

FACILITATOR'S HANDBOOK

HOUSEKEEPING



**AMBASSADE
DE FRANCE
EN OUGANDA**

*Liberté
Égalité
Fraternité*



UKARIMU

What is the purpose of this module?

This training module serves as guidance to train young people in Uganda in bartending and coffee making in the tourism & hospitality sector. The module is based on principles of Active Learning.

The training is developed for beginner level trainings but can also serve as a refresher course for people with some experience in tourism & hospitality.

The module can be used in a stand alone training, or combined with other Ukarimu modules that are all freely accessible at www.ukarimuacademy.org.

What does this training module consist of?

THE MODULE CONSISTS OF:

- 1) Pages that guide the trainer on how to implement the different training activities.
- 2) Pages that will be displayed as a presentation during the training. These Pages can be edited as you like via PowerPoint or Google Slides.

PREPARATIONS

Training participants

This training is developed for anyone with an interest in bartending and coffee making in the tourism & hospitality. Commitment to the training should be among the recruitment criteria. As this training is written in English, basic literacy and understanding of English are important (although it can also be translated into other languages).

Trainers

The trainers are preferably tourism & hospitality professionals with expertise in housekeeping and that have gone through a training of trainers (ToT). Ideally, the lead trainer is supported by a sidekick who helps in coordinating the training.

Training venue

This training can be hosted at a range of training venues. To support active learning, choose a spacious venue where people can move around and work in small groups. Ideally your venue also has some outdoor space to host energizers and/or exercises. This housekeeping module also requires that you organize actual self contained hotel rooms for practical learning.

Training materials

- Flipcharts, sticky notes, writing equipment
- Projector and slides
- Various documents that go alongside this module
- Certificates of participation (to be developed by the trainer)



TRAINING OUTLINE: DAY 1

AGENDA



Introduction game,
expectation setting, etc.



Introduction to
housekeeping



The housekeepers
job description



Qualities of a good
housekeeper & the
housekeepers' Etiquette



Handling guest complaints
day 1



Role plays (A good
housekeeper)



Q&A Session



Wrapping Up



Introduction game (20 min)



STEPS

1. Let the participants team up in pairs.
2. Give them 3 minutes to interview each other.
3. Let them find out each other's names and experience with working in tourism & hospitality. Invite all participants to share the answer to this question: "Let's welcome each other as a guest"
4. Afterwards let participants introduce each other to the rest of the group by summarizing what their partner has shared.



Learning goals

1. Participants will be more familiar with each other.



ADDITIONAL MATERIALS

It is best to do this activity in a big open space. Take the group outside if possible.

Reference Training content Housekeeping, page: 2

Expectation setting (20 min)



STEPS

1. Place the participants in an open circle, in front of a flipchart. Provide everyone with 3 sticky notes.
2. Let them reflect for 3 minutes on what they aim to learn during the training and what they can teach others.
3. Let them write down their learning goals on the sticky notes and invite them to place the sticky notes on the flipchart. (1 note = 1 learning goal)
4. Go through their answers and explain whether each expectation is realistic and reflect on what they can offer each other.
5. Emphasize that they should also take their own responsibility in ensuring that they actually learn what they have mentioned. Also emphasize that peer-to-peer learning can be very effective.
6. Also share your own expectations on the training and provide an overview of how the training will look like.



Learning goals

1. Participants are clear on what they aim to learn and take ownership of their learning goals.
2. Participants realise what they can offer to others and are willing to help each other





TIP FOR THE FACILITATOR:

when sharing the learning goals, start with one goal of a participant, read it out loud and ask other participants if they have the same or a similar goal. Harvest and cluster similar answers so you create an overview of different learning themes emerging from the group.

Reference Training content Housekeeping, page: 2

Deciding on rules (20 min)



STEPS

1. Invite the participants to brainstorm on the rules for the training.
2. Let the participants split up in pairs and discuss with each other for 5 minutes what they consider to be proper rules on timekeeping, how to interact with each other, etc.
3. Ask each pair to mention one of the rules they have come up with. If the group agrees with the rule it will be written on a big sheet of paper. Allow people to come up with alternative suggestions.
4. Make sure people only suggest rules that cover new topics.
5. Also agree on what to do when someone doesn't respect the rule. Suggest something playful, such as singing a song or telling a joke.
6. When everyone (or at least the majority of the group) agrees with the rules, invite one person to sign the paper on behalf of the rest.
7. From now on the rules are in place!



Learning goals

1. The participants agree on the rules of the training and feel ownership over them.

Reference Training content Housekeeping, page: 2

Introduction to housekeeping? (60 min)



STEPS

1. Introduce the topic of housekeeping ask participants what they understand by this term. Why is housekeeping important? Use the brainstorm/pop corn method.
2. Present the slide on housekeeping.
3. Using a brainstorm/popcorn method, ask participants, "What is hygiene? Why is it important? Encourage them to use examples as much as possible.
4. Present the slide on hygiene.
5. In a brainstorm, ask participants, "As housekeepers, what are things we should watch out for? Harvest answers on a flipchart.
6. Check if participants have any questions, and then present the slides on what to watch out for, housekeeping tasks and when to do them.



7. In groups of 4-5 participants, hand out printed copies of housekeeping reviews and ask them to study them, then discuss, “What specific aspects of housekeeping and hygiene do you see in these reviews?”



Learning goals

1. Participants get an understanding of what housekeeping and hygiene is and how important they are in their working environment. They will also learn what to watch out for e.g. bed bugs, snakes etc. and also have an idea about what time of day various housekeeping tasks should be done.



ADDITIONAL MATERIALS

- Make sure to prepare the markers and flip charts ahead of the exercise.
- Prints of the reviews

Reference Training content Housekeeping, page: 2 to 4

The housekeepers’ job description (120 min)



STEPS

1. Ask participants in a brainstorm and harvest their answers on a flipchart;
 - a. What is a job description?
 - b. What does it entail?
 - c. What is the importance of having a job description?
2. In a brain storm ask the participants to share the elements in a housekeepers job description. Harvest on a flipchart. Encourage the participants to exhaust the list by asking, “Is that all? What else can we add?”
3. Pin the harvest on the wall and wrap up session with the presentation on the slides about a housekeepers job description
4. Ask participants, “Which of the elements of a job description are you hearing for the first time?”
5. Before continuing, engage the participants in an energizer as this session is lengthy.
6. Okay, we are going to talk about a housekeepers etiquette/code of conduct. “What are the do’s and don’ts that every housekeeper should know? Harvest on flipchart.
7. Present slides with the housekeeping etiquette/code of conduct
8. Discuss the qualities of a good housekeeper. (Encourage the group to share these qualities before you present them.



Learning goals

1. Participants will learn or be reminded of their role as a housekeeper and the qualities they must possess to make good housekeepers.



ADDITIONAL MATERIALS

- Ensure that markers and flip charts are prepared ahead of the exercise.

Reference Training content Housekeeping, page: 4 to 5



Handling guest complaints (40 min)



STEPS

1. Introduce the topic of handling guest complaints by inviting participants to list down guest complaints that always give them difficulty to respond to, and also share solutions. Facilitator harvests these on a flipchart.
2. 2 pairs of volunteers engage in a role play, one as a guest and another as a housekeeper, who has come up to clean the room. The volunteers acting as the guest will select some of the complaints raised in the plenary, act them out and let's see how the housekeeper handles the various scenarios. Give 5 minutes to each pair, and then let the whole team reflect and give constructive feedback on whether the situations were handled correctly.
3. After all volunteers have done the role play, close off the exercise by asking a few people what they learned.
4. Wrap up the discussion with the presentation of slide on handling guest complaints.



Learning goals

1. Participants will learn how to deal with disappointed guests and handle their complaints



ADDITIONAL MATERIALS

Flipchart and markers

Reference Training content Housekeeping, page: 6

Role plays (A good housekeeper) (50 min)



STEPS

1. In groups of 4 participants, let participants come up with a 5 minute role play depicting what a housekeeper should or should not be. The best team wins the days title "The good housekeepers"
2. Each group has 5 minutes to present and after the have all presented, the various participants will choose the winning team and give reasons why.



Learning goals

1. The participants put the skills they have learnt today to use and see how they can use them at their work places in the real world.





ADDITIONAL MATERIALS
None

Q&A session (30 min)



STEPS

1. Thank participants for their participation so far and ask them to ask questions on anything in the previous topics that they might not have understood. It's better for the facilitator to ask fellow participants to answer these questions, as it helps them understand what has been taught more.



Learning goals

1. The participants get a chance to catch up with the rest, after knowledge has been shared by colleagues.



ADDITIONAL MATERIALS
None

Wrapping up (30 min)



STEPS

1. Hand out three sticky notes in different colors to each participant.
2. Let them write down on one sticky note with a specific color what they appreciated about the day.
3. Let them write down one thing they learned today on another sticky note.
4. Let them write down one thing that could be improved in the training at the last sticky note.
5. Ask them to place the sticky notes on a flipchart, grouped per color.
6. Invite everyone to walk up to the flipcharts and read the sticky notes.
7. Harvest a few answers in the plenary, 1-3 for each flipchart.



Learning goals

1. The participants learn to reflect on the training and their own learning process.



ADDITIONAL MATERIALS
None



TRAINING OUTLINE: DAY 2

AGENDA



Trolley stocking and preparation



Cleaning materials/tools



Procedures of cleaning a guest room



Procedures of cleaning a guest bathroom/toilet area



Preparing the bed (Theory)



After cleaning the room, check!



Practical sessions



Wrapping Up



Trolley stocking and preparation (40 min)



STEPS

1. Explain that today, we will start by looking at the housekeepers trolley/basket. By show of hands, how many of us use Trolleys? Baskets? Others?
2. Have everyone stand at one side of the room, draw an imaginary line and read each of the housekeeping cleaning supplies. Participants cross the line if they use a supply that is read out. So you will say, "Cross the line if you use"
3. Wrap up with presentation on the slides, covering trolley stocking and preparation.
4. Please remember to welcome any questions/contributions that participants may have at this point!



Learning goals

1. The participants in a fun way discover cleaning supplies that they have probably never heard about. There is increased awareness of various cleaning supplies, should the participants come across them in a work place.



ADDITIONAL MATERIALS

Pictures from the web of supplies although if physical ones can be displayed, its even better

Reference Training content Housekeeping, page: 6 to 8

Cleaning materials/tools (30 min)



STEPS

1. In a quick brainstorm session, let the participants list cleaning materials that they use in their housekeeping work.
2. Give a presentation of various cleaning materials/tools and where they are used. Take stock of those they know and show examples of those that they don't know, with the help of the slides or pictures from the internet, or physical items.
3. Which cleaning materials/tools do they know but are not using in their work place? What are the reasons for not using?



Learning goals

1. Participants will learn more about cleaning materials/tools used in housekeeping



ADDITIONAL MATERIALS

Try to gather images of all the cleaning materials and if possible a video of them being used.

Reference Training content Housekeeping, page: 8 to 9



Guest room cleaning procedures (40 min)



STEPS

1. Have 2 volunteers come up, one male another female. Ask them to put on their housekeeping hat and then ask, “You have come to clean a room, please walk us through the steps until the room is ready for the next guest”
2. One volunteer will go first and the second one will only make additions or subtractions to the steps presented by the first one, while the rest of the group takes notes.
3. Once the volunteers are done, open the floor for participants to either add what was left out or re-arrange the order of steps.
4. Present the steps again using the slides. These steps will be practiced during the practical sessions.



Learning goals

1. Participants will learn about the required order of cleaning a room



ADDITIONAL MATERIALS

None

Reference Training content Housekeeping, page: 9 to 10

Cleaning toilets and bathroom area (40 min)



STEPS

1. In two groups, let participants draw a toilet/bathroom area on a flipchart and write down the procedures for cleaning a bathroom and toilet. After, let group representatives present to the plenary.
2. Depending on how accurate the presentations were, wrap up with the presentation of the steps for cleaning a bathroom/toilet again using the slides. These steps will be practiced in a practical session later.
3. Show YouTube video on cleaning a bathroom



Learning goals

1. Participants will learn about the required order of cleaning a bathroom and toilet.



ADDITIONAL MATERIALS

- Flipcharts, markers and seal tape
- Internet for accessing YouTube video

<https://youtu.be/21sipxiPUBQ?si=ZY88nRAR6EQUJWjU>

Reference Training content Housekeeping, page: 11 to 12



Making a bed (40 min)



STEPS

1. In a plenary, introduce that we are going further to learn about making a bed. Ask, “I know we have all made beds before and I am interested in knowing, What is the first thing we do when we are making a guests bed?, what comes after that?, then after?” The facilitator ensures that all participants answer a question on this one. Even if the list may seem to be exhausted, ensure that everyone shares.
2. Present slide about bed making and show various ways of making a bed.
3. Show video of making a bed as a wrap up.



Learning goals

1. Participants will learn or be reminded about the required steps and creative ways of making a bed



ADDITIONAL MATERIALS

- Flipcharts, markers and seal tape
- Internet for accessing YouTube video
<https://youtu.be/PdJQWu-k6AE?si=R-tnVvj09r7QFqTd>

Reference Training content Housekeeping, page: 12

After cleaning the room, Check! (30 min)



STEPS

1. To the group say, “Wow! It’s been a wonderful cleaning experience. Our bathroom, toilet, room are all clean, the bed is well made and you are about done. Is it time to leave?” Encourage the participants to answer “yes” or “no”. For those that say “no”, ask, “why not? What is still remaining?” Harvest the answers on a flipchart.
2. Let’s share some experiences based on our answers. What do you usually forget to check before leaving the cleaned room?
3. Wrap up the session with a presentation of what to check for before leaving the room and declaring it ready to use by the next guest.



Learning goals

1. Participants will learn or be reminded about what to check for before leaving a room for the next guest. Guests should never discover a missing amenity or faulty appliance that should have been noticed by a housekeeper.



ADDITIONAL MATERIALS

- Flipcharts, markers and seal tape

Reference Training content Housekeeping, page: 13



At turndown! (30 min)



STEPS

1. Ask the group, “Please stand up if you have heard about the term “turndown”. Ask those who stand up, “what does it mean?“ What do we do at ”turndown“? Harvest answers on a flip chart
2. Wrap up the session with a presentation of what to do at turndown



Learning goals

1. Participants will learn or be reminded about what to do as a housekeeper at turndown.



ADDITIONAL MATERIALS

- Flipcharts, markers and seal tape

Reference Training content Housekeeping, page: 13

Let’s practice bathroom cleaning, room, cleaning & bed making (120 min)



STEPS

1. It’s a practical session. Depending on the available guest rooms for practice, split the group, preferably in teams of maximum 4 participants. Assign them to dirty rooms and let them clean them following The participant teams will have to follow the procedures that have been taught.
2. Discuss and agree on what to start with, what next etc. etc. then start
3. Each team should have a supervisor attached to it through out the practical session to provide guidance if needed.



Learning goals

1. Participants will practice all that they have learnt in housekeeping.



ADDITIONAL MATERIALS

- Dirty guest rooms
- Trolleys and housekeeping supplies
- Supervisors for each of the teams
- Step by step checklist for the teams to follow.



Wrapping up (30 min)



STEPS

1. It's a practical session. Depending on the available guest rooms for practice, split the group, preferably in teams of maximum 4 participants. Assign them to dirty rooms and let them clean them following The participant teams will have to follow the procedures that have been taught.
2. Discuss and agree on what to start with, what next etc. etc. then start
3. Each team should have a supervisor attached to it through out the practical session to provide guidance if needed.



Learning goals

1. Participants will practice all that they have learnt in housekeeping.



ADDITIONAL MATERIALS

- Dirty guest rooms
- Trolleys and housekeeping supplies
- Supervisors for each of the teams
- Step by step checklist for the teams to follow.



TRAINING OUTLINE: DAY 3

AGENDA



Environmental sustainability and green jobs



Decent work, contracts and sexual harassment



Laundry (theory and practical session)



Graduation and closure

Environmental sustainability and Green jobs (120 min)



STEPS

1. Introduce the topic of environmental sustainability and ask openly, “What is environmental sustainability?”
2. In groups, ask participants to discuss the following questions in relation to their work environment and present to the group.
 - a. How can we save energy/power? How can we communicate it to our guests?
 - b. How can we save water? How can we communicate it to our guests?
 - c. How can we practically protect our environment in terms of air quality, soil, vegetation etc.? How can we communicate it to our guests?
 - d. What are the bottlenecks to environmental sustainability in the tourism and hospitality sector?
4. Once the groups have shared, the facilitator presents the sustainability and green jobs criteria as a round up of the session and participants can share if and how they practice the elements of the criteria.
5. Participants can also select elements that they will commit to or lobby for and practice when they go back to their place of work.





Learning goals

1. The participants learn about environmental sustainability and get inspiration to push the sustainability agenda at their workplace.



ADDITIONAL MATERIALS

Markers and flipcharts

Reference Training content Housekeeping, page: 14

Decent work and safety (120 min)



STEPS

1. Begin this session by saying that we are going to talk about decent work. Then ask,
 - a. “What does the term decent work mean?”
 - b. Ask a few people, “If you were to give marks, out of 100, to what extent is your job decent?” “Why?”
2. Then the facilitator will present the elements of decent work using the slides and ask the participants to re-assess how decent their job is after seeing the elements shared?
3. Slides on safety and sexual harassment will also be presented here.
4. As a close to the presentation, participants can be asked on how they intend to professionally push their employers to offer them decent jobs.
5. “Let’s zoom into contracts. What is a contract? Of what importance is a contract? How many of us have a contract?”
6. Show the group an example of a housekeepers contract, and see if they recognize the decent work elements therein. Which ones do they see?



Learning goals

1. Participants will learn about and appreciate decent work. Facilitator to ensure that participants understand their rights VS their responsibilities, so that there is a knowledge balance



ADDITIONAL MATERIALS

Flipchart and markers

Reference Training content Housekeeping, page: 15 to 18



Laundry (theory and practicals) (120 min)



STEPS

1. Introduce to the participants that “We are going to look at a very important but usually minimized department of the hotel, i.e. the Laundry”
2. In a brainstorm, ask participants to tell what usually happens in the laundry department, how a skilled laundry department can make the hotel money, what the procedures are for handling linen/fabric/detergents/ironing etc.
3. Ask participants to share some positive and negative experiences they had because of the quality of work in their laundry department.
4. As a wrap up, use the slides to lecture the participants on laundry S.O.Ps and controls
5. In a practical session, organise a complete laundry assignment from the room to the delivery back to the guest using;
 - A washing machine and dryer
 - Hand washing and manual systems



Learning goals

1. The training participants understand how the Laundry department works and learn about how to handle various kinds of linen.



ADDITIONAL MATERIALS

Washing machines
Electric/solar dryers
Hand washing equipment
Various types of fabrics
Various laundry detergents
Water

Reference Training content Housekeeping, page: 18 to 19



Closure & graduation (60 min)



STEPS

1. Encourage the participants to think on what they intend to do after here, with the lessons they have learnt and write down their 3 most important intentions on 3 separate sticky notes, one answer per sticky note.
2. Invite all participants to share at least one intention with the group and after stick all three to a flipchart on the wall.
3. Hand out certificates and have fun.
4. Don't forget to take a group picture.



Learning goals

1. Participants will have thought about the next steps after the training and have enjoyed the closure of the training.



ADDITIONAL MATERIALS

- Sticky notes
- Flip charts
- Certificates of participation
- Music



THIS MODULE IS DEVELOPED BY...

Lead partner



Ukarimu is an initiative that develops open-source training material for the tourism & hospitality industry.

www.ukarimuacademy.org

Funding partner



Implementing partners

