

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** Front Desk Manger/ Receptionist

**Duration:** 6 Months

Trainer Name	
Course Title	<b>Front Desk Manger/ Receptionist</b>
Objectives and Expectations	<p><b>Employable skills and hands-on practice in Front Desk Manger/ Receptionist</b></p> <p>The front desk manager/ receptionist a comprehensive 6-month program comprising intense hands-on training combined with conceptual theoretical knowledge, coupled with industrial internship, aims at imparting modern skills and knowledge to the field of hospitality.</p> <p>The prime objective of this program is to create a new generation of Front Desk Manger/ Receptionist employees who possess hands on skills and a professional vision to explore new horizons of excellence in this field.</p> <p>This course aims to train “excellent” professionals, who will be able to work effectively as a team, with initiative and observing the principles of HACCP. This is a completely practical course in our facilities and real workplaces that will allow our students for the best insertion in the labor market.</p> <p><b><u>Main Expectations:</u></b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> <li>i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.</li> <li>ii. To materialize the main expectations, a special module on <b><u>Job Search &amp; Entrepreneurial Skills</u></b> has been included in the latter part of this course (5<sup>th</sup> &amp; 6<sup>th</sup> month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be</li> </ol>

encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

- iii. A module on **Work Place Ethics** has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

#### (i) **Motivational Lectures**

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey the message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements

for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

Course-related motivational lectures online link is available in **Annexure-II**.

### **(ii) Success Stories**

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

The suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.

### **(iii) Case Studies**

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases.

For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.

Case studies can be implemented in the following ways: -

- i. A good quality trade-specific documentary ( At least 2-3 documentaries must be arranged by the training institute)

	<ul style="list-style-type: none"> <li>ii. Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>iii. Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute)</li> </ul>
<b>Entry-level of trainees</b>	Matric science or equivalent, preferably F.Sc
<b>Learning Outcomes of the course</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate professionalism and service standards in hospitality industry/ sector to insure quality guest service.</li> <li>• Handle reservations and implement check in procedures.</li> <li>• Register guests and assign rooms.</li> <li>• Assist in pre-registration and blocking of rooms for reservation</li> <li>• Provide effective guest services and coordinate guests</li> <li>• Implement check out procedures</li> <li>• Post and file all charges to guests, master and city ledger accounts</li> <li>• Observe occupational health &amp; safety regulations</li> <li>• Maintain personal grooming and hygiene</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>6 months (26 Weeks)</b>  Class hours: <b>4 hours per day</b>  Theory: <b>20%</b>  Practical: <b>80%</b>  Weekly hours: <b>20 hours per week</b>  Total contact hours: <b>260 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<p>All private national and International Hotels, Restaurants, Event Management and catering companies, Food Units and Pastry Shops etc. are offering Jobs in the field on permanent and contract basis.</p> <ol style="list-style-type: none"> <li>1. Culinary institutions</li> <li>2. Food &amp; beverages industry</li> <li>3. Restaurants</li> <li>4. Food Outlets</li> <li>5. Hotels</li> <li>6. Hotel Management &amp; Food Technologist (Professional Cooking)</li> <li>Bakeries</li> <li>7. International Food Chains/ franchises</li> <li>8. Cruise ships</li> <li>9. Private businesses</li> <li>10. Tour Operators</li> </ol>
<b>Job Opportunities</b>	<ul style="list-style-type: none"> <li>• Government and Non-governmental organizations</li> <li>• Hotels.</li> <li>• Motels.</li> <li>• Resorts.</li> <li>• Restaurants.</li> <li>• Fast Food Chains.</li> <li>• Airlines.</li> <li>• Tourism Organization.</li> <li>• Caterers.</li> <li>• Parks.</li> <li>• Cruise Ships.</li> </ul>

	<ul style="list-style-type: none"> <li>• Bars.</li> <li>• Casinos.</li> <li>• Multinational Companies.</li> <li>• Clubs.</li> <li>• Food &amp; Beverage Organization.</li> </ul>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Lab
<b>Instructional Resources</b>	<p><b>Development Platform:</b></p> <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Videos</li> <li>• Course Curriculum</li> <li>• Lab</li> </ul> <p><b>Learning Material:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Videos</li> <li>• Support books</li> <li>• Google</li> <li>• Daily Consumable</li> </ul> <p><b>Reference books:</b></p> <ol style="list-style-type: none"> <li>1. Managing Front Office Operations by American Hotel &amp; Lodging Educational Institute (AH LEI)</li> <li>2. Front Office Operations By PEARSON</li> <li>3. Hotel Front Office Management, by Edition James A Bard 3<sup>rd</sup> edition</li> </ol>

## Modules

Schedule d Weeks	Module Title	Learning Units	Home Assignment
Week 1	Introduction	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• <b>Course Introduction</b></li> <li>• <b>Success stories</b> (for further detail please )</li> <li>• <b>Job market</b></li> <li>• <b>Course Applications</b></li> <li>• <b>Institute/work ethics</b></li> <li>• Orientation on Institute's rules &amp; regulations and SOPs for classrooms and labs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Home Assignment</b></li> <li>• <b>Task 1</b></li> </ul>
Week 2	Introduction to Front Office Operations & Hospitality Industry	<ul style="list-style-type: none"> <li>• <b>Type of Hospitality Organization</b></li> <li>• <b>Organizational Structure for Front Office</b></li> <li>• <b>Front Office Functions</b></li> <li>• <b>Front-of-the-House Operations</b></li> <li>• <b>Back-of-the-House Operations</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 2</b></li> </ul> <p>Details may be seen at Annexure-I</p> <p><b>Home Assignment</b></p>
Week 3	Maintain Standards and Develop Communication & Social Skills	<ul style="list-style-type: none"> <li>• <b>Observe occupational health &amp; safety regulations</b></li> <li>• <b>Maintain personal grooming and hygiene</b></li> <li>• <b>Communicate with the guests and co-workers</b></li> <li>• <b>Provide effective guest services and coordinate guests</b></li> <li>• <b>Work in team socially-diverse environment</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 3</b></li> </ul> <p>(Details may be seen at Annexure I)</p>
Week 4	Follow the System of the Front Office Department	<ul style="list-style-type: none"> <li>• <b>Types of Reservation System</b></li> <li>• <b>Reservation Policies &amp; Procedures</b></li> <li>• <b>Inventory and Requisition Front Desk Supplies</b></li> <li>• <b>Accepting or Denying Reservation</b></li> <li>• <b>Generating Reservation Reports</b></li> <li>• <b>Managing Reservations</b></li> <li>• <b>Respond to Emergencies</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 4</b></li> </ul> <p>(Details may be seen at Annexure I)</p> <p><b>Monthly Test</b></p>

<b>Week 5</b>	<b>Receive and greet the guest</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture( For further detail please see Page No: 3&amp; 4) Students are introduced to:</b></li> <li>• What is meant by receiving of guests?</li> <li>• Ensure and inquire needs of customers.</li> <li>• Follow gender and age sensitive services practices.</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Task 5</b></li> </ul> <p>(Details may be seen at Annexure I)</p>
<b>Week 6</b>	<b>Maintain Room Inventory</b>	<ul style="list-style-type: none"> <li>• <b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></li> <li>• <b>Ensure stock rotation cycle</b></li> <li>• <b>Understanding of steps of stock rotation cycle</b></li> <li>• <b>Ensure a continuous supply of materials and stock</b></li> <li>• <b>Maintain availability of materials whenever and wherever required in enough quantity</b></li> </ul>	<ul style="list-style-type: none"> <li>•<b>Task 6</b></li> </ul> <p>(Details may be seen at Annexure I)</p>
<b>Week 7</b>	<b>Use the Office Equipment's</b>	<ul style="list-style-type: none"> <li>• <b>Access Login &amp; Procedures</b></li> <li>• <b>Using Accessories and Output Devices</b></li> <li>• <b>Handle Calls</b></li> <li>• <b>Handle Electronic Messages</b></li> </ul>	<ul style="list-style-type: none"> <li>•<b>Task 7</b></li> </ul> <p>(Details may be seen at Annexure I)</p>
<b>Week 8</b>	<b>Handle Reservations and Implement Check In Procedures</b>	<ul style="list-style-type: none"> <li>• <b>Organize Front Office for Check-In</b></li> <li>• <b>Front Office Logbook</b></li> <li>• <b>Types of Reservations &amp; Guests</b></li> <li>• <b>Block &amp; Unblock Rooms</b></li> <li>• <b>Documentation &amp; Legal Requirements</b></li> <li>• <b>Securing Payments from Guests</b></li> <li>• <b>Handling Special Instructions</b></li> </ul>	<ul style="list-style-type: none"> <li>•<b>Task 8</b></li> </ul> <p>(Details may be seen at Annexure I)</p> <p>Monthly Test</p>
<b>Week 9</b>	<b>Implement Check Out Procedures</b>	<ul style="list-style-type: none"> <li>• <b>Review Account and Liaison with other Departments</b></li> <li>• <b>Documentary Requirements for Check-Out</b></li> <li>• <b>Filing Paper Work</b></li> <li>• <b>Handling Disputes &amp; Complaints</b></li> <li>• <b>Process Payments</b></li> </ul>	<ul style="list-style-type: none"> <li>•<b>Task 9</b></li> </ul> <p>(Details may be seen at Annexure I)</p>
<b>Week 10</b>	<b>Manage Time</b>	<ul style="list-style-type: none"> <li>• <b>Self-management and time management skills</b></li> </ul>	<ul style="list-style-type: none"> <li>•<b>Task 10</b></li> </ul>



		<ul style="list-style-type: none"> <li>• Work Load &amp; Task Priority</li> <li>• Special Task &amp; Orders</li> <li>• Managing Team &amp; Co-Workers</li> </ul>	(Details may be seen at Annexure I)
Week 11	Communicating with customers	<ul style="list-style-type: none"> <li>• Identify customer needs by asking questions</li> <li>• Have good knowledge on product and services and brief the customer clearly on them in a polite and professional manner</li> <li>• Build friendly but impersonal relationship with the customers</li> <li>• Use appropriate language and tone and listen actively</li> </ul>	<ul style="list-style-type: none"> <li>•Task 11</li> </ul> (Details may be seen at Annexure I)
Week 12	Dealing with guests	<ul style="list-style-type: none"> <li>• Show sensitivity to gender/ cultural and social differences</li> <li>• Understand customer expectations and provide appropriate product/services</li> <li>• Understand customer dissatisfaction and address their complaints</li> <li>• Maintain proper body language and dress code</li> <li>• Communicate clearly and effectively with the guest</li> </ul>	<ul style="list-style-type: none"> <li>•Task 12</li> </ul> (Details may be seen at Annexure I)  Monthly Test
Week 13	Assessment	<ul style="list-style-type: none"> <li>• Mid Term project</li> </ul>	(Details may be seen at Annexure I)
Week 14	Service quality requirements	<ul style="list-style-type: none"> <li>• Understand target customers, their profiles and needs</li> <li>• Build good rapport with the Customer</li> <li>• Understand the market trends and customer expectations by discussing. the same with frequent customers</li> <li>• Seek feedback and rating. from customer</li> <li>• Use customer-oriented behavior to gain loyalty and satisfaction</li> <li>• Be friendly but not familiar with guest</li> </ul>	<ul style="list-style-type: none"> <li>•Task 13</li> </ul> (Details may be seen at Annexure I)
Week 15	Complaint Handling	Motivational Lecture(For further detail	<ul style="list-style-type: none"> <li>•Task 14</li> </ul> (Details may

		<ul style="list-style-type: none"> <li>• please see Page No: 3-4)</li> </ul> <b>Feedback and Complaints</b> <ul style="list-style-type: none"> <li>• Taking customer feed-back</li> <li>• Complaints resolution</li> <li>• Recording Complaints</li> </ul>	<b>be seen at Annexure I)</b>
<b>Week 16</b>	<b>Training &amp; Development</b>	<b>Training and Development</b> <ul style="list-style-type: none"> <li>• Training Need analysis on the job training</li> <li>• Developing training plans</li> <li>• Imparting trainings</li> <li>• Staff evaluation</li> <li>• Recording of training</li> </ul>	<b>•Task 15</b>  <b>(Details may be seen at Annexure I)</b>  <b>Monthly Test</b>
<b>Week 17</b>	<b>Documentation</b>	<b>Documentations</b> <ul style="list-style-type: none"> <li>• Pre-opening checklist</li> <li>• Closing checklist</li> <li>• Par stock reports</li> <li>• Breakage records</li> <li>• Staff leaves Plan</li> <li>• Workplace ethics</li> </ul>	<b>•Task 16</b>  <b>(Details may be seen at Annexure I)</b>
<b>Week 18</b>	<b>Interdepartmental Communication</b>	<ul style="list-style-type: none"> <li>• <b>Inter-departmental Communication</b></li> <li>• <b>Daily Briefings</b></li> <li>• <b>Passing orders</b></li> <li>• <b>Planning &amp; Schedules</b></li> </ul>	<b>•Task 17</b>  <b>(Details may be seen at Annexure I)</b>
<b>Week 19</b>	<b>Services and facilities specific to age / gender / special needs</b>	<ul style="list-style-type: none"> <li>• <b>Ensure that the customer feels safe</b></li> <li>• <b>Understand procedures to be followed during unforeseen events</b></li> <li>• <b>Know the facilities and services</b></li> <li>• <b>specific to gender and age</b></li> <li>• <b>Co-ordinate with team to meet these needs</b></li> <li>• <b>Educate customers about entertainment programs for children, basic safeguard procedures for senior citizens</b></li> <li>• <b>Arrange for transport and equipment as required by senior citizens</b></li> <li>• <b>Understand availability of medical facilities/doctor</b></li> </ul>	<b>•Task 18</b>  <b>(Details may be seen at Annexure I)</b>
<b>Week 20</b>	<b>IPR and Copyright</b>	<ul style="list-style-type: none"> <li>• <b>Make sure new initiatives of Hotel are not leaked out</b></li> <li>• <b>Report IPR violations</b></li> <li>• <b>Read copyright clause</b></li> <li>• <b>Protect infringement upon</b></li> </ul>	<b>•Task 19</b>  <b>(Details may be seen at Annexure I)</b>

		<p>customer's interests</p> <ul style="list-style-type: none"> <li>• Know which aspect of customer information can be used</li> <li>• Report any infringement</li> </ul>	Monthly Test
Week 21	Safety standards and Procedures	<ul style="list-style-type: none"> <li>• Know correct emergency procedures.</li> <li>• Know the locations of fire extinguishers, fire emergency etc</li> <li>• Stack items in an organized way to avoid accidents.</li> <li>• Handle materials, tools, chemicals etc safely</li> <li>• Ensure safe techniques while moving furniture's and fixtures</li> <li>• Understand guidelines to use electrical equipment</li> <li>• Ensure floors are not slippery</li> <li>• Practice ergonomic lifting, bending or moving equipment</li> <li>• Understand first aid</li> <li>• Know the use of personal protective equipment and safety gear</li> <li>• Knowledge of safety signs</li> <li>• Document first aid treatments and safety procedures</li> <li>• Report to supervisor if any hazard is identified adhere to safety standards</li> </ul>	<p>•Task 20</p> <p>(Details may be seen at Annexure I)</p>
Week 22	Night audit	<ul style="list-style-type: none"> <li>• Financial Reconciliation</li> <li>• Guest Check-In/Check-Out</li> <li>• Posting Charges</li> <li>• Auditing Room Status</li> <li>• Generating Reports</li> <li>• Balancing Accounts</li> </ul>	<p>•Task 21</p> <p>(Details may be seen at Annexure I)</p>
Week 23	Cancellation procedures	<ul style="list-style-type: none"> <li>• Verify the reservation</li> <li>• Issue a cancellation confirmation</li> <li>• Inform the guest about the cancellation policy</li> <li>• Handle refunds</li> <li>• Offer alternatives</li> </ul>	<p>•Task 22</p> <p>(Details may be seen at Annexure I)</p>
Week 24	Collect and dispose waste properly Development of	<ul style="list-style-type: none"> <li>• Success stories ( For further detail please see Page No: 3&amp; 4)</li> <li>• Understanding of proper</li> </ul>	•Task 23

	<b>Professionalism</b>	<p>waste removal</p> <ul style="list-style-type: none"> <li>• techniques</li> <li>• Ensure six stage cleaning method.</li> <li>• Understanding of procedure of 3 R, s (Reduce, reuse, recycle)</li> <li>• Development of professionalism, professional approach towards his career</li> </ul>	(Details may be seen at Annexure I)
<b>Week 25</b>	<b>Job Search &amp; Entrepreneurial Skills</b>	<p><b>Selection of one country from countries of destination (Gulf Countries, Malaysia, South Korea etc) focusing on:-</b></p> <p>I. Trade specific Job Prospects and Earning levels in that country.  II. Country Specific Labor laws, entry and exit requirements (Legal age requirements, Health Certificate, Police Clearance &amp; Travel Insurance etc.).</p>	<p>•Task 24</p> <p>(Details may be seen at Annexure I)</p>
<b>Week 26</b>		<b>Course Revision and Preparation for and conduction of Final Assessment</b>	<b>Details may be seen at Annexure-I Final Assessment</b>

<b><u>Annexure -I</u></b> <b><u>Tasks For Front Desk Manger/ Receptionist</u></b>		
<b>Task No.</b>	<b>Description</b>	<b>Week</b>
<b>1.</b>	Presentation: At the last day of the week, the students in groups will give presentation of hospitality sector in front of their class mates. They will cover local and international hospitality in prospective and highlight job and entrepreneur opportunities exist in the sector using different media and methods.	<b>1</b>
<b>2.</b>	Presentation: At the final day of the week, the students in groups will give presentation on Hazards and Fire Safety. They will also make Hazards Assessment of the institute and take part in fire drill.	<b>2</b>

<b>3.</b>	Presentation: At the end of the week, the students will give presentation on implementing food safety during training including personal hygiene and kitchen hygiene.	<b>3</b>
<b>4.</b>	Activity/role play: At the final day of the week, the students will take part in activity/role play to high light different skills and attitude required at work place.	<b>4</b>
<b>5.</b>	Assessment: The students will be tested through role play to check his Knowledge to plan for the daily activities in order for a smooth operation of the restaurant including seating capacity, ability to check and make new reservations for the day. Smoking and Non Smoking Areas, Table allocation and Prioritize guest preference.	<b>5</b>
<b>6.</b>	Practical Assessment: Students will be tested in practical about their Knowledge and understanding of the importance of Mise-en-place and to ensure that all the required material is available before the operation starts including different types of Glass ware, Chinaware, Silverware and Linens	<b>6</b>
<b>7.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge of condition of equipment under use, condition of furniture and fixture under use and defects reporting.	<b>7</b>
<b>8.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge of table setup for Alacate, table setup for buffet, table setup for set menu/banquet.	<b>8</b>
<b>9.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge of setting up side stations, cleaning stations, availability of condiments and extra linens and extra cover setup	<b>9</b>
<b>10.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge of receiving the guests, greeting the guests and seating the guests	<b>10</b>
<b>11.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge and understanding of order taking is being done correctly in the restaurant	<b>11</b>
<b>12.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge and understanding of smooth food service in the restaurant.	<b>12</b>
<b>13.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge and understanding of supervising the service of beverage in the restaurant.	<b>13</b>
<b>14.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge and understanding of handling complaints.	<b>14</b>
<b>15.</b>	Written Assessment: the students will be tested through written assessment about their knowledge and understanding of assessing training need of the staff and addressing weak areas.	<b>15</b>
<b>16.</b>	Written Assessment: the students will be tested through written assessment about their knowledge and understanding of managing and updating documentation to maintain the restaurant.	<b>16</b>
<b>17.</b>	Practical Assessment: the students will be tested in practical lab about their knowledge and understanding of play his role in the process of menu engineering and profit margin.	<b>17</b>
<b>18.</b>	Written Assessment: the students will be tested through written assessment about their knowledge and understanding of how to communicate effectively within the organization	<b>18</b>

19.	Written Assessment: the students will be tested through written assessment about their knowledge and understanding of basic financial of a restaurant including basic food cost, overhead cost and selling price.	19
20.	Assignment: The students in group will work on assignment to develop feasibility report for hospitality business.	20
21.	Assignment: The he students in groups will work on assignment to develop different business plans with best marketing tool to start the business. Students interesting for immigration and overseas employment will start to make portfolio file for the respective country.	21
22.	Assignment: The students in groups will work on assignment to develop capital investment sheet to start the business.	22
23.	Assignment: The students in groups will develop a business plan for their F&B business. The students interesting for immigration and overseas employment will gain important information and prepare required documents for the 1st selected country and add into the portfolio file.	23

## Annexure-II

### **SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.**

#### **Mentor**

Mentors are provided an observation checklist form to evaluate and share their observational feedback on how students within each team engage and collaborate in a learning environment. The checklist is provided at two different points: Once towards the end of the course. The checklists are an opportunity for mentors to share their unique perspective on group dynamics based on various team activities, gameplay sessions, pitch preparation, and other sessions, giving insights on the nature of communication and teamwork taking place and how both learning outcomes and the student experience can be improved in the future.

#### **Session- 1 (Communication):**

Please find below an overview of the activities taking place Session plan that will support your delivery and an overview of this session's activity.

<b>Session- 1 OVERVIEW</b>
<b>Aims and Objectives:</b>
<ul style="list-style-type: none"> <li>• To introduce the communication skills and how it will work</li> <li>• Get to know mentor and team - build rapport and develop a strong sense of a team</li> <li>• Provide an introduction to communication skills</li> <li>• Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving</li> <li>• Gain an understanding of participants' own communication skills rating at the start of the program</li> </ul>

<b>Activity:</b>	<b>Participant Time</b>	<b>Teacher Time</b>	<b>Mentor Time</b>
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
<b>Key learning outcomes:</b>	<b>Resources:</b>		<b>Enterprise skills developed:</b>
<ul style="list-style-type: none"> <li>• Understand the communication skills and how it works.</li> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Podium</li> <li>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>		<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>

<b>Schedule</b>	<b>Mentor Should do</b>
<b>Welcome: 5 min</b>	Short welcome and ask the <b>Mentor</b> to introduce him/herself.

	<p>Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>
<p><b>Icebreaker: 10 min</b></p>	<p>Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.</p>
<p><b>Introduction &amp; Onboarding: 20mins</b></p>	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following:</p> <ol style="list-style-type: none"> <li>1. Explanation of the program and structure. (Kamyab jawan Program)</li> <li>2. How you will use your communication skills in your professional life.</li> <li>3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm)</li> <li>4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.</li> </ol>
<p><b>Team Activity Planning: 30 minutes</b></p>	<p>MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY”</li> </ul> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen. Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to</i></p>



	<p>communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close:</b> <b>5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

## MOTIVATIONAL LECTURES LINKS.

<b><u>TOPIC</u></b>	<b><u>SPEAKER</u></b>	<b><u>LINK</u></b>
How to Face Problems In Life	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90">https://www.youtube.com/watch?v=OrQte08MI90</a>
Just Control Your Emotions	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w">https://www.youtube.com/watch?v=JzFs_yJt-w</a>
How to Communicate Effectively	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc">https://www.youtube.com/watch?v=PhHAQEGehKc</a>
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	<a href="https://www.youtube.com/watch?v=5fS3rj6eIFg">https://www.youtube.com/watch?v=5fS3rj6eIFg</a>
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH0O5U">https://www.youtube.com/watch?v=chn86sH0O5U</a>
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbozd4">https://www.youtube.com/watch?v=s10dzfbozd4</a>
Wisdom of the Eagle	Learn Kurooji	<a href="https://www.youtube.com/watch?v=bEU7V5rJTtw">https://www.youtube.com/watch?v=bEU7V5rJTtw</a>
The Power of ATTITUDE	Titan Man	<a href="https://www.youtube.com/watch?v=r8LJ5X2ejqU">https://www.youtube.com/watch?v=r8LJ5X2ejqU</a>
STOP WASTING TIME	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdg">https://www.youtube.com/watch?v=kzSBrJmXqdg</a>
Risk of Success	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a>

**SUCCESS STORY**

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<ul style="list-style-type: none"> <li>• Self-introduction</li> <li>• Family background and socio economic status,</li> <li>• Education level and activities involved in</li> <li>• Financial hardships etc.</li> </ul>
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	<ul style="list-style-type: none"> <li>• Information about course, apply and selection</li> <li>• Course duration, trade selection</li> <li>• Attendance, active participation, monthly tests, interest in lab work</li> </ul>
3.	<b>Post-training activities</b>	<ul style="list-style-type: none"> <li>• How job / business (self-employment) was set up</li> <li>• How capital was managed (loan (if any) etc).</li> <li>• Detail of work to share i.e. where is job or business being done; how many people employed ( in case of self-employment/ business )</li> <li>• Monthly income or earnings and support to family</li> <li>• Earning a happy life than before</li> </ul>
4.	<b>Message to others (under training)</b>	<p>Take the training opportunity seriously            Impose self-discipline and ensure regularity            Make Hard work pays in the end so be always ready for the same.</p>

**Note:** Success story is a source of motivation for the trainees and can be presented in several ways/forms in a NAVTTC skill development course as under: -

1. To call a passed out successful trainee of the institute. He will narrate his success story to the trainees in his own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful trainee Audio-video recording that has to cover the above-mentioned points.\*
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning, etc) and narrates his/her story in the teacher's own motivational words.

## Annexure-IV:

### Workplace/Institute Ethics Guide

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Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

**1. Attendance:**

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

**2. Character:**

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

**3. Team Work:**

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

**4. Appearance:**

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

**5. Attitude:**

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

**6. Productivity:**

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

**7. Organizational Skills:**

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

**8. Communication:**

Written communication, being able to correctly write reports and memos.  
Verbal communications, being able to communicate one on one or to a group.

**9. Cooperation:**

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

**10. Respect:**

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.