictures of different hotel rooms (budget room, standard room, suite).  OpenAI. "Different Hotel Rooms?" Image generated by CoPilot, May 10, 2026 • 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:** • What differences do you notice between these hotel rooms? • Which room do you think costs more? Why?	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.

	2. Establishing the Purpose of the Lesson • 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.	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.
B. Instituting New Knowledge	**1. Presenting Examples** 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).	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

	 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.

	stay. In front office services, guestrooms are central to reservations, room assignment, check-in, and guest satisfaction. **2. Categories of Guest Rooms** The teacher explains each room category using visuals and examples: • **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. **3. Guestroom Amenities** Amenities are items and services that enhance guest comfort, convenience, and satisfaction. These may include: • 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 **4. 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.	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

	During the discussion, the teacher pauses to ask comprehension questions and allows learners to highlight or annotate their handouts. **3. Developing Mastery** • 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 **Real-Life Hotel Scenarios** Read each situation carefully. Identify the most appropriate guestroom category. 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: _____.	independent or performance-based tasks.
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Activity 1: Practical Application – Guest Scenario Analysis** • Learners are grouped into small teams. • Each group receives a scenario card describing guest needs (e.g., solo traveler, family, executive, VIP).	The teacher facilitates a learning activity where learners apply their knowledge through real-life scenarios simulating front office decision-making.

	• Groups decide: 1. Appropriate guestroom category 2. Necessary amenities 3. Justification for their choice **Activity Output** Complete the table based on your assigned scenario. <table><tr><td>Guest Scenario</td><td>Recommended Guestroom Category</td><td>Necessary Amenities</td><td>Justification</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> • 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.

	"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?" _____ _____. **3. Evaluating Learning** • Short quiz (multiple choice and scenario-based items) **SHORT QUIZ-Multiple Choice** **Direction:** Encircle the letter of the correct answer. 1. Which guestroom is best suited for a solo traveler? 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? 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? A. Junior suite B. Executive suite C. Deluxe double room D. Presidential suite	The teacher guides learners in summarizing key concepts by asking reflective questions such as *"What did you learn about choosing the right guestroom?"* and *"Why are amenities important to guest satisfaction?"* Learners articulate their understanding in their own words, allowing the teacher to reinforce essential ideas and highlight practical implications. 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

	4. What is the main purpose of guestroom amenities? A. To increase hotel expenses B. To decorate the hotel lobby C. To enhance guest comfort and satisfaction D. To reduce room occupancy 5. A room that combines sleeping, living, and sometimes kitchenette areas is called a: A. Junior suite B. Studio room C. Twin room D. Single room **B. Situational Questions (5 items)** **Direction:** Read each situation carefully. Choose the BEST answer. 1. A businessman will stay overnight and needs a simple, quiet room for resting after meetings. What is the most appropriate room? A. Presidential suite B. Executive suite C. Single room D. Studio room 2. Two colleagues attending a seminar prefer to share a room but want separate beds. What should be assigned? A. Standard double room B. Standard twin room C. Single room D. Deluxe double room 3. A family on vacation wants a more spacious and comfortable room with upgraded features. Which is the best option? A. Single room B. Deluxe double room C. Standard twin room D. Studio room 4. A long-staying guest prefers a room where they can cook and relax like at home. What should the front office recommend? A. Studio room or apartment	justify their choices. Results guide the teacher in planning follow-up activities or remediation if needed.

	B. Standard double room C. Twin room D. Single room 5. A VIP guest requests maximum luxury, privacy, and premium services. Which room should be assigned? A. Junior suite B. Deluxe double room C. Executive suite D. Presidential suite **ANSWER KEY** **Multiple Choice:** 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 **Situational Questions:** 1. C – Single room 2. B – Standard twin room 3. B – Deluxe double room 4. A – Studio room or apartment 5. D – Presidential suite	
	4. Additional Activities **Title: "Future Hotel Professional Challenge"** **Purpose:** This activity is designed for learners who have mastered the lesson. It enhances: • Critical thinking • Decision-making • Creativity • Real-world hospitality problem-solving **Instructions:** **Part 1: Scenario Design (Creation Task)** Create your own **realistic hotel scenario** based on any stage of the guest cycle.	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

	Your scenario must include: • 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.) **Part 2: Problem Solving (Application & Analysis)** Answer the following: 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 appropriate 4. What will happen if the situation is handled poorly? **Part 3: Innovation Challenge (Higher-Order Thinking)** Design ONE improvement for the guest cycle, such as: • A service idea • A technology solution • A process improvement Example: mobile check-in, smart room system, faster complaint handling Explain: • What your idea is • Which stage it improves • How it improves guest satisfaction **Activity Output Format (Students Complete Table)** **Component** / **Answer** Scenario Title Stage of Guest Cycle Problem Situation Proposed Solution Possible Impact if Mismanaged Innovation Idea	propose innovative solutions related to the hotel guest cycle. 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. 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.

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

VI. ASSESSMENT

- **Formative Assessment:**
  - Participation in discussions and activities
  - Worksheets and matching tasks
- **Summative Assessment:**
  - 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)	**Grade Level**	11
Term	1	**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	***Materials:*** • PowerPoint presentation / visual aids • Sample scenario cards • Worksheets • Infographic images • Laptop/projector (optional) **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/

	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-Ballestero, 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
III. CONTENT	LE 2: Guestroom Technology, Safety, Security, and Cultural Considerations
IV. OBJECTIVES	At the end of the lesson, learners are expected to: 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.

	• Safety Measures: fire alarms, sprinklers, emergency lighting • Security Measures: key control, safe deposit boxes, CCTV • Cultural Considerations: privacy, religious practices, language needs Real examples are drawn from *Importance of Security in Hotels*. **3. Developing Mastery** (Activity 2: Group Task) Each group receives a scenario card, such as: • Lost room key • Drunken guest • Guest requesting additional keys • Guest with cultural/religious needs Groups identify: 1. Security concern 2. Correct Front Office action 3. Cultural consideration **Group Output Presentation Guide:** During reporting, group should clearly explain: 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	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.
C. Demonstrating Knowledge and Skills	**1. Finding Practical Application** **Activity 3: Role-Play – Practical Application** Groups role-play: • Guest requesting duplicate room key	The teacher facilitates structured role-playing activities where learners simulate front office situations such as handling security concerns, issuing duplicate room keys, assisting

	• Handling emergency situations • Escorting intoxicated guests respectfully **Expected Performance** • Correct handling of the situation • Polite and professional communication • Appropriate tone and body language • Realistic and organized script **Guide Questions:** 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? **2. Making Generalization** 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. **Guide Questions:** 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?	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. 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. 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.

	5. How can front office staff balance security procedures and customer service at the same time?
	
	Learner Generalization (Expected Output)
	
	Learners will summarize their understanding in their own words using the guide below:
	
	Complete the statement:
	"I realized that in hotel operations…"
	
	_____.
	
	Teacher-Supported Synthesis:
	
	The teacher emphasizes that:
	
	• 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:
	  ○ Guest trust
	  ○ Positive experience
	  ○ Hotel reputation
	
	Key Insight:
	
	"Good service is not only about being polite—it is about protecting the guest while respecting their dignity and cultural background."
	
	Ask learners:
	"If you were a hotel guest, what would make you feel safe, respected, and satisfied? Why?"	

	3. Evaluating Learning Short quiz (multiple choice + scenario-based questions) **Multiple Choice** 1. Which item is mainly used for guest security? A. Minibar B. In-room safe C. Curtain D. Television 2. Cultural consideration in guestrooms primarily ensures: A. Faster check-in B. Guest comfort and respect C. Higher prices D. Strict rules **Situational Question** A guest lost their room key and requests a duplicate. What should the front desk do first? **Worksheet 1: Classification Activity** Directions: Classify the following into Technology, Safety, Security, or Cultural Consideration. • Electronic door lock • Prayer mat • Fire extinguisher • CCTV camera • In-room safe	

	Worksheet 2: Short Response 1. Why is key control important in hotel guestrooms? 2. How does cultural consideration improve guest satisfaction? **4. Additional Activities** **Activity: Real-World Hotel Investigation Task** **Title:** Explore and Analyze: Modern Hotel Practices Objective: To deepen learners' understanding of technology, safety, security, and cultural considerations by applying concepts to real-world hotel practices. Task Instructions: 1. Choose ONE hotel (local or international). (Example: nearby hotel, resort, or known hotel brand) 2. Research or observe the following: o Guestroom technology (e.g., smart locks, digital controls) o Safety features (e.g., fire exits, alarms, emergency plans) o Security measures (e.g., CCTV, keycard systems, safes) o Cultural considerations (e.g., language options, religious amenities) 3. Present your findings using any of the following formats: o Poster o Infographic o Short report (1–2 pages)	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.

<table>
<tr>
<td></td>
<td>
Slide presentation
Output Guide:

Name of Hotel
List of features under each category:

Technology
Safety
Security
Cultural Considerations

Optional Challenge:

Suggest one innovative feature that the hotel can add to improve:

Guest safety
Security
Cultural experience

Performance Criteria:
<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>
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<td></td>
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<tr>
<td>VI. ASSESSMENT</td>
<td colspan="2">
Performance Task:
Learners design a Guestroom Safety and Cultural Preparedness Checklist showing:

Technology
Security
Safety procedures
Cultural considerations

Rubric focuses on:

Accuracy

</td>
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</table>

	• Practicality • Professional attitude
VII. REFLECTION	Teacher reflects on: • Learners' engagement and participation • Challenges in understanding security procedures • Adjustments made (extra demonstrations, visuals, peer support)
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.