

Connecting to Workplaces:

Validating Outcomes Demonstrations with Employers



Chambermaid/Housekeeping Cleaner Demonstration

LBS Level 3

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**Meeting Employers' and Employees' Needs
...Now and in the Future**



Literacy Network Northeast



Far Northeast Training Board (FNETB)

Acknowledgements

Chambermaid/Housekeeping Cleaner Demonstration

Description of Demonstration Activity:

In this activity, the learner will make decisions and respond to four tasks and duties that could be encountered in everyday life of a member of the housekeeping staff in a seniors' residence.

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All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/@>

or

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We would like to acknowledge the employers that helped make this project a success.

Auberge Country Inn, New Liskeard

Quality Inn / Waterfront Inn / Econo Lodge, New Liskeard

Bristol Motel Ltd, Wawa

Wawa Motor Inn, Wawa

Aux Trois Moulins Motel & Restaurant, Chapeau

Renaissance Fallsview Hotel, Niagara Falls

Hoco Entertainment & Resort, Niagara Falls

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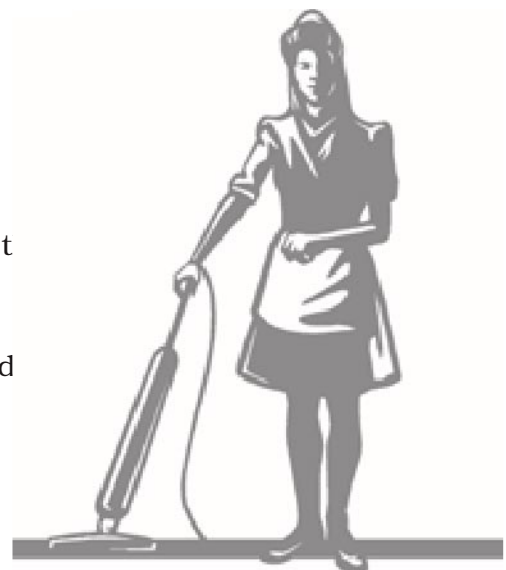


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Essential Core Skills Chart

Chambermaid/Housekeeping Cleaner Profile

Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting to Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.

Essential Core Skills Chart

	HRSDC Essential Skills	Most Important → Important				
Most Important ↓	Time Management	Be on time	Follow policies and procedures	Maintain attendance	Take responsibility for own work	Work independently
	Math Skills	Read/write numbers to 1000	Add, subtract with carrying	Calculate measurements	Multiply and divide	Verify calculations
	Writing Skills	Complete forms	Write memos, notes	Keep records	Write messages	Make journals, keep logs
	Additional Skills	Listen, understand information	Be physically fit	Be alert, conscious at all times	Know first aid, WHMIS, CPR	Have good observation skills
	Reading Skills	Read symbols	Read, follow instructions, directions	Read policies, regulations	Read forms and labels	Read signs, bulletins
Important						

- Within LBS mandated reading, writing and numeracy skills
- Within LBS mandated speaking and listening skills
- Within LBS mandated problem-solving teamwork, critical thinking
- Outside of LBS mandate, but possible with partnership

“Chambermaid/Housekeeping Cleaner” profile continues on next page.

Chambermaid/Housekeeping Cleaner Profile (continued)

More Workplace Information from Participating Employers

Methods most often used to train employees:

(In order of importance)

1. Job Shadowing
2. Video
3. Other (list of duties given to employee)

Requirements most employers look for:

1. Own Transportation
2. Bondable
3. WHMIS
4. Grade 10
5. Grade 12
6. First Aid
7. Other (good interpersonal skills, experience)

Courses employers most often provide to employees:

1. WHMIS
2. First Aid
3. CPR
4. Other – Security Equipment, Safety Training, front desk, tool/equipment training

Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:

Yes – 20 employers No – 0

Number of employers who would consider applicants who could demonstrate or submit their demonstration results:

Yes – 19 employers No – 1 employer

Employers also base their hiring decisions on:

Eagerness, police check, job history, age, independence, education, resume presentation, experience, reliability

Learner Name _____ Date Completed _____

Demonstration: Instructor's Copy

Description of Demonstration Activity:

In this activity, the learner will make decisions and respond to four tasks and duties that could be encountered in everyday life of a member of the housekeeping staff in a seniors' residence.

Main Goal Path

Employment

Theme

Employment success in the Cleaning Services Industry

Short Term Goal

To develop problem-solving skills and the reading, writing, speaking listening and numeracy skills necessary for employment as a Chambermaid or Housekeeping Cleaner.

Learning Outcomes in this Demonstration:

- ▶ Read with Understanding for Various Purposes
- ▶ Speak and Listen Effectively
- ▶ Perform Calculations
- ▶ Write Clearly to Express Ideas
- ▶ Self-Management and Self-Direction

Materials Required:

- ▶ WHMIS symbols and information sheet
- ▶ Four cleaning product labels
- ▶ Cleaning roster with special instructions
- ▶ Requisition and report forms
- ▶ Laundry service form

Practitioner Information and Instructions:

There are many different kinds of jobs that fall into the category of Cleaning Services and all employers of cleaners will tell you that they look for skills that go beyond a person's ability to do the physical work. This activity is designed to demonstrate the learner's skills in four areas associated with a job as cleaner in housekeeping services: decision-making regarding safety precautions, providing instructions to fellow employees, filling out simple forms, and providing information along with simple

Learner Name _____ Date Completed _____

transactions involving money. The four tasks in this demonstration address those additional but important kinds of abilities employers are looking for and provide a good basis for assessment of employment readiness.

1. Make sure the learner has enough time to review all of the materials and understands the information and instructions for this demonstration.
2. Go over the evaluation section with the learner to ensure that the learner understands the skills, knowledge or behaviours that are being assessed by this demonstration and how they will be recognized.
3. In part 1, the learner is asked to look at the WHMIS or Hazard symbols and list precautions (s)he would take when using a product with this warning. Ideally, it would be nice to show the learner actual (but empty) containers of these products. If you can do that, then all the better; if not, the pictures will do.
4. Parts 2 and 4 of this demonstration require role-playing in which the learner plays the part of a member of the housekeeping staff at a senior's residence and you (the practitioner) take on a couple of different roles: a fellow employee and a senior resident.

In Part 2, the learner will show you (a fellow employee) her cleaning roster and explain special instructions that are required for particular units which you will be cleaning in her absence. Be sure to ask a few questions that require the learner to clarify instructions and/or look back to locate specific information on the duties roster.

In Part 4, the learner will provide information and assistance to you, an elderly resident who is nearly blind, by 1) filling out a form with your laundry instructions and 2) calculating your laundry costs and 3) counting out change for \$10.00. Here is the information you will need:

- ▶ You have two loads of laundry to be done. The learner will ask questions as to your preferences on water temperature and softeners etc. (S)he will not give advice on laundering care but simply record your wishes.)
 - ▶ Ask the learner to make note of one special instruction at the end – you want to make sure the green sweater is not put into the dryer but laid out to dry on a flat surface.
 - ▶ Tell the learner that you have no change. Ask her to tell you what the laundry will cost, and request change for a ten dollar bill.
5. In Part 3, the learner is asked to select and complete the appropriate forms for reporting damaged property and for requisitioning a repair and a replacement bulb.
 6. Make sure you have three copies of the blank requisition form.
 7. When the learner has completed the demonstration, provide an opportunity for the learner to self-reflect on the experience. Complete the assessment form with the learner, enter the date completed, and indicate whether or not the demonstration was successful.

Learner Name _____ Date Completed _____

Help Allowed:

The student can ask for help with:

- ▶ difficult words contained in the demonstration materials and instructions. (NOTE: If you find the learner has great difficulty with many words, then attempting this demonstration may be premature.)
- ▶ clarifying roles for the role-playing aspects of the demonstration.

Modification:

If necessary, this demonstration can be completed in stages. Obviously, the more that is required of the learner at one time, the more challenging the demonstration will be. Completing all four parts at one sitting would be considered a rigorous and challenging demonstration for exit assessment purposes for a learner at level 3.

Resources:

The following information about the resources may be helpful.

WHMIS and Hazard Symbols:	The first activity in the demonstration give you some flexibility in selecting labels for products that may be more directly related to your learner's hoped-for place of employment. For example, a learner who is hoping to be a cleaner in an industrial complex may use certain products that are not used by people who work as chambermaids in a hotel. Feel free to substitute labels of your own choosing. The three products we chose for this demonstration are: Lysol Aerosol Disinfectant, Javex and Liquid Plumr.
Maintenance Requisition, Report, and Laundry Service Forms:	These are computer reproductions of authentic documents copied with permission from Village Manor and from Richview Residence another seniors' residence in Etobicoke, Ontario.
Village Manor Duties Roster:	This is a composite of two authentic documents. At Village Manor, housekeeping staff follows this exact duties list but they record special instructions for their particular suites on a separate sheet.
Precautions Information:	This was a reconfiguration of information taken from the resource Canada Works by Judith Bond. It is information only so it does not need to be authentic (i.e. from an actual workplace).

NOTE: As much as possible, try to use authentic workforce materials in the learning activities you develop for pre-demonstration training.

Learner Name _____ Date Completed _____

Note:

Preparing a learner for employment readiness as a Chambermaid or Housekeeping Cleaner involves explicit training and learning activities for a wide range of skills. This demonstration targets only a sampling of the essential skills required for success. Pre-demonstration training and learning activities should not be restricted to the elements of this demonstration.

Pre-demonstration Activities and Resources:

In preparing for this demonstration activity, the learner should have previous training and some learning activities related to the following learning outcomes and topics:

Activities and Training for...	Recommended Resources and Examples
<p>Reading with Understanding: Reading texts related to information and instructions for cleaning duties and procedures. Reading texts and documents related to a job in cleaning services Labels (purpose, risks, hazards, precautions etc.) Instructions (how to use, first aid treatment etc.) WHMIS and Hazard symbols Materials Safety Data Sheets Work charts and schedules In-service training materials Employee handbook Health and Safety notices.</p>	<ul style="list-style-type: none"> • Housekeeping job descriptions and job postings. • Essential skills profiles for cleaners. • Housekeeping duties lists (Village Manor plus sample from Job Profile binder). • WHMIS materials. • Samples of Materials Safety Data Sheets (Lysol). • Signs and labels with special attention to product hazards, safety precautions, first aid treatment. • Instructions for cleaning products and equipment use. • Accident/Incident reporting procedures. • Demonstration from Job Profile binder on Working with WHMIS and Room Attendant. • Simple forms, charts and schedules.
<p>Writing to Express Ideas Filling out simple forms. Writing signs, notes and messages. Recording information on charts or schedules.</p>	<ul style="list-style-type: none"> • Orientation to recording information in charts. • Royal Tours Cleaning Schedule Activity (Job Profile binder). • Condo Porter demonstration (Job Profile binder) Use this as a learning activity. • Employment application forms (see Job Profile binder). • Incident reporting forms.
<p>Speaking and Listening Effectively Speaking clearly in a focused way when presenting information. Providing detailed information or instructions. Responding to questions and provides accurate information. Considering audience when presenting information. Understanding the effects of non-verbal communication. Listening to others and staying on topic. Using interaction strategies to maintain communication. Using strategies to check and increase understanding.</p>	<ul style="list-style-type: none"> • Role-playing for various encounters in a housekeeping job context such as: describing personal skills and abilities for a job interview, casual conversation with a hotel guest, responding to questions and providing information to a supervisor or to guests, describing an incident, reporting damaged property, asking for clarification for a job task, giving detailed instructions and explanations to others. (Note: most places rely on oral communication when working with housekeeping staff. Skills to learn include things like: describing incidents according to sequence of events, ordering information properly, speaking clearly in sentences and providing important details.)
<p>Numeracy Recognizing and writing numbers to 1000. Calculating costs and making change. Reading analog clock; estimating and measuring time.</p>	<ul style="list-style-type: none"> • Adding and subtracting using decimals. • Working with currency (how many quarters in a dollar etc.) • Calculating costs involving currency. • Counting out change (i.e. counting up from cost to amount received.) • Time measurement and estimating time.
<p>Self-Management and Self-Direction Using time wisely. Prioritizing work tasks. Working well with others. Working quickly and efficiently.</p>	<ul style="list-style-type: none"> • Build awareness of time by taking note of the passage of time for all class activities. • Set start and end times. • Estimate time required before starting activities and verify upon conclusion. • Have learners provide the instructions to one another for various activities. • Since the pace of work varies from place to place, help the learner figure out an appropriate pace for performing various tasks. Talk about circumstances that might affect a change in the pace of work. • Include activities for self-reflection and evaluation.

Learner Name _____ Date Completed _____

More about pre-demonstration training and assessment:

Assessing a learner's performance in accordance with expectations in a real-world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

For a cleaner in housekeeping services, for example, forgetting to say, "Good morning." to a guest may not quite measure up to quality standards but it's not nearly as serious as causing an injury by not following the safety precautions on a cleaning product.

As part of pre-demonstration training for this exit demonstration, spend some time talking with the learner about these following skills and duties. Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work as a cleaner in Housekeeping Services. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration.

Learner Name _____ Date Completed _____

	Extremely important	Quite important	Somewhat important	Not that important
Reads with Understanding: texts related to information and instructions for cleaning duties and procedures				
texts and documents related to a job in cleaning services: Labels (purpose, hazards, precautions etc.) Instructions (how to use, first aid treatment etc.) WHMIS and Hazard symbols and training materials Materials Safety Data Sheets Work charts and schedules In-service training materials Employee handbook, Health and safety notices				
Writes to Express Ideas Fills out simple forms				
Writes signs, notes and messages				
Records information on charts or schedules				
Speaks and Listens Effectively Speaks clearly in a focused way when presenting information				
Provides detailed information or instructions				
Responds to questions and provides accurate information				
Considers audience when presenting information				
Understands the effects of non-verbal communication				
Listens to others and stays on topic				
Uses interaction strategies to maintain communication				
Uses strategies to check and increase understanding				
Numeracy Recognizes and writes numbers to 1000				
Calculates costs and change due				
Reads analog clock				
Estimates and measures time				
Self-Management and Self-Direction Uses time wisely				
Prioritizes work tasks				
Works well with others				
Works quickly and efficiently				

Name _____ Date _____

Demonstration: Student's Copy

To the Student:

People who work as Chambermaids or Housekeeping Cleaners do many jobs on a regular basis that require physical strength and know-how such as vacuuming carpets, dusting furniture, cleaning bathrooms, changing linens, picking up debris, polishing mirrors and washing windows and floors. Although the daily work may be the same every day, cleaners will tell you that it takes more than physical strength to be successful in this job. Cleaners must take pride in their work and demonstrate respect for other people's personal property. They need to pay close attention to the job at hand, filing reports when anything is damaged, broken or missing; they must understand how to use cleaning products and equipment safely; they need good communication skills for working efficiently with other employees, and increasingly, they are expected to have good customer service skills, dealing with the public in a polite and friendly manner.

The following demonstration will help you see your skills and abilities in these four areas and it will help to show if you are ready to work as a Chambermaid or Cleaner in Housekeeping Services.

Getting Ready:

This demonstration is in four parts. Each part focuses on a common task or duty that Chambermaids or Housekeeping Cleaners might expect to encounter in day-to-day work.

Before you start, read over all the instructions for the demonstration and look carefully at each of the resources. Read each one through so that you understand what information you have. You will need some of this information when you do your demonstration. Here is a list of the resources for this demonstration:

1. Hazardous symbols
2. Safety precautions
3. Duties sheet
4. Requisition form
5. Laundry service form

Getting Started:

During the first reading of the demonstration materials, you can ask your instructor for help if there are words you do not understand. If you need a lot of help in reading these materials, you may not be ready to try this demonstration yet. Once you feel comfortable about understanding what you have read, move on to the demonstration activity itself.

Name _____ Date _____

PART 1

Information and Instructions:

As a Chambermaid in a local hotel, you are required to work with different cleaning products for different purposes. Understanding the WHMIS symbols and warning labels on various cleaning agents, and knowing what to do to avoid a problem, is important to your health and safety. The following products that you might use on a daily basis have these kinds of symbols. Please be aware however that, things change and, over time, new warning symbols may appear on labels. You will need to be on the lookout for these changes and keep up-to-date on what labels mean. Look at the warning symbols shown for these products and list the precautions you would take when using each product.

Liquid Plumr



Precautions:

Javex



Precautions:

Lysol Aerosol Cleaner



Precautions:

Name _____ Date _____

PART 2

Information and Instructions

This part of the demonstration involves role-playing. You will take on the role of a member of the housekeeping staff at Village Manor, a mid-sized (83 suites) residence for seniors in Waterdown, Ontario. At Village Manor, the tasks of daily cleaning follow a particular routine but individual attention is given to each suite according to the needs and wishes of the residents. Special instructions for each unit are written down on the cleaning roster. Since you are going on holidays next week, the supervisor has asked you to go over your particular roster with Josie, the new girl, who will fill in for you while you are away. Josie has experience as a Chambermaid in a hotel, but she is not used to different instructions for different rooms. Attached is your roster. What instructions and advice will you give her? (Your instructor will take the role of Josie. Explain to Josie what she needs to know in order to do a good job while you are away.)

PART 3

Information and Instructions

On your first day back at work after your holiday in Florida, you discover a few things that need some attention.

- ▶ In Suite #104, you see that the light bulb in the ceiling fixture is burnt out.
- ▶ In Suite #106, Mrs. Shultz complains to you that she keeps getting locked in the bathroom. She says she has to pull the door with both hands to get out. When you investigate, you see that nothing is wrong with the lock but the door is sticking in the door jam and it is difficult to open.
- ▶ In Suite #107, you discover there is a crack in the full length mirror beside Mr Wong's dresser. You do not remember seeing a crack before. When you ask him about it, he tells you he thinks the other cleaner bumped the mirror with the handle of the vacuum cleaner.

Members of the staff at Village Manor are required to fill out a report form for anything they find that is broken and fill out a maintenance requisition form for anything that should be attended to by Maintenance. Based on what you discovered, complete the necessary forms.

Name _____ Date _____

PART 4

Information and Instructions

At Village Manor, a laundry service is available to the residents. On Mondays, Housekeeping staff comes by to pick up the laundry bags from each suite along with the laundry instructions form, which residents are supposed to fill out ahead of time, and the correct change for the washing machines and dryers.

The 91-year old resident in suite number 108 is nearly blind. Your supervisor has asked you to assist Mrs. Tudhope in filling out the laundry form and setting aside the right amount of money. Mrs. Tudhope prefers to give you a \$10.00 bill each time and have you count out the change. Your supervisor agrees that this is OK.

For the activity that follows, your instructor will take the part of Mrs. Tudhope and you will continue as a member of the Housekeeping staff. Talk with Mrs. Tudhope now and provide the assistance she needs in order to get her laundry done.

For your information:

- ▶ Washing machines take \$2.25 for each load of washing.
- ▶ Dryers can handle two loads of washing at one time and that will cost about \$1.75.
- ▶ If laundry products are not provided by the resident, there is an additional cost of \$1.00.

This next question is not part of the demonstration.

Write a few comments here about what you thought of this demonstration. Was it interesting? Was it fun to do? Do you think it was true to life? Was it too difficult, or too easy? What did you think?

Name _____ Date _____

Evaluation





Successful completion of this demonstration shows that the student is able to combine the necessary literacy and problem-solving skills in order to accomplish some important tasks associated with everyday work as a Cleaner in Housekeeping Services. The chart below shows what these skills are and which ones the student was able to demonstrate. In order to be successful in this demonstration the student must demonstrate all of these.

Reading	<input type="checkbox"/> Able to read and understand information in texts and documents, charts, lists and simple forms.	<input type="checkbox"/> Able to draw conclusions and make proper decisions based on information in charts.	<input type="checkbox"/> Able to read and understand WHMIS and Hazard symbols and determine appropriate precautions.
Writing	<input type="checkbox"/> Able to fill out simple forms and work requisitions.	<input type="checkbox"/> Able to write instructions and brief messages.	
Numeracy	<input type="checkbox"/> Able to solve an everyday problem involving calculation.	<input type="checkbox"/> Able to calculate costs and count out change.	<input type="checkbox"/> Able to add multi-digit numbers using decimals.
Speaking and Listening	<input type="checkbox"/> Able to provide information, give instructions and make suggestions based on written information.	<input type="checkbox"/> Able to use questions in order to gather important information.	<input type="checkbox"/> Able to use proper interaction strategies to facilitate understanding i.e. ask clarifying questions.
Thinking Skills (SMSD)	<input type="checkbox"/> Able to locate necessary information and use it to make appropriate decisions.	<input type="checkbox"/> Able to take the initiative in meeting customer needs.	
Working with Others (SMSD)	<input type="checkbox"/> Able to consider audience when giving instructions to others.	<input type="checkbox"/> Able to follow conventions of good customer service.	<input type="checkbox"/> Able to offer assistance in a polite and friendly manner.

Evaluation results: <input type="checkbox"/> Successful <input type="checkbox"/> Unsuccessful	
Comments: _____ _____ _____	
Assessor's Signature:	Student's Signature:

Resource #1: Hazardous Materials

Most cleaning products contain chemicals that have properties that are dangerous and can cause harm. For that reason, all such products have labels that identify the dangers, list safety precautions and recommend actions and first aid treatment in case of accidents. Here are the most common symbols you will see and a few samples of dangers and precautions that you can find printed on product labels. Please be aware, however, that things change and, over time, new warning symbols may appear on labels. You will need to be on the lookout for these changes in order to keep up-to-date on what labels mean.

Description	Hazard Symbol	Dangers	Precautions
TOXIC		<ul style="list-style-type: none"> • Contents harmful • Dangerous fumes form when mixed with other chemicals • May cause blindness or choking • Harmful or fatal if swallowed 	<ul style="list-style-type: none"> • Wear protective clothing • Do not swallow • Avoid contact with skin and eyes • Do not breathe in fumes • Do not mix with other cleaning products
CORROSIVE		<ul style="list-style-type: none"> • Corrosive to skin and fabric • Contents harmful • Causes burns • Irritant to skin and eyes 	<ul style="list-style-type: none"> • Wear protective clothing • Wear rubber gloves • Keep away from skin or clothing
FLAMMABLE		<ul style="list-style-type: none"> • Combustible • Flammable • Can cause flames to spread 	<ul style="list-style-type: none"> • Keep away from heat source • Keep away from sparks or flames
EXPLOSIVE		<ul style="list-style-type: none"> • Contents under pressure • Container may explode if heated 	<ul style="list-style-type: none"> • Store away from heat source • Keep away from flames or sparks • Do not puncture • Do not put in hot water

Resource # 2: Safety Precautions

People at work take safety precautions when working with hazardous materials. Precautions may involve wearing additional protective clothing or equipment as well as taking certain safety measures. Some of the most common practices include the following:

Common Precautions:
<p>Protective clothing and equipment:</p> <ul style="list-style-type: none">• Hard hat• Safety shoes or boots• Ear plugs• Protective gloves• Nose and mouth mask• Safety glasses or goggles• Safety overalls• Respirator• Aprons
<p>Safety measures</p> <ul style="list-style-type: none">• Wear rubber gloves• Avoid contact with skin or eyes• Avoid breathing in fumes• Wash hands after using• Do not smoke near this material• Use in well-ventilated area• Keep containers tightly closed• Clean up all spills• Keep away from flames sparks and heat• Keep container upright• Do not puncture• Do not mix with other products• Do not breathe fumes• Do not swallow

Resource #3: Duties Sheet

Village Manor

DAY HOUSEKEEPING ROUTINE

Suites:

- Upon entering the room, acknowledge with courtesy the resident. Take time to inquire as to their well-being before beginning to clean.
- Begin in the bathroom: empty garbage.
 - Clean mirror and vanity.
 - Clean shower and tub area, washing walls and floor.
 - Wipe inside of shower curtain.
 - Sanitize toilet and clean.
 - Wash bathroom floor.
 - Wipe windowsill.
- REMEMBER: Always use separate washing cloths for the bathroom and the bedroom
- Change linens on the bed. Put dirty linen in laundry basket.
- Dust room, including knick knacks, pictures, TV and furniture.
- Using the creative tool on the vacuum, go around the perimeter of the room, including the bathroom, along all the baseboards.
- Vacuum the entire room, moving the light furniture and underneath heavy furniture.
- Wash any noticeable fingerprints or marks on the walls/doors in the suite as well as outside the suite, especially fingerprints along the handrails.
- Kitchenettes: wash counter tops and around the base of the microwave and refrigerator.
- Spray with spot remover any stains on the carpet. Report any carpets that need steam cleaning.

One room per day — rotating each week

- Wipe all walls with a swiffer to remove cob webs and dust.
- Wash all baseboards in main area and bathroom.
- Clean or tidy anything noticeable (tangled telephone or cable cords).
- Clean fan in bathroom.
- Clean inside of windows as needed.
- Wash inside of microwave and refrigerator.

Record maintenance concerns.

Speak to Administrator upon noticing any of the following:

- Signs of incontinence
- Smoking
- Damage
- Resident not changing (not having much laundry)
- Noticeable behavioural changes in resident

Suite #	Special Instructions
101	Do not use Lysol Aerosol cleaner - Mrs. Wilson has severe allergies.
105	Don't touch anything on the desk.
106	Speak loudly and let Lily see your face when you talk. She is hard of hearing.
108	Put toiletries in bathroom back exactly where you found them. Dorothy is very particular.

Resource # 4: Requisition Form



MAINTENANCE REQUISITION

Tenant:	Date:	Suite #
Permission to enter suite if tenant is not available: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Tenant's authorization to enter (signature): _____		
Description of work to be done: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____		
Work completed by:	Date completed:	
Superintendent's Comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____		

Village Manor

PERSONAL PROPERTY LOSS OR DAMAGE REPORT FORM

Tenant:	Date:	Suite #
Description of work to be done:		
Signature:	Time:	
Action Taken:		
Signature:	Date:	
Superintendent:	Tenant	

Resource # 5: Laundry Services Form

Village Manor

LAUNDRY SERVICES FORM

Date:		Client:	
Suite: #		Amount enclosed:	
Client Instructions: (Please check <input checked="" type="checkbox"/> your choices.)			
	Load 1	Load 2	Load 3
Water Temperature?	<input type="checkbox"/> hot <input type="checkbox"/> warm <input type="checkbox"/> cold	<input type="checkbox"/> hot <input type="checkbox"/> warm <input type="checkbox"/> cold	<input type="checkbox"/> hot <input type="checkbox"/> warm <input type="checkbox"/> cold
Bleach?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Softener?	<input type="checkbox"/> No <input type="checkbox"/> Yes, dryer sheet <input type="checkbox"/> Yes, liquid	<input type="checkbox"/> No <input type="checkbox"/> Yes, dryer sheet <input type="checkbox"/> Yes, liquid	<input type="checkbox"/> No <input type="checkbox"/> Yes, dryer sheet <input type="checkbox"/> Yes, liquid
Dryer Temperature?	<input type="checkbox"/> Normal <input type="checkbox"/> Perm Press <input type="checkbox"/> Delicate <input type="checkbox"/> No Heat	<input type="checkbox"/> Normal <input type="checkbox"/> Perm Press <input type="checkbox"/> Delicate <input type="checkbox"/> No Heat	<input type="checkbox"/> Normal <input type="checkbox"/> Perm Press <input type="checkbox"/> Delicate <input type="checkbox"/> No Heat
Laundry Products?	<input type="checkbox"/> Included <input type="checkbox"/> Not included	<input type="checkbox"/> Included <input type="checkbox"/> Not included	<input type="checkbox"/> Included <input type="checkbox"/> Not included
Special Instructions			
Client's signature:		Collected by:	
Laundry completed by:		Date:	
Comments:			

Name _____ Date _____

Answer Key

PART 1

Information and Instructions:

As a Chambermaid in a local hotel, you are required to work with different cleaning products for different purposes. Understanding the WHMIS symbols and warning labels on various cleaning agents, and knowing what to do to avoid a problem, is important to your health and safety. The following products that you might use on a daily basis have these kinds of symbols. Identify the warning symbols below and list the precautions you would take when using each product.

(In this activity, you are looking to see if the learner understands the dangers associated with each product and can make some connections to appropriate precautions. The answers do not have to include every item as I have listed them. The learner may use different wording. Decide yourself what are reasonable and appropriate precautions to take when using these products in Housekeeping Services.)

Liquid Plumr



Precautions:

Wear rubber gloves
 Avoid contact with skin and eyes
 Do not mix with other products
 Do not breathe in fumes
 Do not swallow

Javex



Precautions:

Wear rubber gloves
 Avoid contact with skin and eyes

Lysol Aerosol Cleaner



Precautions:

Do not use near flames or sparks
 Do not use near heat (i.e. stove)
 Do not puncture

Name _____ Date _____

PART 2

Information and Instructions

This part of the demonstration involves role-playing. You will take on the role of a member of the housekeeping staff at Village Manor, a mid-sized (83 suites) residence for seniors in Waterdown, Ontario. At Village Manor, the tasks of daily cleaning follow a particular routine but individual attention is given to each suite according to the needs and wishes of the residents. Special instructions for each unit are written down on the cleaning roster. Since you are going on holidays next week, the supervisor has asked you to go over your particular roster with Josie, the new girl, who will fill in for you while you are away. Josie has experience as a Chambermaid in a hotel, but she is not used to different instructions for different rooms. Here below is your duties roster. What instructions and advice will you give her? (Your instructor will take the role of Josie. Explain to Josie what she needs to know in order to do a good job while you are away.)

In this activity, the learner should show Josie the duties roster and talk through the tasks to daily cleaning. The learner may choose to read the whole thing, or simply ask Josie to look it over and ask any questions about the regular duties. The learner must, however, talk through each of the special instructions at the bottom of the page explaining why they are important. If the learner adds a few details about the residents on her own, all the better – but not necessary. You are looking to see if the learner takes initiative in giving explanations, explains things clearly, and can respond in a reasonable way to any questions Josie may ask. You also want to see if the learner can locate particular information in the duties list in order to substantiate particular instructions.

PART 3

Information and Instructions

On your first day back at work after your holiday in Florida, you discover a few things that need some attention.

- ▶ In Suite #104, you see that the light bulb in the ceiling fixture is burnt out.
- ▶ In Suite #106, Mrs. Shultz complains to you that she keeps getting locked in the bathroom. She says she has to pull the door with both hands to get out. When you investigate, you see that nothing is wrong with the lock but the door is sticking in the door jam and it is difficult to open.
- ▶ In Suite #107, you discover there is a crack in the full-length mirror beside Mr. Wong's dresser. You do not remember seeing a crack before. When you ask him about it, he tells you he thinks the other cleaner bumped the mirror with the handle of the vacuum cleaner.

Name _____ Date _____

Members of the staff at Village Manor are required to report anything they find that is broken and fill out a maintenance requisition form for anything that should be attended to by Maintenance. Based on what you discovered, complete the necessary forms.

In this activity the learner will fill out three forms – two for Maintenance and one to report the damaged mirror. You want to see if the learner:

- ▶ *Chooses the appropriate form for the appropriate purpose*
- ▶ *Includes all the necessary information*
- ▶ *Writes or prints legibly*
- ▶ *Provides information clearly*
- ▶ *Does not include a lot of unnecessary information*
- ▶ *Writes information in the correct places*
- ▶ *Signs the form*
- ▶ *Leaves appropriate sections blank*

PART 4

Information and Instructions

At Village Manor, a laundry service is available to the residents. On Mondays, Housekeeping staff comes by to pick up the laundry bags from each suite along with the laundry instructions form, which residents are supposed to fill out ahead of time, and the correct change for the washing machines and dryers.

The 91-year old resident in suite number 108 is nearly blind. Your supervisor has asked you to assist Mrs. Tudhope in filling out the laundry form and setting aside the right amount of money. Mrs. Tudhope prefers to give you a \$10.00 bill each time and have you count out the change. Your supervisor agrees that this is OK.

For the activity that follows, your instructor will take the part of Mrs. Tudhope and you will continue as a member of the Housekeeping staff. Talk with Mrs. Tudhope now and provide the assistance she needs in order to get her laundry done.

For your information:

- ▶ Washing machines take \$2.25 for each load of washing.
- ▶ Dryers can handle two loads of washing at one time and that will cost about \$1.75.
- ▶ If laundry products are not provided by the resident, there is an additional cost of \$1.00.

Name _____ Date _____

In this demonstration, the learner will talk with you, a senior resident for the purpose of helping you fill out a form, calculate costs of laundry services and receive correct change from a ten dollar bill. You are looking to see if the learner:

- ▶ *Speaks slowly and clearly as appropriate for an elderly person*
- ▶ *Demonstrates kindness and a polite and friendly manner*
- ▶ *Explains clearly about the need to fill out the laundry form*
- ▶ *Asks questions clearly*
- ▶ *Obtains information and identifies the resident's wishes on the form accurately*
- ▶ *Provides accurate information about costs*
- ▶ *Calculates total cost accurately (\$7.25)*
- ▶ *Uses any necessary interaction strategies for clarification*
- ▶ *Counts out the right change for \$10.00 — (\$2.75)*
- ▶ *Writes out clear instructions for drying the green sweater (Full sentences are not required.)*

List of Resources

- ▶ Housekeeping job descriptions and job postings.
- ▶ Essential skills profiles for cleaners.
- ▶ Housekeeping duties lists
- ▶ WHMIS training materials
- ▶ Materials Safety Data Sheets (Lysol).
- ▶ Signs and labels with special attention to product hazards, safety precautions, first aid treatment.
- ▶ Instructions for cleaning products and equipment use.
- ▶ Accident/Incident reporting procedures.
- ▶ Activity from Job Profile binder on Working with WHMIS and Room Attendant.
- ▶ Simple forms, charts and schedules. Royal Tours Cleaning Schedule Activity
- ▶ Condo Porter activity from Job Profile binder
- ▶ Employment application forms
- ▶ Incident reporting forms.
- ▶ Numeracy activities:
 - ▶ Adding and subtracting using decimals.
 - ▶ Working with currency (how many quarters in a dollar etc.)
 - ▶ Calculating costs involving currency.
 - ▶ Counting out change (i.e. counting up from cost to amount received.)
 - ▶ Time measurement and estimating time.