

Unit 4:
**Explaining Hotel Services to Guests and
Providing Information**

Hotel TEACH Lesson Plan
Unit 4 Lesson 1

Career Counseling: Keeping a Professional Demeanor

Objectives:

Sts will learn guidelines for how to develop and maintain a professional demeanor. Sts will learn the value of impressions and focus on ways to leave the best impression.

EFF Standards	Resolve Conflicts and Negotiate: Engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all.
Industry Standards	Act with Professionalism & Integrity

Activity 1: Qualities of Being Professional

T elicits from Sts the definition of professionalism by asking the following question:

What does it mean to act like a professional?

T writes St responses on the board and leads class towards the definition of professionalism:

Being professional means that you prove on the job that you have the qualities, behaviors, manners and skills that make you a valued employee.

What are examples of professional behavior?

What are some examples of unprofessional behavior?

T makes two columns on the board and writes Sts responses to the above two questions on the board, adding the following examples when applicable.

Professional	Unprofessional
Know how to do their job correctly	Unconcerned with company policies or procedures
Works hard to meet company goals	Self-centered
Takes initiative	Careless and sloppy in their work and appearance
Attentive to guest needs	Poor attitude (angry, resentful, bored, disinterested)
Attentive to the needs of the hotel	Constant lateness
Motivated to do better	Immature (ask Sts for examples)
Punctual	Not a team player
Detail oriented	Takes criticism poorly and is defensive

Positive attitude and personality	Complains
Team player	Gossips

After this activity, T asks the class the following questions and writes their responses on the board:

Why is being professional important to you?

Example answers: You are respected as an employee. You gain pride in the job that you do. Management, guests and co-workers have confidence in you and you are trusted to do a quality job.

Why is being professional important to your employers?

Example answers: Your appearance, attitude and behavior represent the hotel. Your ability to be professional can effect business in a positive or negative way.

Activity 2: The value of impressions

T shows video segment 10 “Here are your towels” (13 seconds) from American Hotel and Lodging Association video Ten Minute Trainer. T elicits discussion with the following questions and writes the responses on the board:

What did the employee do right or wrong?

Is this professional behavior? Why or why not?

What feeling do you get about this room attendant? What type of employee do you assume her to be?

T tells the class that these feelings are an impression that they have of the worker. T then asks Sts to define “impression”, leading towards the following definition:

An impression is the feeling or opinion you get about someone when you first meet him or her.

T explains that you need to be aware of the impression make on others, and asks the class:

Why is the impression that you leave on others important?

Example answers: Impression help guests, managers and co-workers to form opinions about you. These opinions influence their behavior and responses toward you.

T then asks the class the following question and lists their responses on the board:

What would influence a person’s impression of you?

- Your appearance
- Your attitude
- Your mannerisms

- How you listen
- Your body language

T then asks Sts:

Is it OK to speak your native language in front of hotel guests?

No. It is important to be mindful when speaking your native language at your job because guests may get the impression that you don't understand English or feel uncomfortable. Since English is the primary language of the American work place, it is more professional to speak English.

T shows video clip "Here are your towels" one more time and asks the class:

What could the employee have done to leave a more positive impression?

Activity 3: Your impression of guests

This activity is to illustrate how quickly an impression is formed. T breaks class into groups of four and distributes to each group photos of different types of people (from magazines or the internet- each group should get the same set of photos) and writes the following questions on the board for each group to discuss.

What is your impression of this person?

What kind of person do you think they are?

What do you think this person does?

What made you come to these conclusions? Be specific.

Give Sts five minutes for this exercise and instruct them to answer the questions for each of the photos.

Instruct Sts to have one St from their group take notes and report the answers back to the class. After all groups have presented their thoughts, T asks the following questions to elicit discussion:

How long did it take for you to come up with an impression of the person in the photo?

Would your impression of a person affect your behavior towards them? How?

Is it hard to think of someone past your first impression of them?

T explains to Sts that within the first three seconds of meeting someone, they are both evaluated by that person and forming their own impression of that person. The impression that Sts leave affects the way people treat them.

T then asks the class to brainstorm ideas on how to leave a positive impression.

Example answers:

- Smile

- Shake hands with them
- Dress professionally
- Listen actively

Homework

Distribute Handout 1 to Sts and review the vocabulary words in the box. Have Sts read over questions and begin to think about what aspects of their professionalism they would like to improve. Have Sts complete this and bring it back to class the following week.

Teacher Tips:

When discussing the point about speaking your native language in front of guests feelings of discontent may come up as Sts express that is not their fault if people assume they are being talked about. Remind Sts that the priority is that they control their own behavior and remain professional.

As an extension activity, or in lieu of the AHLA video, you can do the following exercise:

The image of professionalism

Materials needed: newspapers, magazines, large post-its, or poster type paper, scissors, glue.

Give Sts an assortment of magazines, trade magazines and newspapers to choose from.

Break Sts into groups of 4 or 5. Instruct Sts to look through the magazines and newspapers and select images or text that describe what it means to be professional. As a group, they are to create a collage with their interpretation of professionalism. They are to write one sentence about each image they chose. After collages are completed, instruct Sts to explain their collages to the class.

Unit 4, Lesson 1: Handout 1

Professional Appearance	Skills	Teamwork
Professional Attitude	Initiative	Time Management
Customer Service	Behaviors	

Who is the most professional person you know? What makes them seem so professional? Give specific examples.

Think about what you want to learn from them. What do you think you need to improve on to be more professional?

Choose 3 goals that are the most important to you.

What do you need to achieve this? _____

What information or knowledge do you need? _____

What help do you need? _____

Who can help you? _____

Hotel TEACH Lesson Plan
Unit 4, Lesson 2

Hotel Regulations and Policy

Objective

Sts gain confidence in explaining hotel policies to guests.

EFF Standards	Guide Others: Use strategies for providing guidance that take into account the goals, task, context and learning styles of others.
Industry Standards	Act with Professionalism & Integrity

Activity 1: Intro to Rules

T asks Sts to look around the classroom to see posters on what is not allowed in the school. For example:

Smoking is not permitted in the classroom.

Eating or drinking in the room is not allowed.

T asks Sts to come up with other rules that they've seen posted, maybe in the subway, movie theater, restaurants or hotels.

Radio playing is not allowed.

Spitting is not allowed.

Talking during the film is not permitted.

Checkout is 12 noon.

Drink glasses are not allowed in the pool area.

Only guests are permitted to use the sports club.

T asks Sts to identify some of the expressions used for the policies:

--- is permitted

--- isn't permitted

--- is allowed

--- isn't allowed

--- is required

T asks Sts:

What is a polite way to tell people about policies or rules?

Focus on the thing; if possible, do not accuse the person directly; give another option; interrupt politely and tell the person.

What sounds better, *You can't smoke here* or *Smoking isn't permitted here*?

Why?

One sounds aggressive or like a personal attack; the other sounds neutral.

Why is it more polite to focus on the thing or action than on the person?

Because the person might not be aware of the rule, and it separates the person from the activity.

T asks Sts to identify the nouns or actions in the rules they just came up with, the policy and an option, if needed. T writes on the board in a grid like the following:

Noun	Activity/Gerund	Policy	Option
	Radio playing	is not permitted on the subway	
	Talking on the cell phone	is not permitted in the classroom	but you can go in the hall.
	Talking during the film	is not allowed.	
	Smoking	is not allowed in the hotel	but you can go outside, in front of the building.
	Eating or drinking	is not allowed	
Only guests		are permitted to use the sports club.	
Checkout		is at 12 noon.	

Activity 2: Offering Options

T then asks Sts to turn to page 68 in *Make Your Mark in Hotel Industry*.

Sts read the introductory paragraph. T asks Sts:

What is the polite way to enforce hotel policies?

Tell guests what they can do.

How can you do that?

Think about the opposite. For example, if smoking isn't allowed in the classroom, where is it allowed?

With their partner, Sts look at the examples and check the polite way to tell a guest about the policy. T asks Sts:

What other things should you keep in mind when speaking to the guest about policies?

You need to think about your tone of voice, body language, facial expression; be discreet when speaking to the guest; don't speak in a loud voice or embarrass the guest, etc.

Class goes over answers, and T asks Sts to list the rules from the exercise on the board.

Activity 3: Thinking about the Big Picture

T tell Sts about having to politely tell someone that he/she was breaking a rule — maybe it was someone at a job or in the community — and how the person responded. T asks Sts:

Tell me of a time you had to tell someone about a rule.

Did the person respond in a friendly manner, or was he/she rude?

T asks Sts to think about the rules they came up with from the last exercise:

1. Children are not allowed in the whirlpool.
2. Drink glasses are not allowed in the pool area.
3. Quiet hours are 10 PM to 9 AM.
4. Pets are not allowed in the hotel.
5. Smoking is not permitted in the hotel.
6. You cannot serve drinks to an intoxicated person.

In small groups, Sts consider these six rules and talk about the following questions:

Do you think this is a good rule?

What is the reason for this rule in a hotel?

How comfortable are you when you have to tell someone about policy?

What is the most difficult policy to tell someone about?

Activity 4: Politely Interrupting

T asks Sts to imagine that a hotel employee needs to interrupt a guest and tell him/her about the rules.

What are some ways to politely interrupt and tell a guest about the policy?

Now, what is an alternative you can offer or suggest?

<p><i>I'm very sorry, sir, but unfortunately ...</i> Excuse me, miss, but ... <i>Excuse me, I'm sorry but ...</i></p> <p><i>Excuse me, but I'm afraid that ...</i></p>	<p><i>[rule] ... smoking is not allowed here.*</i> <i>... I'll have to ask you not to smoke here.</i></p> <p><i>... for safety reasons, guests are not permitted to bring bottles and glasses to the pool area.</i></p> <p><i>... can I ask you to smoke outside?</i></p> <p style="text-align: center;"><i>[giving alternative]</i></p>
---	---

In pairs, T counts off and gives each pair a rule to practice where:

Student A = a guest; Student B = a hotel employee

Student B is violating the chosen rule, so Student A must speak to him/her about the situation.

After the Sts rehearse their dialogue with their partner, T asks for volunteers to demonstrate their dialogue. T writes the rule on the board and leads the class with the following questions to evaluate the dialogue:

Rule 1 – Children are not allowed in the whirlpool.
<i>How did the employee interrupt the guest?</i>
<i>How did the guest react to the employee?</i>
<i>What was the alternative or option the employee suggested?</i>
<i>If the guest reacted negatively, what should the employee do next?</i>

Activity 4: Role Play

T gives groups or pairs of Sts a pack of situation cards (handout).

Sts pick cards and first act out the situations in small groups/pairs, as *employees* and *guests*. Pairs/groups then pick the next card and switch roles. Groups then perform one dialogue each for the class.

Other Sts must listen for the following information and feedback as a whole class after each dialogue:

- 1. What expressions were used to speak to the guest?*

2. What “alternatives” did the employee give?
3. Did the conversation have a positive conclusion?

Materials

Make Your Mark in the Hotel Industry

Extension Activity

T reads the dialogue on p. 74 from *Make Your Mark in the Hotel Industry*. In groups of three, Sts act out the dialogue with emotion, as there is an emergency situation. Sts follow up the activity with the matching exercise on page 75.

Teacher Tips

It’s important for Ts to give real examples of when they enforced a rule, as often people who are being chastised apologize. These examples non-incumbent Sts at ease, since they may not have had to explain policies before. On the other hand, situations occur in which a person does get angry when told about a rule. Have Sts analyze the example to determine why the person got angry. Was it the way the person was told about the rule? Was it in a bossy or abrupt way? Was the person very drunk and getting angry for no reason? Encourage incumbent students to share their experiences with non-incumbents.

Unit 4, Lesson 2: Handout 1
Situation Cards

A guest has brought bottles and glasses to the pool area.	Guests have brought a new puppy back to their hotel room without a cage.
Parents have left young children alone in the pool area.	Guests are hanging their laundry over the balcony.
Ten young women want to share a single room for spring break.	A guest will not leave the hotel bar at closing time.
A guest has the TV volume up very loud at 2 AM.	All the towels have disappeared from a guest's room.
Newlyweds are making a lot of noise at 3 AM.	A guest has moved all the furniture around in the room.
Invent your own situation!	Invent your own situation!

Hotel TEACH Lesson Plan
Unit 4, Lesson 3

Customer Service on the Telephone

Objective

To answer a telephone in a correct manner, help or direct the caller to the appropriate person and close the call.

EFF Standards	Speak so Others Can Understand: Organize and relay information to effectively serve the purpose, context, and listener. Listen Actively: Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
Industry Standards	Act with Professionalism & Integrity Communicate with Others

Activity 1

T tells Sts that they will start lessons on telephone skills. T asks Sts:

How many people have experience using the phone at work to speak to the guests?

What do you need to keep in mind?

Example: Be polite

Say your name

T then puts Sts into small groups with a stack of Telephone Talk discussion cards (see Telephone Talk Cards 1 & 2). A St draws the top card and reads the question to the group. The group discusses the card and then comes up with answers. Then the St passes the deck to the next St, who asks the next question. Some of the questions have answers, according to the Telephone Doctor (see suggested answers, last page).

T reviews answers with class by asking questions from cards. T guides Sts to appropriate answers (according to Telephone Doctor* & AHILA guidelines).

Activity 2

T asks Sts to answer the following question:

What are your "pet peeves," or things that make you angry when you call a place of business?

Examples of student pet peeves:

- The phone rings for a long time before someone answers..
- Customer service representative not knowing the right person to direct the question to.
- Eating while on the phone.
- Customer service representative is rude.

- Customer service representative puts person on hold without warning saying anything.
- Giving excuses or saying, “It’s not my job.”

T asks Sts to suggest good ways to answer the phone:

- Answer on the first or second ring.
- Help the person.
- Don’t transfer all over the office.
- Be polite.

T plays the *Telephone Doctor* video, “Basic, Basic Telephone.” T asks Sts to listen for the following parts of a conversation (see six sections, below) and plays each section. Afterward, Sts dictate dialogues back to the T, who writes dialogues on the board. (If you can’t get this series, have Sts brainstorm the language for the following situations. Sts identify the components for each and then compare with Telephone Techniques, Handout 2, to see if they missed anything.)

1) *Answering a business call*

2) *Putting a caller on hold*

3) *Using the customer’s name in a conversation*

4) *Giving spoken feedback signals*

T asks Sts to write down the different feedback signals they hear:

5) *Taking a message*

T asks Sts to listen for the three tips on taking accurate messages:

6) *Controlling conversation*

T asks Sts to write down the questions the employee asks the customer:

7) *Closing the conversation*

T asks Sts to write down the dialogues used to close a conversation and other valuable phrases used to close a conversation.

* The *Telephone Doctor* series is available through this website:

<http://www.telephonedoctor.com/>

Activity 3

T passes out the “Telephone Rules” worksheet. In pairs, Sts read each section and brainstorm language they could use for each part. Sts write down an example for each question. Sts report different examples of each to the class.

Activity 4

Sts get into groups of three or four. T gives each group an envelope with the short scenarios to practice with one die (see Handout 3). Each situation can be answered according to the roll of the die (each number corresponds to a roll of a single die). For example, a St draws this card:

1) A guest wants to know what time the pool is open.
--

and rolls a “4.” “4” means that he/she must put the caller on hold because two other phones are ringing. The St might say:

“Good afternoon, Sheraton Hotel, James speaking.”

“Hello, I would like to know what time the pool is open.”

Let’s see, may I put you on hold for a moment while I look up the times? I will be right with you.”

“OK, I can wait a few minutes.”

Extension

Practice reading and dialogue: Make Your Mark in Hotels, Unit 4, “Do You Have a Reservation?” Pages 42-43.

Using cell phones, or, sitting back to back, Sts practice dialogues and situations from cards. Then have Sts record their dialogues either in audio or video. Finally, Sts exchange recordings and use the “Speaking Checklist” (see attachment) to offer feedback to each other.

Materials

Video from *Telephone Doctor*, “Basic, Basic Telephone Skills.”

Tips for Teachers

- We recommend the *Telephone Doctor* Series, as it is an industry standard, but if you don’t have access to it, other telephone training materials are available from your public library or local community college. Check out their resources. There is also a tape, called *Professional Telephone Skills*, by Debra Smith. Unfortunately, many of these materials are designed for native speakers. Listen to them first, and isolate the short clips you want to use. I’ve used the *Professional Telephone Skills* tape because it begins with a recording of a bad example of a telephone call, and

as a class, we came up with rules similar to those the “Telephone Doctor” has. The AHLA text, pages 110-111, has a reading on telephone courtesy, too. The text *Speaking Naturally* has a chapter on “Controlling Conversations.” You may want to give Sts examples of yes/no questions that are used to direct a conversation to closure — versus information questions, which are open-ended and keep someone talking. Notice the difference between the questions:

Would you like a room on the 3rd or 12th floor?

Where would you like a room?

Giving the guest a choice or asking a yes/no question directs and focuses the conversation. It will help you guide the guest and make the call more efficient, especially if the guest loves to talk.

Telephone Talk Cards 1A



What is a professional way to answer the phone?	Is it ever OK to tell a lie to a caller?
How do you end a phone conversation?	When do you need to smile when answering the phone — before picking up the phone or when you hear the caller’s voice?
When is it OK to hang up on a caller?	When should you offer help to a caller?
When can you “hear” a smile?	If you are transferred to voice-mail, what do you need to leave in your message?
If you don’t know the answer to the caller’s question, what should you do?	How long do you get to make a good impression on the phone?



Telephone Talk Cards 1B

<p>How can you say, “I have no idea what you’re talking about” in a more polite way?</p>	<p>What are some ways to make your voice sound more professional over the phone?</p>
<p>If the caller asks for someone who has just stepped out to go to the restroom, what do you say?</p>	<p>What are your “pet peeves” about the phone?</p>
<p>How long should you let the phone ring before you answer it?</p>	<p>What are some ideas to help with an angry caller?</p>
<p>What makes you most angry when you call a company?</p>	<p>If you don’t have voice-mail, how do you ask to take a message?</p>
<p>If you don’t know the answer to the caller’s question, what should you do?</p>	<p>What do you do if you get three phone calls at the same time?</p>

Unit 4, Lesson 3: Handout 2

Telephone Techniques

I) Answering the call

- 1) Greeting
- 2) Property name
- 3) Your name
- 4) Department (if necessary)

The phone is ringing in your department. You answer it and say ...

II) Helping the guest

- 1) Answer the question.
- 2) Ask for permission to put guest on hold while you get the information from a file or the computer.

You want to put the caller on hold, so you ask ...

III) Helping the guest — when you don't know the answer to a question

- 1) Ask questions to be clear about what the guest wants.
- 2) Ask permission to put guest on hold while you find out the answer or ask someone for help.
- 3) Ask permission to transfer the guest to another department or operator who can answer the question for the guest.
- 4) Ask to take a message for the person if the person is not available.

You want to transfer the caller to the operator, so you say to the guest ...

IV) Closing the conversation

- 1) a sincere "Thank you for calling."
- 2) an offer to be of assistance in the future.
- 3) let caller hang up first.

Write down an example of how to close the conversation ...

Unit 4, Lesson 3: Handout 3

Short Telephone Scenario Cards – Answering the Phone

Directions: In groups of three or four, students draw a card. Roll the die to see how to answer the call.

-
- 1) You know the answer and help the guest. **(Solve problem)**
 - 2) You don't know the answer but know the person who does. **(Transfer)**
 - 3) You know the answer but need some time to look it up. **(Put on hold)**
 - 4) You know the answer, but there are two other phones ringing. **(Put on hold)**
 - 5) You don't know the answer but know the person who does, but he's not here today. **(Take a message)**
 - 6) You know the answer, but you need to call the person back. **(Take information to follow up)**



(Cut Cards) -----

1) A guest wants to know what time the pool is open.	2) A guest has a broken air conditioner and needs someone to fix it.
3) A guest wants to leave a message for another guest in the hotel.	4) A guest wants to make a reservation at Russo's.
5) A guest wants to know what the weather will be tomorrow.	6) A co-worker needs to speak to the housekeeping manager.
7) A guest wants to speak to someone in accounting.	8) A caller wants to know how to apply for a job at the Sheraton.
9) A guest wants to know if there is wireless Internet access in the hotel.	10) A guest wants to know if the hotel offers kosher meals.

Extension Activity Handout 1

Recording Worksheet / Speaking Checklist

Name: _____

Topic: _____ (Listen to the recording, several times)

Date of Recording: _____

Categories	Ways to improve this recording
1. What words are difficult for you to pronounce or understand?	
2. Is the speaking too fast or too slow?	
3. Does the speaking sound too soft or too loud?	
4. Does the speaker sound unconfident or confused?	
5. Other suggestions?	

Complete the form and explain it to your classmate.

Suggested Answers for Handout 1 Talk Cards

(Answers with single asterisk* are according to the Telephone Doctor; double asterisks** are according to AHLA)

Telephone Talk Cards 1A

****What is a professional way to answer the phone?**

Greeting (Good morning or Good evening)

Property name

Your name

Department (if necessary)

Polite question (How may I help you?)

***Is it ever OK to tell a lie to a caller?**

Telephone Doctor says never, but white lies are necessary sometimes. For example, if your supervisor can't take the call because she's in the bathroom or doesn't want to take the call, and you have instructions to take a message, you may say she stepped out even if she didn't. This is a white lie or is "screening calls." A lie would be to say that the restaurant opens at 6 AM when, in fact, you have no idea when the restaurant opens. If you don't know, it's wrong but not a lie. Another lie would be to say "yes" to the guest and say you'll do whatever he/she says, even though it is impossible, just to make him/her happy, avoid a problem and get off the phone.

****How do you end a phone conversation?**

Each phone call is ended with a sincere "Thank you for calling." Also, offer to be of assistance in the future: "If you need anything further, please don't hesitate to call me. My name is Li Po." Let the caller hang up first.

***When do you need to smile when answering the phone — before picking up the phone or when you hear the caller's voice?**

Before picking up the phone.

***When is it OK to hang up on a caller?**

Never. You must always try to help or get the person to someone who can help. If you promise to take a message and call back later because you can't solve the problem now, keep the promise and follow up.

When should you offer help to a caller?

You should always offer help, but if you can't answer the question, transfer the caller to someone who can. Always ask permission to put a caller on hold or permission to transfer the call.

***When can you "hear" a smile?**

Always

***If you are transferred to voice-mail, what do you need to leave in your message?**

Give your name, phone number and detailed message on why you're calling.

***If you don't know the answer to the caller's question, what do you do?**

Ask the caller if he/she would like to hold on a minute while you find someone who knows the answer. Remember to give the caller the name and phone number of the person you will transfer the caller to, just in case he/she gets cut off. If you must call back with the answer, make sure you get the phone number and name of the caller, and follow up. It will make a big impression on the guest if you follow up, because people usually expect that they will have to call back.

***How long do you get to make a good impression on the phone?**

4-6 seconds.

Telephone Talk Cards 1B

***How can you say, “I have no idea what you’re talking about” in a more polite way?**

“If you’ll repeat it for me, I’ll be happy to assist you.”

“Could you explain the situation to me again, and I’ll do my best to help you or I’ll find someone who can.”

What are some ways to make your voice sound more professional over the phone?

Sit up straight in your chair. Speak clearly and politely. Do not rush the caller. Do not shout. Smile when answering the phone, and show concern and empathy when there is a problem. Speak with authority and not with a confused tone. Sound alert and ready to help. If you have a high voice, try lowering it slightly when answering the phone.

If the caller asks for someone who has just stepped out to go to the restroom, what should you say?

I’m sorry, but the person has just stepped away from her desk. May I transfer you to her voice-mail?

What are your “pet peeves” about the phone?

Someone talking to somebody else while he/she is speaking to me.

Long, computerized menus that I have to navigate to get to a “real” person.

The “real” person sounding like a computerized robot.

Being transferred to many departments and then getting cut off.

Hearing someone eating or chewing gum while speaking on the phone.

Someone not taking a proper message or following up.

Someone not knowing the answers to simple questions.

****How long should you let the phone ring before you answer it?**

Three rings. A phone ringing more than three times tells the caller the hotel property doesn’t want to answer the call.

***What are some ideas to help with an angry caller?**

This is the same problem-solving technique we’ve seen with face-to-face situations.

Apologize, empathize, offer assistance, respond and follow up. Telephone Doctor has the **ASAP** method:

Apologize & Acknowledge the caller's feelings (you'll probably spend 80% of the time soothing the caller and 20% fixing the problem).

Sympathize & empathize: "I don't blame you for being upset. That's got to be very frustrating."

Accept responsibility: "Let me see how to help. My name is Mary, front desk agent, and I am speaking with ... ?"

Prepare to help: Start asking questions about the problem.

***What makes you most angry when you call a company?**

Being transferred

Being put on hold

Bad attitude

Not having attention paid to you

Not being helped with a problem or being told it's my fault

****If you don't have voice-mail, how do you ask to take a message?**

To take a message, ask for the caller's name (spelled correctly), the phone number, the time and date of the call and a brief but clear message (include name of the person to whom the call was directed). Write down your name as the message taker in case there are any questions. Most of the time, callers will leave a voice-mail.

If you know the answer to the caller's question, what do you do?

Tell the person the exact information. If it takes time to get the information, or you have to look it up in the computer, ask for permission to put the person on hold. Never hum or breathe deeply, chew gum or talk to people in the background while you have a caller on the line and you're looking through papers or on the computer.

What do you do if you get three phone calls at the same time?

It is annoying to hear phones ringing in the background. Answer the phones in the order the calls came in, and ask the callers if it is all right to put them on hold for a few minutes while you complete the first call. You may also ask the caller if you can transfer him/her to another person who is less busy. Always ask for permission; never say:

"Hold on!"

"I'll transfer you!"

"Just a minute!" (and send the person to another line or put him/her on hold).

Unit 4, Lesson 3: Handout 2 - Suggested Answers
Telephone Techniques

I) Answering the call

- 1) Greeting
- 2) Property name
- 3) Your name
- 4) Department (if necessary)

*The phone is ringing in your department. You answer it and say ...
Good Afternoon, Engineering, This is John.*

II) Helping the guest

- 3) Answer the question.
- 4) Ask for permission to put guest on hold while you get the information from a file or the computer.

*You want to put the caller on hold, so you ask ...
Could you hold for a moment while I access your records?*

III) Helping the guest — when you don't know the answer to the guest's question.

- 5) Ask questions to be clear about what the guest wants.
- 6) Ask permission to put guest on hold while you find out the answer or ask someone for help.
- 7) Ask permission to transfer the guest to another department or operator who can answer the question for the guest.
- 8) Ask to take a message for the person if that person is not available.

*You want to transfer the caller to the operator, so you say to the guest ...
May I transfer you to the operator?*

IV) Closing the conversation:

- 1) a sincere "Thank you for calling."
- 2) an offer to be of assistance in the future.
- 3) let caller hang up first.

*Write down an example of how to close the conversation.
Thank you again for calling, Mr. Joaquin. If there is anything else you need, don't hesitate to call. We appreciate your business.*

Hotel TEACH Lesson Plan
Unit 4, Lesson 4

Collecting and Clarifying Information over the Phone

Objective

Use appropriate language to collect, clarify and confirm information over the phone. Practice anticipating what information will need to be collected.

EFF Standards	Listen Actively: Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
Industry Standards	Follow Directions Communicate with Others

Activity 1

T tells Sts they will work on taking information over the phone in the hotel. T asks Sts to identify situations in which workers interact over the phone with guests or their co-workers and for what purposes.

- Reservations – booking rooms
- Call Center requests – responding to guests’ needs and relaying information to appropriate departments as necessary
- Room Service – place food orders
- Engineering – problems with the room, electrical, heating, etc.
- Housekeeping – help with cleaning or items for bed or bathroom

Activity 2

T asks Sts to listen to a telephone dialogue between the call center and the housekeeping department.

(Hotel TEACH Recording; see attached transcript)

T asks Sts to identify the information Chris from Housekeeping asked for. T plays dialogue again if necessary.

What does Chris ask for?

- Guest’s last name
- How to spell guest’s last name
- How many pillows

T asks Sts to listen to the dialogue again and note down the information that the call center tells housekeeping.

- Montehue
- Room 545
- 2 pillows

T passes out Handout 1. Sts listen again and practice conversation with a partner.

Activity 3

T tells Sts they will hear a new conversation. This will be a conversation between room service and a guest.

What information do you anticipate the room service worker will ask the guest?

- Room number
- Food order
- Guest's name

T asks Sts to listen to the dialogue for questions about this information and take notes. Sts report back what they heard:
(Hotel TEACH Recording, Dialogue 2; see attached transcript)

T plays dialogue again and asks Sts to write down the questions for each:

- Room number: Could you tell me your room number, please?
- Food order: All right. Do you know what you would like to order? Would you like anything to drink?
- Guest's name: And could you tell me your name, please?

T should ask Sts to note the use of embedded questions* or “polite questions.”

Example:

Do you know ... ?
Can you tell me ... ?
Could you tell me ...

**(See grammar lesson on embedded questions for review – Unit 3, Lesson 4: “Directing Guests Around the Hotel”)*

Next T asks Sts:

How did the employee make sure that she had all the information correct?
She read the order back, asked for spelling, repeated the room number.

Sts should note here that taking good messages requires making sure they have all the information correct by confirming the information and the spelling if necessary.

T asks Sts to listen to the dialogue again and write down the important information (include date and time).

- Waterworth
- Room 1014
- 1 hamburger, medium-rare, no cheese, no onion rings, sub French fries
- 1 light Caesar salad, dressing on the side
- (date and time)

T passes out Handout 2; Sts listen again and then, in pairs, practice the dialogue. T corrects pronunciation as needed.

Activity 4

T asks Sts the following questions:

A guest calls you for more shampoo and towels. Anticipate the information you will have to ask the guest:

- a) Room number
- b) Name of guest
- c) Number or types of towels — bath, hand, etc.

Now, what are the questions the employee will have to ask?

What room are you calling from?

And your name, please?

How many towels would you like?

T then has Sts practice a dialogue with their partner and asks one group to give a demonstration of the phone call. (A sample transcript for this exercise is attached.)

Activity 5

T puts Sts in pairs and passes out one “Guest Request Situation” card to each pair. T gives Sts five minutes to do Step One: identify information. Sts then work out a dialogue together and, when ready, perform situation for class. Class listens for the clarifying information questions the pairs use.

Extension Activities

1) Sts record their situations and hand them in to the T. T passes out the Guest Request Form to each St and plays three of the situations. Sts fill in the Guest Request Forms (Extension Handout 1) according to the situation. (See directions on Guest Request Forms.) Sts compare their answers for the three situations.

2) Have Sts download “Taking Phone Messages” recording to review lesson and practice the clarifying questions and confirming statements.

Podcast is available to download at Melinda’s ESL for work site:

<http://mthomsen1776.podomatic.com/>

Teacher Tips

Most guest requests are done by a computer program. The Guest Request Form used in this lesson is adapted from the Sheraton Computer System and includes the basic information that is logged — for example, location, priority, status, category, detail and department. Sts

should be familiar with these areas. In our form, we've included other services, such as room service, concierge and the restaurant. These areas usually have their own tracking system and would not be included with housekeeping or engineering requests.

Unit 4, Lesson 4: Handout 1

Taking Messages Transcripts

Confirming Information for Message Taking

Dialogue 1

Housekeeping: Hello, Housekeeping, this is Chris.

Call Center: Hello, This is Debbie from the Call Center. Room 545 needs extra pillows sent up. Could you send someone up there?

Housekeeping: Sure, what's the guest's name?

Call Center: Montehue.

Housekeeping: How do you spell that?

Call Center: M-O-N-T-E-H-U-E.

Housekeeping: Thank you. So that's Montehue in Room 454.

Call Center: No, it's room 5-4-5, Montehue.

Housekeeping: Got it. Room 545, Montehue.

Call Center: That's right.

Housekeeping: How many pillows?

Call Center: Two pillows, please.

Housekeeping: No problem.

Call Center: Thank you!

Unit 4, Lesson 4: Handout 1

Taking Messages Transcripts

Dialogue 2

Room Service: Room Service, this is Fiona, how can I help you?

Guest: Yes, hi! I'd like to order some food.

Room Service: All right, do you know what you would like to order?

Guest: I'm not sure. I don't see a menu here in my room.

Room Service: If you look on the table next to the television in your room, you should see a menu there. Do you see it?

Guest: Oh, yes! Yes. Now I see it. OK, let's see ... I'd like a hamburger with a side order of fries instead of onion rings — no cheese whatsoever on the burger. And no onions ...

Room Service: All right ...

Guest: And I'll also have a Caesar salad. What's the difference between traditional and light?

Room Service: "Light" means the dressing is non-fat, and "traditional" is regular dressing.

Guest: I'll take light. Can you put the dressing on the side?

Room Service: Yes, we can put it on the side.

Guest: OK, that's all.

Room Service: Would you like anything to drink?

Guest: Oh, yes. Just a second. Two bottles of water ... Whoa! Wait a minute. It's \$7.00 for a bottle of water?! Never mind.

Room Service: All right, ma'am, so that's a hamburger with French fries instead of onion rings, no cheese, no onions on the burger. How would you like your burger cooked?

Guest: Medium-rare is fine.

Room Service: Medium-rare on the burger. Light Caesar salad, with dressing on the side, and nothing to drink. Is that correct?

Guest: Yes, that's right.

Room Service: Could you tell me your room number, please?

Guest: We're in room 1014.

Room Service: 1014, thanks, and could you tell me your name, please?

Guest: Melissa Waterworth.

Room Service: Thank you. Could you spell the last name for me, please?

Guest: Sure, it's W-A-T-E-R-W-O-R-T-H.

Room Service: Thank you, Ms. Waterworth. Your total will be \$28. Your order should arrive within the next 20 minutes.

Guest: Thank you! Bye-bye.

Room Service: You're welcome, goodbye.

Unit 4, Lesson 4: Handout 3

Guest Request Situation Cards – Collecting and Clarifying

Information

Directions: Cut out cards and distribute one card to each pair.

A guest would like a vegetarian lasagna, side salad and a drink sent to the room.	A guest is allergic to the soap in the bathroom and needs to get another brand sent up.
A guest would like to order tickets for the Broadway Play <i>Ratz</i> and needs to sit in a place that is wheelchair accessible.	A guest would like to have beer and pizza sent up to the room.
A guest would like someone to come up and change a light bulb.	A guest would like the A/C adjusted; it is much too cold.
A guest would like to order a pair of the hotel slippers because she left hers at home.	A guest would like to make an appointment at the hotel hair salon for a haircut.
A guest would like to make a reservation at the Grand View Hotel Restaurant for tonight.	A guest would like to order a bouquet of roses and have them sent to his girlfriend's room.

Extension Activity Handout 1

Guest Request Form

Directions: Listen to the guest's request, and log it in to the system.

Ex: "I'd like to send flowers to my girlfriend for this evening."

Time	Location	Priority	Status	Category	Detail	Department
12:30 PM	1611	Medium	New	Call Center	One dozen roses to Ms. Smith in room 856	Florist

How to fill out Form

<p>Time: Exact time of call</p> <p>Location Room number of caller</p> <p>Priority Determine if guest needs work done: Right now – High Within an hour Medium Within the day Low</p> <p>Status: New (Guest just called) Pending (Guest called and the work is being done now)</p>	<p>Category What kind of request is it? Housekeeping/bed Housekeeping/bath Call Center /restaurant Call Center /tickets Call Center /hair salon Call Center / flowers Call Center / otel erchandise Room Service/ food order Lighting/lectrical Heating/Cooling</p> <p>Details: What is the problem exactly? <i>More towels, too cold...etc</i></p> <p>Department – What area of the hotel? Housekeeping, Hotel Restaurant, Concierge, Beauty Salon, Florist, Hotel Store, Room Service, Engineering</p>
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Unit 4 Lesson 4 Dialogue

Dialogue Example, Activity # 4

Guest: Hello, I'd like to have more towels and shampoo sent to my room.
Housekeeping: Certainly, what room are you calling from?
Guest: Room 832
Housekeeping: And your name, please?
Guest: Watson. George Watson.
Housekeeping: Thank you Mr. Watson, I will have towels and shampoo sent up right away. How many towels would you like?
Guest: I'd like two extra bath towels and why don't you throw in an extra washcloth and bath mat? I'd appreciate that.
Housekeeping: All right. So, that's two bath towels, one washcloth, one bathmat and one shampoo for Room 832, is that correct?
Guest: Yes, thank you. Oh, could you make that two shampoos, instead?
Housekeeping: Got it, two shampoos. Thank you, Mr. Watson. They will be brought up to you within the hour.
Guest: Thanks, that's perfect.
Housekeeping: You're welcome. Anything else you need today?
Guest: No, that's all.
Housekeeping: Ok. Good bye and enjoy your stay.
Guest: Thanks I am. Goodbye.

