

HOME ECONOMICS: FRONT OFFICE (ENTREPRENEURSHIP)

Learner's Material

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

**Department of Education
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Home Economics – Front Office
Learner’s Material
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Executive Summary

Hospitality management industry has one of the biggest demands of workforce on the world today. People travel to places every now and then to relax, explore, be entertained, and shortly escape from their rigid roles in the everyday work. In order to address the guests' needs for comfort, there are hotel staffs who can give them heartwarming experiences which they may remember for the rest of their lives.

In this course, you will learn the core competencies that a Front Desk Officer should experience in order to provide quality services to the clients. The module is designed to improve your skills in your own pace based on the TESDA Training Regulations.

The first part of this learning resource will assess your Personal Entrepreneurial Competencies and Skills (PECS) and let you demonstrate your understanding of the environment and market in Front Office Services through developing a product or service, selecting a business, and creating an identified brand for the product. The next part of the module will then discuss the core competencies which are subdivided into four chapters. The Chapter 1 focuses on how to accurately receive and process reservations which describe the procedures on receiving reservation request, recording and updating details of reservation, and advising others about the reservation details. As part of the reservation procedure, you will also learn to operate the computerized reservation system specifically accessing and manipulating system information, creating reservation, sending and receiving communications to colleagues using the required features of the system. The Chapter 2 lets you demonstrate your skills in providing accommodation reception services which includes preparing for guest arrival, welcoming and registering guests, organizing for their departure, and preparing front office records and reports. The Chapter 3 allows you to monitor financial transactions and complete routine records and report during the Night Audit, as well as providing club reception services through processing club memberships, and monitoring the guests' affiliation to the club. Lastly, the Chapter 4 explains the processes on how to provide porter services upon arrival and departure of guests, handling their luggage, and respond to request for concierge services. This will also details the important tasks to be performed by the cashier such as preparing the guest folio, collecting cash, and processing the receipts.

Enjoy using this module as your guide in attaining the National Certificate II (NCII) in Front Office, be employed in the hospitality industry or establish your business for sustainable source of living.

Introduction

Technology and Livelihood Education (TLE) is one of the nomenclature in the implementation of the K to 12 Basic Education Program (BEP) composed of four components; namely, Agri-Fishery Arts, Home Economics, Industrial Arts and Information and Communication Technology. In this module, the focus is on Home Economics course – **Front Office**.

In this course, varied and relevant activities and opportunities are provided to demonstrate your understanding of concepts and core competencies as prescribed in TESDA Training Regulation in Front Office and provide quality services to target clients. This will also be a venue for you to assess yourself and identify aspects of business that you need to strengthen and safeguard before you become a part of the workforce.

Today in the world of work, the number of available jobs is scarce and the Department of Education is revitalizing its resources to lead the young mind and to prepare them skillfully as future Receptionist. It is in honing the skills that learners can assure to have an edge of surviving the daily needs of oneself and of others. It seeks to provide students with the knowledge, attitude, values and skills in the field of Front Office.

This module is specifically crafted to focus on the different activities that will assess your level in terms of skills and knowledge that you are expected to demonstrate through this learner's materials. Learning procedures are divided into different sections - *What to Know, What to Process, What to Reflect and Understand, and What to Transfer*. Read and answer with the suggested tasks and accomplish them to practice developing a sustainable program, prioritizing needs and building vision.

So, explore and experience the K to 12 TLE modules and be a step closer to a successful Receptionist someday.

After finishing all the activities in this module, expect job opportunities and experience to set up a business enterprise which will generate jobs for others.

Content Standard

The learners demonstrates understanding of the concepts and theories in Front Office Services

Performance Standards

The learner independently demonstrates competencies in Front Office Services as prescribed in the TESDA Training Regulation.

Learning Objectives

This module is dedicated for learners who aspire to improve their understanding and skills in Front Office Services and serve as their guide in attaining the National Certificate Level II (NCII).

Generally, learners are expected to become proficient in performing the following competencies at the end of the course:

1. assess their Personal Entrepreneurial Competencies (PECs)
2. establish a business in the locality using the acquired skills and competencies in Front Office Services
3. observe proper business etiquettes in handling and receiving phone calls
4. accurately process and record hotel reservations
5. appreciate the importance of giving a courteous and personalized service with the hotel guests
6. monitor financial transactions and record keeping

Are you ready now to explore and learn the fundamentals of Front Office Services? You will surely love to complete the exercises and be engaged in the suggested hands on activities.

Keep reading and enjoy!

CONCEPT REVIEW

At the start of your journey in learning Front Office Services the Personal Entrepreneurial Competencies and entrepreneurial mindsets were introduced. In this concept review, you will be reminded of these lessons and you get to assess whether or not you have the competencies found among entrepreneurs. In addition, a brief lesson on the Business Environment and Idea Generation is provided to help contextualize how your skills might be useful for an entrepreneurial venture. Read on to find out!

PERSONAL ENTREPRENEURIAL COMPETENCIES

Entrepreneur

An entrepreneur is comprehensively defined by Zimmerer & Scarborough (2005) as someone who “creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them”. They are the ones who act on their business ideas.

Personal Entrepreneurial Competencies

There has been many studies to characterize “the entrepreneurial personality”; although there is no isolated set of traits that guarantee success, there were identified behaviors found common to most successful entrepreneurs. There is a well-known research on human behavior done by McClelland and McBer which identified 10 behavioral patterns organized into three general clusters: the achievement, planning, and power clusters (SERDEF, 2007; 1998). It was found out that these behaviors were also typical entrepreneurial behaviors. The entrepreneurial qualities, more known as the Personal Entrepreneurial Competencies (PECs) are as follows:

Achievement Cluster

- Opportunity seeking – Entrepreneurs have a good eye for spotting business opportunities and acts on these opportunities appropriately.
- Persistence - Entrepreneurs do not easily give up in the face of obstacles. They will take repeated or different actions to overcome the hurdles of business. This includes making a personal sacrifice or extraordinary effort to complete a job.

- Commitment to work contract - Entrepreneur do their best to satisfy customers and to deliver what is promised. They accept full responsibility for problems when completing a job for customers.
- Risk-taking - Entrepreneur are known for taking calculated risks and doing tasks that are moderately challenging.
- Demand for efficiency and quality - Entrepreneur see to it that the business meets or exceeds existing standards of excellence and exerts efforts to improve past performance and do things better. They set high but realistic standards.

Planning Cluster

- Goal setting - Entrepreneur knows how to set specific, measurable, attainable, realistic, and time-bound (SMART) goals. It is easy for them to divide large goals into short-term goals.
- Information seeking - Entrepreneur update themselves with new information about her customers, the market, suppliers, and competitors. This is rooted to their innate sense of curiosity.
- Systematic planning and monitoring - Entrepreneurs develop and use logical, step-by-step plans to reach their goals. They monitor progress towards goals and to alter strategies when necessary.

Power Cluster

- Persuasion and networking - Entrepreneurs know how to use the right strategies to influence or persuade other people. They have naturally established a network of people who they can turn to in order to achieve their objectives.
- Self-confidence - Entrepreneurs have a strong belief in themselves and their own abilities. They have self-awareness and belief in their own ability to complete a difficult task or meet a challenge.

Let's do This!

Assess your Personal Entrepreneurial Competencies by answering the items below.

Personal Entrepreneurial Competencies (PECs) Self-rating Questionnaire

Read each statement carefully and answer honestly based on how well it describes you. There are five choices as follows:

5 = Always
4 = Usually
3 = Sometimes
2 = Rarely
1 = Never

Please write the number you have selected on the space before each statement. Some statements may be similar but no two are exactly alike. Please go through each statement and answer all the items.

Rating

- _____ 1. I look for things that need to be done.
- _____ 2. When I am faced with a difficult problem, I spend a lot of time trying to find a solution.
- _____ 3. I complete my work on time.
- _____ 4. It bothers me when things are not done very well.
- _____ 5. I prefer situations in which I can control the outcomes as much as possible.
- _____ 6. I like to think about the future.
- _____ 7. When starting a new task or project, I gather a great deal of information before going ahead.
- _____ 8. I plan a large project by breaking it down into smaller tasks.
- _____ 9. I get others to support my recommendations.
- _____ 10. I feel confident that I will succeed at whatever I try to do.
- _____ 11. No matter whom I'm talking to, I'm a good listener.
- _____ 12. I do things that need to be done before being asked to by others.
- _____ 13. I try several times to get people to do what I would like them to do.
- _____ 14. I keep the promises I make.
- _____ 15. My own work is better than that of other people work with.
- _____ 16. I don't try something new without making sure I will succeed.
- _____ 17. It's a waste of time to worry about what to do with your life.
- _____ 18. I seek the advice of people who know a lot about the tasks I am working on.
- _____ 19. I think about the advantages and disadvantages or different ways of accomplishing things.
- _____ 20. I do not spend much time thinking how to influence others.
- _____ 21. I change my mind if others disagree strongly with me.
- _____ 22. I feel resentful when I don't get my way.
- _____ 23. I like challenges and new opportunities.
- _____ 24. When something gets in the way of what I'm trying to do, I keep on trying to accomplish what I want.
- _____ 25. I am happy to do someone else's work if necessary to get the job done on time.
- _____ 26. It bothers me when my time is wasted.
- _____ 27. I weigh my chances of succeeding or failing before I decide to do something.
- _____ 28. The more specific I can be about what I want out of life, the more chances I have to succeed.
- _____ 29. I take action without wasting time gathering information.
- _____ 30. I try to think of all the problems I may encounter and plan what to do if each problem occurs.
- _____ 31. I get important people to help me accomplish my goals.
- _____ 32. When trying something challenging, I feel confident that I will succeed.
- _____ 33. In the past, I have had failures.
- _____ 34. I prefer activities that I know well and with which I am comfortable.
- _____ 35. When faced with major difficulties, I quickly go on to other things.
- _____ 36. When I am doing a job for someone, I make a special effort to make sure that person is happy with my work.
- _____ 37. I am never entirely happy with the way things are done; I always think there must be a better way.
- _____ 38. I do things that are risky.
- _____ 39. I have a very clear plan for my life.
- _____ 40. When working on a project for someone, I ask many questions to be sure I understand what that person wants.
- _____ 41. I deal with problems as they arise, rather than spend time trying to anticipate them.
- _____ 42. In order to reach my goals, I think of solutions that benefit.
- _____ 43. I do very good work.

- _____ 44. There have been occasions when I took advantage of someone.
 _____ 45. I try things that are very new and different from what I have done before.
 _____ 46. I try several ways to overcome things that get in the way of reaching my goals.
 _____ 47. My family and personal life are more important to me than work deadlines I set for myself.
 _____ 48. I find ways to complete tasks faster at work and at home.
 _____ 49. I do things that others consider risky.
 _____ 50. I am as concerned about meeting my weekly goals as I am for my yearly goals.
 _____ 51. I go to several different sources to get information for tasks or projects.
 _____ 52. If one approach to a problem does not work, I think of another approach.
 _____ 53. I am able to get people who have strong opinions or ideas to change their minds.
 _____ 54. I stick with my decisions even if others disagree strongly with me.
 _____ 55. When I don't know something, I don't mind admitting it.

Please proceed to the next section where you may determine your score. The point system will indicate whether you manifest strong tendencies or weak inclinations towards a particular behavior.

PEC's Scoring Sheet

Please enter your ratings in the PECs scoring sheet. The number in parenthesis corresponds to the questionnaire item number. Notice that the item numbers are listed consecutively for each column. Perform the addition and subtraction as indicated in each row to compute for each PEC.

Rating of Statements					Score	PECs							
(1)	+	(12)	+	(23)	-	(34)	+	(45)	+	6	=	_____	Opportunity Seeking
(2)	+	(13)	+	(24)	-	(35)	+	(46)	+	6	=	_____	Persistence
(3)	+	(14)	+	(25)	+	(36)	-	(47)	+	6	=	_____	Commitment to work contract
(4)	+	(15)	+	(26)	+	(37)	-	(48)	+	6	=	_____	Demand for Efficiency & Quality
(5)	-	(16)	+	(27)	+	(38)	+	(49)	+	6	=	_____	Risk taking
(6)	-	(17)	+	(28)	+	(39)	+	(50)	+	6	=	_____	Goal setting
(7)	+	(18)	-	(29)	+	(40)	+	(51)	+	6	=	_____	Information seeking

	+	+	-	+	+	6	=		Systematic planning & monitoring
(8)		(19)	(30)	(41)	(52)				
	-	+	+	+	+	6	=		Persuasion & Networking
(9)		(20)	(31)	(42)	(53)				
	-	+	+	+	+	6	=		Self-confidence
(10)		(21)	(32)	(43)	(54)				
	-	-	-	+	+	18	=		Correction Factor
(11)		(22)	(33)	(44)	(55)				

The PECs Scoring Sheet with Correction Factor

The Correction Factor is used to provide a more accurate assessment of the PECs of each respondent. If the total score of items 11, 22, 33, 44, and 55 is 20 or greater, then the total score on the ten PECs must be corrected. Use the table below to determine the corrected score.

If the correction factor is:	Subtract the following number from each PECs score:
24 or 25	7
22 or 23	5
20 or 21	3
19 or less	0

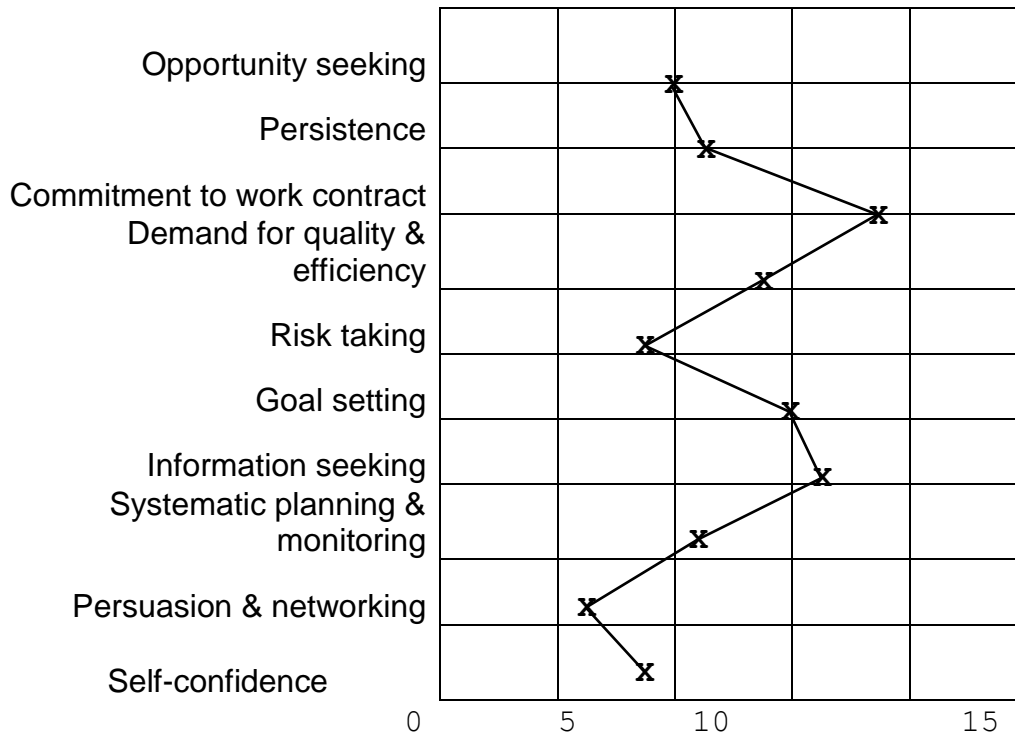
Correct each PECs score before using the Profile Sheet

Corrected Score Sheet					
PECs	Original		Correction		Corrected Score
Opportunity seeking		-		=	
Persistence		-		=	
Commitment to work contract		-		=	
Demand for quality & efficiency		-		=	
Risk taking		-		=	
Goal setting		-		=	
Information seeking		-		=	
Systematic planning & monitoring		-		=	
Persuasion & networking		-		=	
Self-confidence		-		=	
Corrected Total Score:					

Personal Entrepreneurial Competencies (PECs) Profile Sheet

Transfer the corrected PECs score to the profile sheet by marking an “X” at the appropriate point on the horizontal line provided for each PEC category. After plotting your PECs score, connect all the “Xs” with a heavy line.

SAMPLE PECs PROFILE



Interpretation

A lower score means a ‘weak’ performance and a higher score translates to a ‘strong’ performance on a particular competency. A ‘weak’ performance should be regarded as a challenge or an opportunity for improvement rather than a cause for worry. Improving a competency entails enough determination, correct practice and strategies, and time for maturation.

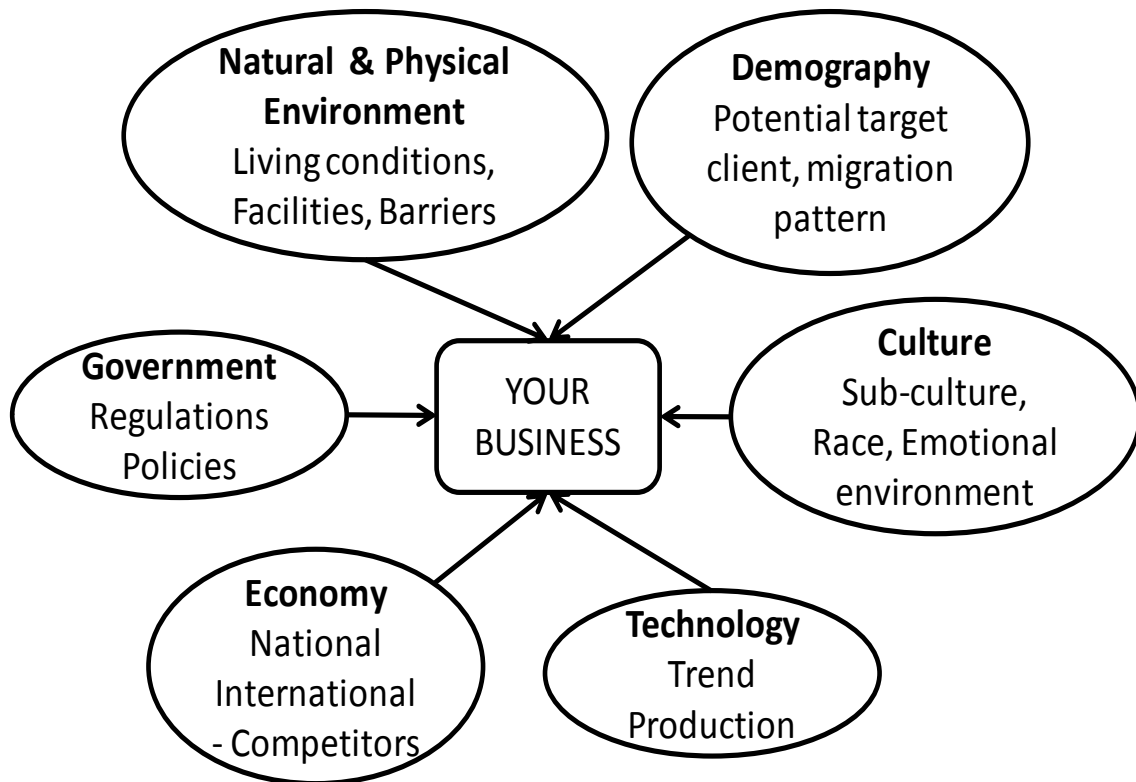
BUSINESS ENVIRONMENT AND BUSINESS IDEAS

Business Environment and Market

The study of the business environment in a particular location has far-reaching and long-term effects on a small or micro enterprise’s viability. In fact, business ideas and opportunities are partly shaped or determined by the business location. Unless it is possible

to migrate to more favorable locations, the ideas and opportunities for business will oftentimes be delimited to the surrounding areas.

The business environment consists of both the tangible and intangible factors that affect either the external or internal business operations. They may include the land area available for economic zones, the physical layout and barriers such as rivers, parks or lakes, and building obstructions as well as the transportation network; all of which are considered tangible factors. They also include the demography of clients and suppliers, the competitors in the locale/area and the available technology for production. The intangible factors, on the other hand, include the sub-culture, industry trends, economic and government activity or the political situations in the area.



Natural and Physical Environment. This concerns the physical location of a business' store. The natural environment also pertains to the natural and man-made structures that may enhance the beauty of the location, such as a park or a sea front view, or serve as barrier to the location, such as a dump site or high rise structures that obstruct a view. The living condition in an area also serves as a standard for the ambience you want to create for your store.

There is also a phenomenon referred to as clustering, where a particular type of product is offered within the same area. For instance, most guitar shops are clustered along the intersection of V. Mapa and Aurora Avenue in Metro Manila; Filipino craft stores crowd the area under the Quiapo Bridge; or car accessories are found in Banawe area.

The key word to have in mind when scanning the physical environment is the visibility of your intended store to the potential clients.

Demography. This pertains to the number of people living in the area, their age, gender, socio-economic status, family size, religion and even growth trends. These are invaluable information that can help entrepreneurs in matching their product to the target market, in deciding for the marketing strategy, pricing and product packaging among others.

Culture. Culture or sub-culture, being the totality of the way of life, ideas and customs of a set of people or society, primarily influence the types of products that are acceptable to a particular locality. For example, the influence of the Japanese culture gave rise to minimalist designs. A sub-culture also shapes the 'emotional' environment of an area. For instance, the feeling of 'fear' for a specific location may serve as a barrier for a business; a place where one does not feel safe because of the prevalence of crime will discourage entrepreneurs.

Changes in the lifestyle, which is brought about by changes in the population demography and the economy, also affect a business. These lifestyle changes may be the increase of women's participation in the world of work, change in buying patterns and shift in tastes.

Government Regulations. The laws and policies of the national and local government units also influence the business operations. Some examples of policies that directly affect entrepreneurs are the imposition or removal of taxes for products, the establishment of economic zones and assistance in product labeling and packaging of products. In addition, improvement of facilities and roads improve transportation network that facilitates transfer of products from one area to another or promotes accessibility for consumers.

Economy. This pertains to the management of resources and study of the system of production, distribution, and consumption of goods and services. A country's economy influences both the entrepreneurs and consumers as it relates to the financial matters of business like taxes and interest rates and to the quality of life, cost of utilities and services, among others. Even small scale entrepreneurs must learn to study economic indicators to improve business forecasts, such as when to buy certain materials and supplies, when to open a store or introduce new products based on consumer spending, or when to hire employees. Some examples of economic indicators include the (a) Gross Domestic Product (GDP) which increases when a country's economy is doing good; (b) Unemployment rate which indicates that more unemployed people usually signal an economy getting worse; and (c) Price Indexes and Inflation rates which determine the buying power of consumers.

Technology. Technological changes are inventions based on the application of science that create new product or process improvements. Some examples of technological changes are mobile tools that enable online connection, new business tools for analysis and database, social networks and modern, digital equipment. These advances in technology result to efficiency and productivity at a lesser cost. It can be observed that sending message through e-mail provides a cheaper and faster means compared to hand-delivered mails (snail mails). An entrepreneur can benefit from technological changes by identifying the appropriate technological solution available in the area or locale.

At this point, it must be quite clear why an environment scanning of an area considered as business site is helpful for the entrepreneur. In fact, the impact of the factors in the business environment does not only include the business operation but is even relevant at the start of the venture - during the business idea generation and opportunity identification stage. A concise guide on how to spot and identify business opportunities are provided in the following section.

Keep reading!

Spotting and Identifying Business Opportunities

Spotting business opportunities is one of the most essential aspects of entrepreneurship. An entrepreneur must have a keen eye for identifying opportunities that can potentially turn into a good product or business venture. At the same time, an entrepreneur should also know which opportunities to drop and which ones to develop.

Idea Generation

The first step in identifying a good business opportunity is to look for many opportunities. This is called the idea generation phase (SERDEF, 2007). The following are good sources of business ideas (Histrich, Peters, & Shepard, 2008; Looser & Schlapfer, 2001).

1. Personal hobbies and interests
2. Everyday experiences, travel, and adventures
3. Suggestions from family members and friends
4. Problems that need solutions
5. Problems with existing products
6. Books, magazines, news
7. Observing, listening around you

Screening Business Ideas

Once you have generated a number of business opportunities and ideas, the next step is to select and screen these. Though there can be many ways to do this, a good way to proceed is to screen your ideas based on 1) your personality and personal preferences and 2) the characteristics of a good business (SERDEF, 2007).

Consider the following criteria:

1. Personality and Personal Preferences
 - a. Personal Preference
 - b. Education, Skills, and Experience
 - c. Work Experience
 - d. Support from family and friends

2. Characteristics of a good business
 - a. Demand for Product
 - b. Availability of skills, raw materials, technology, and capital
 - c. Profitability

SWOT Analysis

Once you have chosen your business idea, the next step is to conduct a SWOT analysis in order to determine the Strengths, Weaknesses, Opportunities and Threats of your potential business. This step will help you improve your business of choice and prepare for challenges. The table will help you differentiate among these four features.

Table 1 SWOT Analysis

	Positive	Negative
Controllable Factors	<p>Strengths</p> <p>positive factors that contribute to the favorability of a business opportunity</p> <p>Examples: Cheap raw materials Skilled employees Ease of management Small capital outlay</p>	<p>Weaknesses</p> <p>set of problems, difficulties or shortcomings encountered by the business</p> <p>Examples: Inexperienced owner Lack of working capital Poor location</p>
Uncontrollable Factors	<p>Opportunities</p> <p>positive factors that are not within the control of the business.</p> <p>Examples: Absence of similar products in the market New markets being developed Growing demand for similar products Favorable government policy</p>	<p>Threats</p> <p>negative factors that are beyond the control of the business</p> <p>Examples: Rising costs Raw material shortages Too many competitors</p>

Remember to refer back to these guidelines and tools when you are ready to think of your next business ideas!