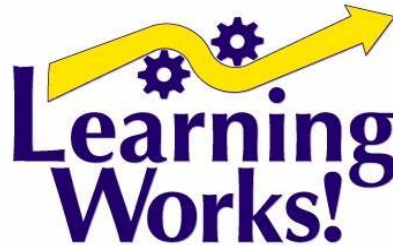


Connecting to Workplaces:

Building Curricula for Validated Demonstrations

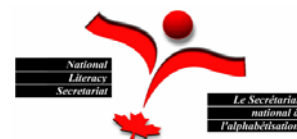


Chambermaid/Housekeeping Cleaner Curriculum

LBS Levels 3

Developer: Jane Barber
Project Coordinator: Susan Taylor

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



Acknowledgements

Chambermaid/Housekeeper Cleaner Curriculum

Curriculum Scenario:

This curriculum will appeal to adult learners who may be interested in a job in housekeeping services and whose literacy skills are currently at LBS Level 3 or IALLS level 2. The resource develops understanding for the demands of the job in various settings and focuses on job-specific applications of reading, writing, numeracy, time management and speaking and listening skills. Learners enjoy the engaging stories, interesting learning activities, the discussions and the self-reflection, and, when finished, they are well-prepared to complete the accompanying exit demonstration, “Chambermaid/Housekeeper”.

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All curricula can be found on the following websites:

<http://www.nald.ca/library/learning>

www.LBSpractitionertraining.com/

<http://www.nt.net/literacy>

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- › Wawa Motor Inn, Wawa
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Preface

The development of this curriculum resource is in direct response to increasing demand in the field for training materials that target specific applications of work-related skills. It has particular authenticity and value because of the process that preceded it. In 2005, Literacy Network Northeast (LNN) published comprehensive exit assessment demonstrations for ten different entry level jobs. You can view these demonstrations on the NALD website at: <http://library.nald.ca>, or on Demonstrations Ontario by AlphaPlus at: <http://demonstrations.alphaplus.ca>. These exit demonstrations are unique in that each one has been validated by a group of employers in that particular job field. Employers agreed that if they had a job applicant who had completed this demonstration successfully they would certainly grant that person a job interview. This is a huge step forward in securing employer recognition of skills as opposed to the more common application criterion of a Grade 12 diploma.

Following this success, the National Literacy Secretariat provided funding for the next step - support curriculum for five validated exit demonstrations. LBS curricula are now available for entry level positions of Cashier, Nanny, Taxi Driver, Chambermaid or Housekeeping Staff, and Florist Assistant. It is important to note that the curriculum for each position is written for the learner and at the LBS level required for success for each particular job, i.e. Cashier – L 3/4, Nanny – L 2/3, Taxi Driver – L 2/3, Chambermaid or Housekeeping Staff - L 2/3, and Florist Assistant - L.3. Tips and notes for the practitioner for each lesson along with an answer key for the learning activities are included.

Following a true outcomes approach, i.e. working backwards from the desired outcome, each curriculum provides the training learners need in order to complete the job-specific demonstration successfully. Each curriculum has five chapters based on the five core skills that employers identified as essential to the job with applications and learning activities for each skill. To see the skills required for this particular entry level position, check the Essential Core Skills Chart included in this resource.

It is interesting to see the degree of overlap in essential skills demanding the same level of complexity and competency. This provides added value for practitioners and learners in two ways:

- 1) Practitioners can work with learners using different curriculum resources at the same time i.e. teach core skills to everyone in a group and provide learning activities that are specific to individual interests.*
- 2) Practitioners can use these resources as models for teaching core skills required in other entry level jobs – particularly the ones where validated demonstrations are already available i.e. Forestry Worker, Hunting Guide, Pet Groomer, Security Guard and Laundromat Operator.*

Based on primary and secondary research for each position, the curriculum

- › builds on Service Canada's Essential Skills and Essential Skills Profiles*
- › uses authentic workplace documents and real-to-life stories*
- › illustrates the transferability of each skill*
- › offers rigorous learning activities that are inventive and engaging*
- › provides opportunities for learner self-reflection, self-assessment and discussion*

To ensure consistency, the five writers and the project coordinator kept in close contact throughout the writing phase reading each other's work and making suggestions. An additional team of five reviewers also read the manuscripts and offered feedback, and learners who piloted each resource gave their views on the value, usability and enjoyment factors. Finally, a number of outside employment agencies and individual employers added their high approval rating to these materials. As a result, LNN is very proud to offer these quality resources to the field and is confident in highly recommending these materials to adult learners in Ontario.

Table of Contents

Introduction.....	1
Essential Skills Chart.....	11
Chapter One: Time Well Spent.....	14
Time Management Skill #1: Being on time.....	15
Time Management Skill #2: Having a good record of attendance.....	26
Time Management Skill #3: Following rules at work about time.....	32
Chapter Two: Math at Work.....	47
Numeracy Skill #1: Reading and writing numbers into the thousands.....	49
Numeracy Skill #2: Solving problems that require addition and subtraction with carrying.....	66
Numeracy Skill #3: Measuring Time.....	75
Chapter Three: Down on Paper.....	86
Writing Skill #1: Completing forms.....	88
Writing Skill #2: Messages and notes.....	103
Writing Skill #3: Keeping records.....	117
Chapter Four: Pardon? What Was That?.....	124
Speaking and Listening Skill #1: Listening for what is expected.....	129
Speaking and Listening Skill #2: Helping other co-workers.....	142
Speaking and Listening Skills #3: Communicating with supervisors	150
Chapter Five: Reading It Yourself.....	158
Reading Skill #1: Company handbooks, notices and bulletins.....	162
Reading Skill #2: Signs, symbols and labels.....	179
Reading Skill #3: Schedules and forms.....	187
Practitioner Notes and Answer Keys.....	199
Bibliography.....	257

INTRODUCTION

Chambermaids and Housekeeping Services

For the practitioner...

This curriculum has been developed for adult learners who are interested in jobs as light duty cleaners working in housekeeping services or as chambermaids. Other jobs that are similar to this include: hospital cleaner, hotel cleaner, residential cleaner, office cleaner room attendant, and sweeper.

The curriculum contains good background information, skills training and learning activities for all the important literacy-related tasks that an employee in housekeeping services undertakes day-to-day on the job. Building on Services Canada's Essential Skills Profiles and Essential Core Skills identified by employers, this curriculum prepares the learner to successfully complete an exit demonstration which has been validated by people who hire for Housekeeping Services.

Practitioners will find this resource easy to use. The material is written to and for the learner and virtually all of the important information learners must know is embedded within each chapter. This means there is very little demand for further research on behalf of the practitioner. Practitioner notes for each chapter are included at the end and provide ideas on how to expand the resource and modify it for various purposes. Answer keys for the learning activities are found along with the practitioner notes.

This resource is one of five curriculum resources providing training for entry level positions. The complete set includes curriculum for:

- Cashier
- Chambermaid/Housekeeper
- Florist Assistant
- Nanny
- Taxi Driver

While each resource is different, they all follow a similar approach and contain similar elements. For example,

- Each resource is written at the LBS level required for success in that particular entry level job.

Cashier	LBS Level 3/4
Chambermaid	LBS Level 3
Florist Assistant	LBS Level 3
Nanny	LBS Level 2/3
Taxi Driver	LBS Level 3

- Each resource has five chapters that correspond to the five essential core skills identified by employers in that job field.
- The chapters follow employers' recommended order of importance
- Each chapter contains
 - introductory information of a particular skill and how it is used on the job
 - how those skills are transferable to other areas of life
 - what underlying skills are necessary in order to perform various job tasks
 - stories, examples and illustrations that are real-to-life
 - authentic workplace materials
 - learning activities designed to practice particular skills in various contexts
 - opportunities for self-assessment and reflection

The curriculum resources in this set are highly complementary. Practitioners are encouraged to refer to the other resources when working with learners on particular skills. Particularly if learners are encountering difficulty, readings and activities from the other resources will prove very helpful.

For easy reference, the following chart indicates where to look for particular skills.

Skills	Cashier	Chamber maid	Florist Assistant	Nanny	Taxi Driver
Time Management	Chapter 5	Chapter 1	Chapter 5	Chapter 1	Chapter 1
Reading	Chapter 4	Chapter 5	Chapter 3	Chapter 3	Chapter 4
Writing	Chapter 2	Chapter 2	Chapter 1	Chapter 5	Chapter 2
Math or Numeracy	Chapter 3	Chapter 3	Chapter 2	Chapter 4	Chapter 3
Oral Communications	Chapter 1	Chapter 4	Chapter 4	Chapter 2	Chapter 5
Team Work				Chapter 2	
Additional Skills					Chapter 5

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 training 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 and become aware of the level and quality of performance that is expected
2. 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 ignoring the safety precautions on a cleaning product.

At the end of each chapter, spend some time talking with the learners about the skills and duties they just studied. 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 the final exit demonstration.

To further prepare for working with this curriculum resource, practitioners may wish additional background information about the job. Jobs in Housekeeping Services fall under the category of "Light Duty Cleaners" and the NOC Code for jobs in this category is 6661. There are a number of excellent websites with good information. Here are a just a few:

The National Occupational Classification (NOC) website – re: light duty cleaners <http://www23.hrdc-drhc.gc.ca/2001/e/groups/6661.shtml>
Service Canada's Essential Skills website – Essential Skills Profiles – a description of how each of the nine Essential Skills are used in a particular job context

http://srv108.services.gc.ca/english/general/ES_Profiles_e.shtml

Essential Skills that are specific to light duty cleaners

<http://srv108.services.gc.ca/english/profiles/79.shtml>

The following information has been gathered from these websites for your convenience.

CHAMBERMAID – Background Information

Chambermaids and housekeeping cleaners perform any combination of light cleaning duties to keep private households or commercial establishments clean and orderly.



They work in places such as:

- Hotels, motels, resorts, and recreational facilities
- Hospitals and other health care institutions
- School boards
- Office/apartment building management and cleaning service companies
- Recreational/shopping facilities
- Private residences

MAIN DUTIES

Light duty cleaners perform some or all of the following duties:

- Sweep, mop, wash, wax and polish floors
- Dust furniture and vacuum carpeting and area rugs, draperies and upholstered furniture
- Make beds, change sheets and distribute clean towels and toiletries
- Attend to guests' requests for extra supplies
- Stock linen closet and supplies area
- Clean, disinfect and polish kitchen and bathroom fixtures and appliances
- Clean and disinfect public areas such as changing rooms, showers and elevators
- Disinfect operating rooms and other hospital areas
- Pick up debris and empty trash containers
- Wash windows, walls and ceilings
- Report and store lost and found items
- May provide basic information on facilities
- May handle complaints

In hotels, aside from cleaning and maintaining the premises, maids and housekeeping cleaners may deliver ironing boards, cribs, and rollaway beds to guests' rooms. In hospitals, they also may wash bed frames, brush mattresses, make beds, and disinfect and sterilize equipment and supplies with germicides and sterilizing equipment.

People who work in housekeeping services use many kinds of equipment, tools, and cleaning materials. For one job they may need standard cleaning implements; another may require an electric polishing machine and a special cleaning solution. Improved building materials, chemical cleaners, and power equipment have made many tasks easier and less time consuming, but cleaning workers must learn the proper use of equipment and cleaners to avoid harming floors, fixtures, and themselves. Those who work in large hotels, often work in teams consisting of workers who specialize in vacuuming, picking up trash, and cleaning restrooms, among other things. Supervisors conduct inspections to ensure that the building is cleaned properly and the team is functioning efficiently. In hotels, one member of the team is responsible for reporting electronically to the supervisor when rooms are cleaned.

WORKING CONDITIONS

Employees in housekeeping services usually work inside heated, well-lighted buildings. However, they sometimes work outdoors, sweeping walkways, mowing lawns, or shovelling snow. Working with machines can be noisy, and some tasks, such as cleaning bathrooms, can be dirty and unpleasant. They spend most of their time on their feet, sometimes lifting or pushing heavy furniture or equipment. Many tasks, such as dusting or sweeping, require constant bending, stooping, and stretching. As a result, cleaners also may suffer back injuries and sprains.

When there is a need for 24-hour maintenance, cleaners may be assigned to shifts. Most full-time building cleaners work about 40 hours a week. Part-time cleaners usually work in the evenings and on weekends.

TRAINING, QUALIFICATIONS AND ADVANCEMENT

For a job in housekeeping services, you do not need any formal education. Most building cleaners learn their skills on the job. Beginners usually work with an experienced cleaner, doing routine cleaning. As they gain more experience, they are assigned more complicated tasks. In some cities, programs run by unions, government agencies, or employers teach janitorial skills. Students learn how to clean buildings thoroughly and efficiently; how to select and safely use various cleansing agents; and how to operate and maintain machines, such as wet and dry vacuums, buffers, and polishers.

Students learn to plan their work, to follow safety and health regulations, to interact positively with people in the buildings they clean, and to work

without supervision. Instruction in minor electrical, plumbing, and other repairs also may be given. Those who come in contact with the public should have good communication skills. Employers usually look for dependable, hard-working individuals who are in good health, follow directions well, and get along with other people.

Methods most often used to train employees:

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

Courses employers most often provide to employees:

4. WHMIS
5. First Aid
6. CPR
7. Other – Security Equipment, Health and Safety Training, Front Desk Training, Equipment Training, Electronic Data Entry, Customer Service Training.

Requirements most employers look for:

8. Own Transportation
9. Bondable
10. WHMIS
11. Grade 10
12. Grade 12
13. First Aid
14. Other (good interpersonal skills, experience)

Employers also base their hiring decisions on:

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

	YES	NO
Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:	20	0
Number of employers who would consider applicants who could demonstrate or submit their demonstration results:	19	1

Advancement

Progression to supervisory cleaning positions is possible with additional training or experience.

Essential Skills

Extensive research on the part of the Government of Canada has determined that there are nine **Essential Skills** that people need in order to learn what they need to know for successful participation at work and in the community. They are:

- | | |
|------------------------|------------------------|
| 1. Reading Text | 6. Working with Others |
| 2. Document Use | 7. Numeracy |
| 3. Writing | 8. Oral Communication |
| 4. Continuous Learning | 9. Thinking Skills |
| 5. Computer Skills | |

The Essential Skills website lists specific ways in which each Essential Skill is used by employees in various jobs. It also indicates the relative frequency of each kind of task as well as its level of complexity.

In housekeeping services, for example, under the Essential Skill, Reading Text, you will find that these tasks are required.

Essential Skill: Reading Text	
Frequently	<ul style="list-style-type: none"> • read notes from supervisors to receive work assignments and from co-workers sharing information. • read cleaning product labels to understand how to use them. • read memos or electronic mail messages to address service complaints. • may read letters from the fire department about handling combustible wastes • read notes from guests to process special requests, such as a request for extra pillows or towels.
Sometimes	<ul style="list-style-type: none"> • read memos from management explaining various workplace issues, such as changes to the benefits package. • read pamphlets to obtain information on, for example, new floor finishing products, paying particular attention to safety-related details. • may read the Material Safety Data Sheets (MSDS) of products being used for the first time to identify protective equipment requirements, potential hazardous reactions and emergency procedures. • read minutes from staff meetings.
Occasionally	<ul style="list-style-type: none"> • refer to manuals to learn about equipment, such as dishwashers, or about cleaning procedures, such as how to safely clean up blood.

Light Duty Cleaners perform the following tasks that require skills in *Document Use*.

Essential Skill: Document Use	
Frequently	<ul style="list-style-type: none"> • read maid worksheet tables for information on room occupancy to determine which rooms to clean. • read lists of discharged patients and their room numbers to identify cleaning priorities. • read work schedules. • complete time sheets.
Sometimes	<ul style="list-style-type: none"> • read Workplace Hazardous Materials Information System (WHMIS) labels on products. • use forms to record the completion of assigned tasks. These forms may require the use of check marks (e.g., bathroom cleaning lists), the notation of times and a brief description of the task. • read notes and notices.
Occasionally	<ul style="list-style-type: none"> • refer to assembly drawings for specialized sweeping equipment when removing and emptying canisters.

Most employees in the national survey reported the two most important Essential Skills for success in a job in Housekeeping Services are:

- Oral Communication
- Problem Solving

Employers who participated in our research by survey ranked the Essential Skills a little differently. The chart on the next page shows what employers think are the most important Core Skills.

Essential Core Skills Chart: Chambermaid, Housekeeping Services:

	HRSDC Essential Skills	<div> <div>Most Important</div> <div>—————→</div> <div>Important</div> </div>				
<div> <div>Most Important</div> <div>↓</div> <div>Important</div> </div>	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

- 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

As you no doubt noticed from the chart, employers ranked the Essential Core Skills in order of importance and identified how those skills are applied on the job from most important to important. While this order may not stay the same, employer to employer, the Connecting to Workplaces Curricula focuses on these top five skills and the primary applications of these skills found in this chart.

This resource was created to respond to employer priorities and prepare learners for the high-frequency tasks identified by Canada's Essentials Skills research. Learners who complete this program successfully will be well-prepared to demonstrate the core essential skills required by a job in Housekeeping Services.

**CHAMBERMAID and
HOUSEKEEPING SERVICES
CURRICULUM**

Chambermaid/Housekeeper

LBS Level 3

Chapter 1: Time Well Spent

Introduction:

Chambermaids and Housekeepers use many different skills to do their work, but employers say that being able to manage time well is the most important skill of all. Time Management is one of the Essential Skills that all people need in order to be successful at work and in daily life. How does a person know if he or she has good time management skills?

You show that you have good time management skills if

- you are always on time
- you always turn up when you say you will
- you finish each job in good time

Using time management skills at work looks like this:

- you always get to work on time; you are not late
- you never skip work
- you come back from lunch breaks and coffee breaks on time
- you estimate how much time jobs will take so you can plan your work
- you finish all the work that is expected in the time you have

In this chapter, we learn about time management. You will see how Chambermaids or Housekeepers use time management skills in order to:

- ☐ be on time
- ☐ maintain regular attendance at work
- ☐ follow policies and procedures in order to work efficiently

Time-Management Skill #1: Being on time

Being on time for work is something that all employers expect of their employees. People who find it hard to be on time often have no idea why they are always late. They say, “I don’t know why this always happens to me”. People who are good at getting to work on time know that there are many things you can do to avoid being late. Being on time begins with planning ahead and making good decisions.

Read the following two stories.

What do you think of the way Jean and Lisa manage their time?

Meet Jean

Jean has a job in housekeeping at the Belmont Hotel.

Jean sipped her coffee and looked at her calendar. Tomorrow she was scheduled to work from 10:00 am-6:00 pm. That meant she would have to be at work by 9:30 to get the orders for the day. It also meant it would be an early start in the morning for everyone. Jean checked her watch. It was 8:00 pm. Time to get the children ready for bed. “Ok kids. TV off.”



Forty-five minutes later, the children were in bed. Jean put a load of laundry into the washing machine. She wanted a fresh uniform for the morning and both her uniforms were stained. Next she headed for the kitchen to make lunches for the children and one for herself. “Hmm. Almost out of peanut butter.” she noticed. Jean wrote “peanut butter” on her grocery list. She put the three lunches into the fridge and took out the cereal boxes and bowls for breakfast.

It was 9:02 pm. Perfect. Time for CSI. Jean put the TV on and flipped to the right channel. During a commercial, Jean threw her wet laundry into the dryer and made some popcorn. When CSI was over, she turned the TV off, hung her dry uniforms on hangers and went to her bedroom. She took two bus tickets out of her dresser and put them in her wallet. Jean set her alarm clock for 6:30 am. She liked to have half an hour to herself before getting the children up, and she knew she needed a whole hour to get the children dressed and finish breakfast. If she and the children could leave the apartment by 8:00 am, she would have plenty of time to drop them off at the day care downstairs and get the 8:30 bus to work. The 8:30 bus stopped outside her work just after 9:00 and that gave Jean enough time to grab a coffee and report to the day shift supervisor by 9:30.

Meet Lisa

Lisa has a job in housekeeping at the Lakeview Motel.

In the same apartment building two floors up, Lisa stretched and rolled over on the couch. She could hear the TV across the room. “I must have fallen asleep during the movie.” she thought.

She opened one eye and looked at the clock. It was 8:00 am. 8:00! She jumped up. How could it be 8:00? Darn. Lisa rushed to the phone and dialled her next door neighbour.



“Hi, Brenda. It’s Lisa. Can you come right over; it’s an emergency. I’m running late and I need you to get the kids to day school. I know, I know. This is the last time I ask you, I promise. Of course they’re up – but they haven’t had breakfast yet. I know, I know. I promise I won’t ask you again. Five minutes? OK. Thanks a lot.”

She hung up the phone and banged on the children’s doors. “Get up! Everybody up. Come on, kids, time to get up. Brenda’s coming. Be nice and maybe she’ll make you some toast.”

Lisa rushed into the bathroom. No time to shower. She splashed water on her face, tied her hair back, and threw her makeup into her purse. She could put on her make-up at work.

“Mommy, where’s my red t-shirt? Today is Canada Day at school and we’re all supposed to wear red and white.”

I don’t know. Check the laundry.”

“Ahhh, Mom. You promised.”

“I don’t have time for this, Sadie.” Lisa could hear Sadie start to cry. In the bedroom, clothes lay all over the floor. “Where’s my uniform?” Lisa picked up several towels and shirts and threw them on the bed. There was her uniform, crumpled and a little damp. Darn. She pulled it on over her head and put on a sweater to cover the wet spot on the back.

8:20. No time for breakfast. She’d never make the bus on time.

Lisa raced down the stairway and out onto the street just in time to see the tail lights of her bus turn the corner. Now she’d have to wait ten more minutes for

the next bus, and she would be ten minutes late for work.

“This is the pits”, she thought. “Why does this always keep happening to me?”

Lisa grabbed her purse. Where were her keys? Where were her bus tickets? Where was Brenda? Just then there was a knock on the door, and Brenda came in.

“Brenda, you’re saving my life. Could I borrow a couple of bus tickets? I can pay you back tonight I promise. I’m sorry to ask you. I don’t know why this always happens to me.”

“OK” said Brenda, “But honestly Lisa, you’ve got to get your act together. You can’t keep asking your friends to bail you out like this.”

“Yeah, yeah. I know. I will. Can you put something together for the kids’ lunches? You’re so great. Gotta run. Bye kids, be good.”

Let’s talk about this.



Using the questions below as a guide, talk with another student, or with your instructor, about Lisa and Jean and about how they manage their time.

If you are working on your own, write down what you think.

1. How would you describe the two women you read about?

2. What is the same about their lives, and what is different?

3. Tell what you think about their time management skills.

4. How did Jean show she had good time management skills?

5. What could Lisa do in order to manage her time better?

Check-up #1



What about your own time management skills? Take this short test to see how you do with time management.

Put a checkmark in the box that best describes you.

	Always	Usually	Not very often	Never
I am on time for work.				
I am on time for my program (LBS).				
I am on time for appointments.				
I get my children to the daycare on time.				
I get my children to school on time.				
I pick up my children on time.				



If most of your checkmarks are in the “Always,” and “Usually,” boxes, then your time management skills are pretty good. As you read on, look to see if you do the same things that other people do to make sure they are on time.



If most of your checkmarks are in the “Not very often,” or “Never,” boxes, then your time management skills could be improved. As you read on, look for what people do to make sure they are always on time.

Learning about being on time:

Some people are surprised to learn that being on time is so important to employers. In most workplaces that have housekeeping services, time-keeping is so important that employees “clock in” when they arrive and “clock out” when they leave. To clock in or out, you insert a time card into the time clock, and the clock automatically stamps the right time on your card. This way, employers have a record of the exact time each employee arrives and the exact time each employee leaves. Employees who are often late, or who often leave work early, get less pay and, eventually, they also lose their jobs.

Check-up #2



When you are late for work or for anything else, what tends to make you late? Check “YES” if the statement is true. Check “NO” if the statement is not true.

<i>I am sometimes late because...</i>	YES	NO
I sometimes sleep in.		
I don't have the right clothes ready to wear.		
I can't decide what to wear.		
I lose things like my keys or my glasses.		
The children make me late.		
People keep calling me on my cell.		
The bus is always late.		
I have too much to do first.		
I miss my bus.		
I was up too late the night before.		
I am hung over.		
I don't think being on time is that important.		

If you have any checkmarks in the “YES” column, then these are statements to think about. For each of these statements, there is a different decision you could have made or something you could have done ahead of time so it would not have been a problem. Look at your “YES” statements. Can you think of some things you could do ahead of time so this would not be a problem?

Since being on time for work is so important, many people figure out their own ways to save time and avoid being late. Not every time-saving habit works for every person, but there are some habits that do work for many people. Read the following list of good time management habits, and check ones that might work for you.

☐ Plan ahead



If Jasmine has an early shift, she spends time the night before getting everything ready so she won't be rushed in the morning. She takes out her uniform. If it is not fresh, she washes and irons it. She makes a lunch for herself and sets the table for breakfast. She calls the babysitter to remind her what time to come. She checks the bus schedule and checks to make sure she has tickets and enough money for coffee at work. She washes her hair and has a shower before she goes to bed.

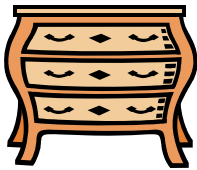
☐ Get proper sleep



Jasmine loves to watch TV, but she has learned that if she has to get up early, she cannot start watching a movie at 10:00 pm. She needs her sleep in order to be OK in the morning and do a good job at work. Jasmine finds when she is overtired, she is grumpy in the morning, she gets mad easily and she simply doesn't want to go to work. Everything is just too hard when she is overtired. When she has an early morning shift, Jasmine tries to be in bed by 10:00 the night before.

☐ Use an alarm clock

Jasmine hates getting up early. It is very easy for her to sleep in. To make sure she will get up on time, Jasmine sets her alarm clock to wake herself up in good time.

☐ Predict how much time you need

Jasmine knows she moves slowly in the morning. She hates rushing. She knows it takes her 2 hours to get herself ready for work and to get the children ready for the day. Since Jasmine wants to leave her apartment at 8:00, she sets her alarm clock for 6:00 a.m. and puts the clock on her dresser. She cannot reach her dresser from her bed, so Jasmine has to get out of bed to turn off the alarm. Once she is up, it is easier for her to keep going.

☐ Keep track of the time

Sometimes, even when you plan ahead, unexpected things can happen. For example, the children might fight over who gets the blue bowl; the cereal might spill all over the floor; the dog throws up. Unexpected things like these can take up the time you were counting on for something else. On a busy morning, Jasmine checks her watch often to make sure she doesn't get behind schedule. Some days when unexpected things take up time, Jasmine simply has to hurry a little more in order to leave on time.

LEARNING ACTIVITY #1- Excuses, Excuses!

If you were a Housekeeping Services Supervisor, what advice would you give if your staff had these reasons for being late?

<i>I was late because</i>	<i>Your advice</i>
I didn't realize it was so late.	
I slept in.	
My uniform was in the laundry.	
I couldn't find my car keys.	
People kept calling me on my cell.	
I had too much to do before I could leave.	
I missed my bus.	
I was up really late last night and I was tired.	

If you can, share your ideas with someone else.

If you are talking with your instructor or tutor, explain how your advice would help your employee avoid this problem another time.

If you are talking with another learner, also look for where your advice is the same and where your advice is different.

LEARNING ACTIVITY #2- Good Habits

Look at the following list of good habits. Put a checkmark next to the habits that you already use to help you get to work or to other places on time.

- ☐ I check the work schedule often so I know what days I work and what times my shifts start.
- ☐ Before I go to bed, I take out the clothes I will wear to work the next day.
- ☐ I check to make sure my work clothes are clean and wrinkle-free.
- ☐ (If you have young children) I make sure I have the babysitter lined up.
- ☐ When I shop for groceries, I get enough so I won't run short of food on work days.
- ☐ I plan when I will do laundry so I don't forget. That way I never get caught without clean clothes.
- ☐ I wear a watch and I often check the time.
- ☐ I plan out my days and I try to stick to my schedule.
- ☐ I use an alarm clock to help me wake up.
- ☐ I plan the amount of time I need and set the alarm to wake myself up at a good time. I want enough time to get ready for work without rushing.
- ☐ When the alarm goes off in the morning, I get right up. I do not let myself go back to sleep for just a few more minutes.
- ☐ I get enough sleep before work days. Nights before work are not the best times for me to stay up late or go out partying.
- ☐ I put out breakfast dishes and dry food the night before.
- ☐ I make sure I have on hand enough bus fare and cash for the day.
- ☐ Since I tend to misplace my keys, I make a habit of putting them in the same place whenever I come into the apartment. (i.e. on a hook by the door.)

What are some tips from the list above that could help you with time-keeping?

Write them here:

1

2

3

Self-Reflection:
What do you think about your skills?

People who have skills in time management are always on time. Based on what you have read so far, how would you describe your time management habits and skills? (Circle one)



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my time management skills are _____.

I know this because _____

Time-Management Skill # 2: Having a good record of attendance

Being able to get up and go to work regularly, every day, is another way to show that you are good at time management. People who maintain regular attendance at work understand that employers need them for the work they do and they count on their employees to turn up when they are scheduled to work. Employees who never miss a work shift are known as reliable employees; employees who frequently miss work for no good reason are known as unreliable and lazy. People who do not want to miss work use a number of things to help them keep track of work shifts and work times.

Learning about time management and regular attendance at work

When employers have employees who work on shifts, they post weekly calendars in advance to show the days and times when each employee is expected to work. Workplaces also use other kinds of schedules and charts to plan work tasks and to manage time. Click on this link to. “The Learning Edge”, and then click on “Work Schedules” to see some good examples. Be sure to turn up the volume on your computer, and don’t miss the fun quizzes at the end!



Log on and Learn

<http://www.thewclc.ca/edge/issue6>

Many employees are proud of the fact that they never miss a day of work. Some can even tell you exactly how many days they have worked without missing. People who have a good record of attendance do things that help them keep track of work days and times.

Here are two examples:

- ☐ Use a calendar.



Fernanda has two jobs. She works part-time in Housekeeping Services at the Days Inn and she works a couple of shifts each weekend at Tim Hortons. Fernanda's shifts at the Days Inn change every week, so Fernanda writes the days and times of her shifts on her calendar. This way she doesn't get her shifts mixed up. She keeps her calendar on the wall in her kitchen; that way it is handy and she can check her calendar regularly. She always checks her work schedule first before she makes plans to do anything else.

- ☐ Plan your days, and stick to your schedule.



Fernanda plans all her other activities around her work schedule. She does laundry twice a week on days before her work shift. That way she always has a clean uniform. She goes out with friends on days when she has an afternoon shift the next day. That way, she can sleep late the next morning if she wants to. If she has an early morning shift, Fernanda does not plan to go out the night before. If she has a midnight shift at Tim's, Fernanda has a good nap in the afternoon; she doesn't want to miss her shift because she is too tired to go in to work.

Let's talk about this.



Having a good record of attendance at work is important to Fernanda. How does using a calendar help Fernanda maintain regular attendance? Talk over your ideas with another student or with your instructor. Do you use a calendar? If so, what difference does that make?

If you are working on your own, write down what you think.

LEARNING ACTIVITY #3- Scheduling Time

This is what Fernanda's calendar looks like.

What would be good days and times for Fernanda to make the following plans?

1. an afternoon dentist appointment
2. go to Mom's and Dad's for dinner
3. laundry mornings (2 a week)
4. a girls' movie night
5. invite Alberto over for dinner

Mark these activities on Fernanda's calendar.

Get ready to talk about why these days and times are good choices.

October 2006

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
<i>1</i>	<i>2</i> Day's Inn 8-2 pm	<i>3</i> Day's Inn Noon-6	<i>4</i> Day's Inn 8-2pm	<i>5</i>	<i>6</i> Day's Inn Noon-6	<i>7</i> Tim's 10-2 pm
<i>8</i> Tim's 10-2 pm	<i>9</i> Day's Inn Noon-6	<i>10</i>	<i>11</i> Day's Inn Noon-6	<i>12</i> Day's Inn 8-2pm	<i>13</i> Day's Inn 8-2pm	<i>14</i> Tim's 10-2 pm
<i>15</i>	<i>16</i> Day's Inn 8-2pm	<i>17</i> Day's Inn Noon-6	<i>18</i> Day's Inn 8-2pm	<i>19</i>	<i>20</i> Day's Inn Noon-6	<i>21</i>
<i>22</i> Tim's 8pm -2 am	<i>23</i> Day's Inn Noon-6	<i>24</i>	<i>25</i> Day's Inn Noon-6	<i>26</i> Day's Inn 8-2pm	<i>27</i>	<i>28</i> Tim's 2-8 pm
<i>29</i>	<i>30</i> Day's Inn 8-2pm	<i>31</i> Day's Inn Noon-6				

LEARNING ACTIVITY #4- My Calendar

Fill in the next calendar for yourself.

Write in:

- the name of the month
- correct numbers on the right days for the month

Mark down:

- the days and times you meet with your tutor or go to the LBS program
- the days and times you go to work
- the days and times you take the children to out-of-school activities

Decide on a good day and time for you to go:

- shopping
- out with a friend
- to get your hair cut

Write in any other important dates and times that you know about for this month.

MONTH _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Once your calendar is filled in, check the calendar to see if you can do the following activities on these days. Write “YES” or “NO” in the blanks.

Could you meet with your child’s teacher on the 5th at 3:30 pm? _____

Could you come to my house for coffee on the 16th at 10:00 am? _____

Could you go out for a dinner date on the 21st at 7:00 pm? _____

Could you go shopping for a wedding gift on the 9th in the morning? _____

Could you book a doctor’s appointment on the 17th at 4:45 pm? _____

LEARNING ACTIVITY #5- But there are reasons!

These people have trouble with regular attendance at work. What do you think of their reasons? What advice would you give them? Write your advice on the lines beside each picture.



I don’t like to miss work, but I didn’t have a clean uniform so I had to call in sick.



I forgot. I thought I was on the afternoon shift today.



I slept in, but I would rather call in sick and miss a day of work than go in late and have my manager yell at me again.

LEARNING ACTIVITY # 6 - What's a Good Reason?

Sometimes there are good reasons why people have to miss work. Read the list of reasons below and, for each one, decide if it is a good reason or not a good reason to miss work. Why do you think so?

1. I can't come in today because my sister has come for a visit and I want to take her to see Niagara Falls.
☐ good reason ☐ not a good reason
2. I can't come to work today because my daughter has the chicken pox.
☐ good reason ☐ not a good reason
3. I can't come to work today because I'm going to be in a wedding tomorrow and I have an appointment to get my nails done.
☐ good reason ☐ not a good reason
4. I can't come in today because my car won't start.
☐ good reason ☐ not a good reason
5. I can't come in to work today because it's raining, and I don't want to get sick.
☐ good reason ☐ not a good reason
6. I can't come in to work today because I have no one to look after the children.
☐ good reason ☐ not a good reason
7. I can't come in to work today because I'm tired and I need a day off.
☐ good reason ☐ not a good reason
8. I can't come in to work today because it's my birthday and my boyfriend wants to take me out.
☐ good reason ☐ not a good reason
9. I can't come in today because I have too much work to do at home.
☐ good reason ☐ not a good reason

Self-Reflection:
What do you think about your skills?

People who never miss work or other important appointments show that they are good at keeping track of dates and times. This is another time management skill. Based on what you have read so far, how would you describe your time management skills for keeping track of dates and times? (Circle one)



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my time management skills for dates and times are _____

_____.

I know this because _____

Time-Management Skill 3: Following Rules at Work about Time

Chambermaids or housekeepers work in many different settings. You can find housekeeping services in hotels, resorts, seniors' residences, rehabilitation centres or long-term care facilities, hospitals and many other companies and institutions. In all of these places, housekeeping staff know that planning their work and keeping track of time as they go about their duties is very important. In hotels, for example, housekeeping staff have a certain number of rooms and areas to clean during each shift. If they work too slowly, they can get behind in their schedule and not get their work done by the end of their shift. That can lead to a number of problems.



Let's talk about this.

What do you think happens if a housekeeping employee does not finish his or her work? Who might be upset if hotel rooms are not cleaned on time?

Look at the following list of people and, for each one, ask these three questions:

1. Would this person be upset?
2. If so, why might this person be upset?
3. What do you think this person might do about it?

- ☐ Hotel stay-over guest
- ☐ Housecleaning Supervisor
- ☐ Car Park Attendant
- ☐ Hotel Receptionist
- ☐ Incoming guest
- ☐ Hotel Manager

Learning about time management and work duties

Because it is so important for work to be done properly and in good time, many managers and supervisors go to workshops to learn more about time management at work. At these workshops, efficiency experts and time management specialists teach managers how to do various jobs in ways that get the best results in the shortest amount of time. In many workplaces, these ideas are written down as rules for employees to follow. Sometimes they are put into a manual or handbook called Policies and Procedures. Other times they are written up as instruction sheets for certain tasks. In some other places, they are made into signs or posters that are put up in the employees' meeting room.

Workers with good time management skills are usually people who follow written procedures carefully. They have learned that the policies and procedures really do help them do their work properly and finish their work quickly.

LEARNING ACTIVITY #7- Time-saving Instructions

See next page for the instruction sheet for cleaning bathrooms at Woodlands Seniors' Residence.

1. Why do you think the instructions say to spray the bathtub and shower tiles before doing anything else?

2. How is this a time-saving instruction?

3. How much time would you guess could be saved by following this instruction if there were 10 rooms to clean?

Woodlands Lodge: Housekeeping Services Procedure sheet #4: Cleaning Bathrooms

Follow procedures in this order. Estimated time required: 15 minutes

Gather supplies: Checklist:

- | | |
|--|--|
| <input type="checkbox"/> two gallon bucket | <input type="checkbox"/> bleach or ammonia |
| <input type="checkbox"/> toilet brush | <input type="checkbox"/> rubber gloves |
| <input type="checkbox"/> scrub brushes | <input type="checkbox"/> mildew remover |
| <input type="checkbox"/> sponges | <input type="checkbox"/> clean rags |

Make sure bathroom is well-ventilated.

Wear rubber gloves.

1. Prepare surface:
 - Thoroughly spray bathtub, shower stall and bathtub tiles with mildew remover. Let sit.
2. Toilet
 - In bucket, mix two parts water to one part bleach OR ammonia. **Never mix bleach and ammonia together.** Pick one as your preference and stick with it throughout.
 - Flush toilet.
 - Pour some cleaning mixture into toilet.
 - Dip sponge into toilet, squeeze, and wipe down rim of toilet and seat.
 - Wipe outside of bowl, base of toilet and area behind seat.
 - Rinse sponge as needed.
 - Rinse sponge in fresh water and re-wipe entire area to remove chemicals.
 - Scrub inside of toilet with toilet brush.
 - Flush toilet.
 - Discard used toilet sponge and replace.
3. Sink and mirror
 - Dip fresh sponge into bucket. Squeeze out excess.
 - Wipe down entire counter, faucet, sink and mirror.
 - Rinse sponge in bucket as needed.
 - Rinse sponge in fresh water and re-wipe entire area.
 - With brush, scrub areas around the faucet and sink to remove any mildew.
 - Rinse with fresh water.
 - Wipe down and polish with clean rag.
 - Polish mirror with paper towel.
4. Baseboards:
 - Dip sponge in bucket. Wring out and wipe down baseboards.
 - Rinse in fresh water, Wring out and re-wipe baseboards.
5. Tub and Shower
 - Dip scrubbing brush into bucket and scrub entire tub and walls. Re-dip as needed.
 - Scrub faucet and drain areas with small brush.
 - Pour out cleaning mixture and re-fill bucket with fresh water.
 - Use fresh sponge. Rinse tub, shower stall and tiles to remove chemicals.
 - Wipe water off walls and tub and shower floor with dry, clean rag.

Molly works as a Chambermaid in a holiday resort in northern Ontario. People tease her by calling her Molly Maid. She doesn't mind though because she is one of the best workers at the resort. Here is what Molly says about managing time well as you work.



I can give you three good tips to keep in mind. When I first started coming to the Lodge, I learned these time managing skills the hard way!

1. Do your work right the first time.
2. Use the right equipment for the job.
3. Pay attention to what you are doing, and think.

One of the jobs I had to do my first week at the Lodge was to clean the housekeeping cottages. I wanted to impress my supervisor with how quick I was so I rushed through all the jobs faster than anyone. When my supervisor came to check my work, she found dust behind the lamps, streaks on the mirrors, crumbs under the table, and the shower door still had soap scum on it. I had to do everything all over again, and that meant I had to work through my breaks.

What did this experience teach Molly about time management?

At first I had trouble with daydreaming while I worked. You know, just thinking of other things. It took me a while before I realized what was happening. I would walk to the storage room and forget what I needed. I would walk back to the cottages and remember that I had gone for toilet paper. I would walk back to the storage room for toilet paper and then when I got to the cottages, I would realize I should have picked up extra soap too. Back and forth, back and forth I walked. I just didn't keep my mind on what I was doing. What a waste of time! No wonder I was the last one off duty!

What did this experience teach Molly about time management?

The carpets in the main lodge get quite sandy with people coming in and out all day. One day, my job was to vacuum the common areas in the lodge during the lunch hour. I knew we had a large vacuum cleaner but I didn't want to lug that big thing around so I used the light carpet sweeper instead. Well, it was so small that it took me forever to vacuum that carpet. The next day, I saw someone vacuum the lodge with the big machine and it took them less than half an hour!

What did this experience teach Molly about time management?

Now I know better. I am really good at my job, and last week I was asked if I would train the new housekeeping staff for the summer. I can't wait!

Working quickly is just half the story.

Finishing all the work and doing a good job at the same time go hand in hand. Housekeeping staff must not only finish their jobs by a certain time, they must also make sure their work meets a certain standard. Work that is "up to standard" means the worker did the work properly; the work measures up to what the employers expects. How do you know what the employer expects? You can usually find an employer's expectations written down in the Policies and Procedures Manual.

Here is an example of Policies and Procedures for the housekeeping staff at Bethel Lodge, a long-term care facility for seniors.

Bethel Lodge

Housekeeping Policies and Procedures

Treat residents with dignity and respect at all times

- On entering a resident's room, greet each resident by name
- Engage the resident in brief conversation
- Ask the resident if there are any special cleaning or maintenance needs
- If necessary in order to clean, ask permission to move personal belongings
- Look for signs of illness or disorientation

Maintain a high standard of cleanliness

- Perform light cleaning on a daily basis
 - Empty waste baskets
 - Make beds and change linen if necessary
 - Clean tubs, sinks and toilets
 - Wipe mirrors
 - Replenish bathroom supplies: linens, toilet paper, soap etc.
 - Dust furniture. Do not move any personal belongings without permission
 - Collect any soiled linens; label and bag soiled laundry
- Perform thorough cleaning on a weekly basis
 - Empty waste baskets
 - Scrub and sanitize tubs, sinks and toilets
 - Replenish bathroom supplies: linens, toilet paper, soap etc.
 - Change bed linens
 - Clean mirrors and windows
 - Dust furniture, ledges and window sills etc.
 - Sanitize telephone receivers, door knobs and handles
 - Wash and fold linens; wash, fold, and deliver residents' laundry

Take health and safety precautions

- Dress properly for work (i.e. clean uniform, rubber-soled shoes, no jewellery etc.)
- Use proper equipment and only equipment that is in good repair.
- Be safety conscious
 - Do not mix cleaning products together
 - Wear protective clothing when using cleaning products or disinfectants
 - Ensure proper air circulation when using products with strong odours
 - Follow proper procedures for lifting, reaching and bending
 - Avoid accidents
 - When necessary, use a step ladder; never stand on chairs
 - Wipe up spills immediately
 - Remove wheelchair obstructions
- Report any damaged or dangerous property.

LEARNING ACTIVITY #8- Employer Expectations

What do you think are the three main expectations that Bethel Lodge has for its housekeeping staff?

Write them here:

1

2

3

These expectations are written down as **policies** that Bethel Lodge has set for Housekeeping Services.

The steps you follow in order to carry out a policy are called **procedures**
What would be an example of one procedure for each policy?

Write them here:

1

2

3

Time Management - a Transferable Skill

Time management skills are important not only at work but also in other areas of life. They are important at home; they are important in our community, and they are important when we do things with friends. Skills that we can use in different areas of life are called transferable skills. Time management is definitely an important transferable skill.

Sometimes time management is more important at one time or in one place than it is in another. For example, when the children are home and on holidays, time management in the routines of getting up and starting the day may not be as important as when the children have to catch a bus for school. Knowing when time management is very important and when it is not so important is a skill in itself.

Often, making that decision depends on things like what does it matter, and who cares what I do? Your boss might care more about your being late than your neighbour who wants to have a coffee. Your mother might be more upset if you don't come over when you said you would than your buddy who you hang out with most of the time. Your manager might be more concerned if you dawdle at work than your children who don't care when you vacuum the apartment.

We ask questions like:

- How much does it matter if I am late?
- Who will be affected if I am late?
- How much does it matter if I don't turn up?
- Who will be affected if I don't turn up?
- How much does it matter if I don't work efficiently?
- Who will be affected if I don't work efficiently?

LEARNING ACTIVITY #9 - When is Time Management not so Important?

Here is a list of everyday life situations.

Make a decision about how important time-management would be to you for each situation and underline the words that best reflect your decision.

Talk about your answers with your instructor or tutor. Discuss what, in each situation, might make you change your decision.

1. My friend wants me to meet her for lunch at 11:30.

In this situation, it would be **(a very big deal** **not a big deal)**
if I was half an hour late or so.

In this situation, it would be **((a very big deal** **not a big deal)**
if I didn't turn up at all.

2. I have a plane to catch at 3:00 pm.

In this situation, it would be **(a very big deal** **not a big deal)**
if I was half an hour late or so.

In this situation, it would be **(a very big deal** **not a big deal)**
if I didn't turn up at all.

3. I have an appointment to meet with my child's teacher after school at 3:30 pm.

In this situation, it would be **(a very big deal** **not a big deal)**
if I was half an hour late or so.

In this situation, it would be **((a very big deal** **not a big deal)**
if I didn't turn up at all.

4. I think I will do my laundry sometime this morning.

In this situation, it would be **(a very big deal** **not a big deal)**
if I was half an hour late or so.

In this situation, it would be **((a very big deal** **not a big deal)**
if I didn't do it at all.

5. There is a meeting tonight at 7:00 for all the residents in my apartment building who want to vote for a new swimming pool.

In this situation, it would be **(a very big deal not a big deal)**
if I was half an hour late or so.

In this situation, it would be **(a very big deal not a big deal)**
if I didn't turn up at all.

6. A bunch of us are getting together to go to a community baseball game. We're going to meet at the park around 7:30.

In this situation, it would be **(a very big deal not a big deal)**
if I was half an hour late or so.

In this situation, it would be **(a very big deal not a big deal)**
if I didn't turn up at all.

Based on your discussions write a statement here about when time-management skills are not that important.

In my view, time management is not that important when...

You know that being on time, turning up every day for work and finishing the work you plan to do in good time are the three most important things to your future employer. You have also learned in this chapter, a number of good ways to help you meet these expectations.

Using the blank calendar on the next page,

- ☐ write the name of the month at the top
- ☐ fill in numbers for each day of the month
- ☐ put a box around every day your LBS program runs

As each day comes, keep track of your successes by checking each box that applies to you. Discuss your results with your tutor or instructor.

Name: _____

MONTH of _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended
<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time
<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time
<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended
<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time
<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time
<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended
<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time
<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time
<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended
<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time
<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time
<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended	<input type="checkbox"/> attended
<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time	<input type="checkbox"/> on time
<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time	<input type="checkbox"/> completed my work on time

Check-up #3

How are your time management skills at home, at work, in the community and with your friends?

Here's a quick check-up to see what your time management skills are like.

Being on time	Yes	No
I wear a watch	<input type="checkbox"/>	<input type="checkbox"/>
I check my watch several times a day	<input type="checkbox"/>	<input type="checkbox"/>
I predict how much time things will take so I know when to get started	<input type="checkbox"/>	<input type="checkbox"/>
I plan ahead so my clothes are ready when I need them	<input type="checkbox"/>	<input type="checkbox"/>
I plan ahead so I have the food I need on hand	<input type="checkbox"/>	<input type="checkbox"/>
I plan ahead so I can get the sleep I need	<input type="checkbox"/>	<input type="checkbox"/>
I plan ahead so I have the bus fare and lunch money I need	<input type="checkbox"/>	<input type="checkbox"/>
I plan ahead so my children get to school on time	<input type="checkbox"/>	<input type="checkbox"/>
I plan ahead so I can arrive at friends' houses when I say I will	<input type="checkbox"/>	<input type="checkbox"/>
I don't keep people waiting when it's important to be on time	<input type="checkbox"/>	<input type="checkbox"/>

Having a good record of attendance

I keep track of the days and times of my LBS program	<input type="checkbox"/>	<input type="checkbox"/>
I attend my program every day	<input type="checkbox"/>	<input type="checkbox"/>
I keep track of days and times for important appointments	<input type="checkbox"/>	<input type="checkbox"/>
I use a calendar so I don't mix up dates and times	<input type="checkbox"/>	<input type="checkbox"/>
I plan ahead so I am able to fit everything I want to do into my schedule	<input type="checkbox"/>	<input type="checkbox"/>
I turn up when I tell my friends I will come	<input type="checkbox"/>	<input type="checkbox"/>
I go to events if I sign up to attend	<input type="checkbox"/>	<input type="checkbox"/>

Following procedures for efficient work

I can get a lot of work done in a short amount of time	<input type="checkbox"/>	<input type="checkbox"/>
I follow instructions because that saves time in the long run	<input type="checkbox"/>	<input type="checkbox"/>
I work carefully so I don't have to do things over again	<input type="checkbox"/>	<input type="checkbox"/>
I think about what I am doing so I don't make costly mistakes	<input type="checkbox"/>	<input type="checkbox"/>
I use the right tools for each job	<input type="checkbox"/>	<input type="checkbox"/>



If you have mostly “yes” checkmarks, then you are already showing that you have good time management skills.



If you have mostly “no” checkmarks, then there are some things you can do to improve your time management skills. Talk about these with your instructor

Summary

In this chapter, we looked at skills for:

- being on time,
- maintaining a good record of attendance
- using time-management skills to work efficiently.

Not all skills in life are equally important. We all know that some skills are more important than others. How important do you think these skills are? Talk with your instructor or with others in a group and decide how important each one is in a person's overall success day-to-day at work. Do you think an employee's job depends on these skills? How serious would mistakes with these skills be? What kinds of mistakes might result in an employee's losing a job? Knowing just how important different skills are can make a big difference at work, so, what do you think about these questions?

What did you think of this chapter?

Was it interesting? Did you learn new things? Did you like the activities? Will you make some changes in the way you manage time because of what you learned?

Please use the box below to write what you think.

Comments:

Chapter 2: Math at Work

Introduction:

Employers tell us that people who work in Housekeeping Services often come across situations that require problem-solving using numbers. Employees, who are good at this part of the job, can not only add and subtract without making mistakes, but also can figure out what math skills to use in order to solve problems as they arise. They think clearly about what to do. For example, they know when they're supposed to add numbers and when they're supposed to subtract numbers, and they know which numbers to add or subtract.

Sometimes, they discover that problem-solving using numbers doesn't require adding or subtracting at all. Measuring time, for example is very important. Employers expect employees to work hard, use common sense and not waste time. For that reason, most employees keep an eye on the clock to make sure they don't get behind. They think about how much time tasks will take and they count time ahead to make sure they will finish all of their work.

Employees who work in large buildings find there is a lot of walking involved at work. Walking back and forth from one part of a building to another can take a lot of time. Employees soon learn fast to think about what they have to do, where they have to go, and how they can avoid unnecessary walking. This kind of thinking often involves number work, as you will see.



How can a person know if he or she has the right math skills for a job in housekeeping services?

You can be sure that you have the right skills if you can solve problems that involve:

- reading and writing numbers into the thousands
- adding and subtracting numbers with carrying
- measuring and calculating time and amounts

In this chapter, we will work on problem-solving that uses math skills. You will see how Chambermaids or Housekeepers use good number sense and computation in order to:

- ☐ Locate rooms quickly
- ☐ Plan their work according to room numbers and locations
- ☐ Calculate and count out amounts of money
- ☐ Measure and calculate lengths of time for various purposes

Warm-up Activity:

If you can, work with a partner or with other learners in a small group for this warm-up activity.

Imagine yourselves as employees who work together in housekeeping services in a big hotel. Imagine what you do throughout the day. Imagine the people you might talk to, and imagine questions they might ask you.

Now, make a list together of where you might come across numbers either written or spoken throughout the course of a day at work.

Especially make note of numbers that you would see somewhere in print.



Numeracy Skill #1: Reading and writing numbers into the thousands

Where do people see numbers at work? People who work in housekeeping services are most interested in numbers that identify:

- particular rooms, and the floors where they are located,
- codes for particular services,
- telephone numbers,
- the order in which tasks are to be done,
- quantities of supplies and linens,
- amounts of money and special service charges.

In this lesson, we start by reading numbers and looking at some of the challenges involving numbers and finding your way around in large, multi-level buildings.



Learning about numbers at work

Read the following numbers out loud:

43, 07, 268, 105, 713, 1244, 1608, 2419

Did you read them like this?

- Forty-three
- Seven
- Two hundred, sixty-eight
- One hundred, five
- Seven hundred, thirteen
- One thousand, two hundred, forty-four (or twelve hundred, forty-four)
- One thousand, six hundred, eight (or sixteen hundred, eight)
- Two thousand, four hundred, nineteen (or twenty-four hundred, nineteen)

If you did, then, good for you; you were right. That is exactly how we read these numbers when we do math calculations in workbooks in school. In other places, however, people read and say these numbers differently. For example, in places like hotels, hospitals, long-term care facilities or any other large buildings or institutions, numbers like these often appear as room numbers. When numbers are used as room numbers, or for codes, we read and say them like this:

- 43..... Forty-three (That's the same!)
- 07..... 0-seven
- 268..... Two sixty-eight
- 105..... One-0-five
- 713..... Seven thirteen
- 1244..... Twelve forty-four
- 1608..... Sixteen-0-eight
- 2419..... Twenty four nineteen

There are good reasons for this shortened way of saying numbers.

1. It saves time if you don't have to say "hundred" and "thousand" when you refer to room numbers.
2. It is simpler to recognize and to say numbers that are lower than 100, so people tend to group numbers together in the easiest possible way. For example, for 921, they would say the, "nine," and then the, "twenty-one" – room nine twenty-one, and for room 3523, they would say, "thirty five" and then "twenty three" – room thirty-five twenty-three.
3. The first number(s) also tells you what floor or what hallway a room is in.
 - a. If there are three numbers, then the first number is the one that tells you the floor number. For example, rooms 201, 245, and 232 would all be on the second floor. You would press "2" if you were going to those rooms by elevator. You would call those rooms, "two-0-one, two forty-five", and "two thirty-two".
 - b. If there are four numbers together, then the first two numbers are the ones that tell you what floor the room is on. For example, 1721 is on floor 17; 2104 is on the twenty-first floor; 1011 is on the tenth floor. You would call those rooms, "seventeen twenty-one, twenty-one-0-four" and "ten eleven".

LEARNING ACTIVITY #1- Reading room numbers

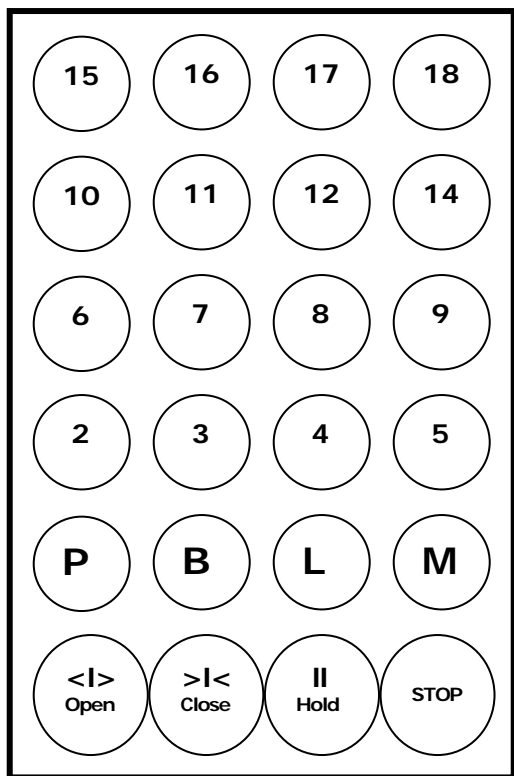
Let's practice. For the following room numbers,

- 1) write the number as you would see it on the door,
- 2) write the button number you would press if you were taking the elevator to that floor.

Room	Number #	Floor #
1. Room eleven thirty-one		
2. Room eighteen ten		
3. Room seven sixty-seven		
4. Room thirty-four-0-nine		
5. Room twenty twenty-two		
6. Room six fifty		

TIPS:

In many places, button pads on elevators look something like this:





More TIPS....

Symbols on buttons in an elevator may have these meanings:

P..... Parking

B..... Basement

L..... Lobby (which is also the first floor)

M..... Mezzanine (a high balcony that looks over the main floor and lobby)

Some elevator pads have other codes such as:

LL..... Lower Level

P1..... Parking level 1

P2..... Parking level 2

M..... Main floor

Guest rooms that are located on the main floor all start with a 1 and begin at Room #101.

In most buildings with many floors, you will not find a floor #13. Some people think thirteen is a bad luck number, and many people will not stay in a room on the thirteenth floor. For that reason, floor #14 comes right after floor #12.

Floors are always numbered in sequence from the main floor up, i.e. floor #1, then, going up, floor #2, then floor #3, then floor #4 etc. When people refer to different floors in the building, they use ordinal numbers. While some might say, “floor number 7”, most people say, “the seventh floor”. Here are a few more examples of ordinal numbers. Draw lines to match up the ordinal numbers on the left to the correct cardinal numbers on the right.

first	4
second	40
third	17
fourth	31
fifth	5
sixth	10
tenth	3
seventeenth	1
thirty-first	22
twenty-second	2
fortieth	6

Reading room numbers

Rooms are numbered in particular ways throughout hotels, hospitals and other large buildings. Floors are numbered in sequence from the main floor up, as we have already learned, and the rooms on each floor are also numbered sequentially. For example, on the main floor, room number 101 will come first, then, down the hall, room 102 will come next, and room 103 will come next after that.



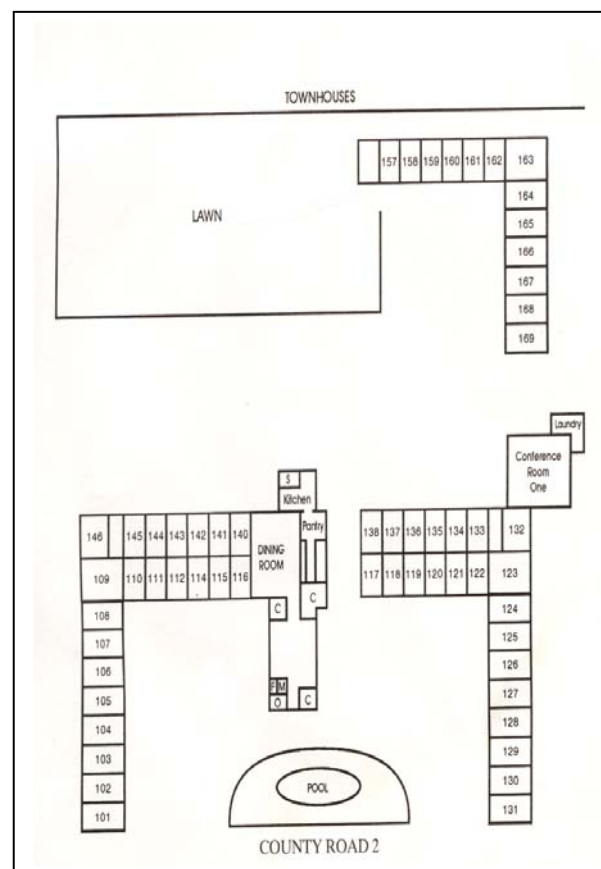
Best Western White House Inn

Sometimes, motels have many guest units all at ground level. In those motels, employees in housekeeping services have to remember where each set of rooms are located.

For example, this map shows the layout for the Best Western White House Inn in Brockville, Ontario.

You can see by this map that all guest rooms are on the ground level. There is no inside hallway.

Each unit has one door that opens onto a parking space so that cars can pull up directly in front of their rooms.



Inn Layout

Finding the best way around

Employers love to have employees who “work smart”. By “working smart”, they mean employees who think while they work, employees who look for best ways of doing things, who work efficiently. In housekeeping services, working smart is not simply a matter of finding the right rooms to clean. It involves thinking about room numbers and room locations in order to plan the best way to go about the work.

To find the best way, you ask yourself questions like these:

- Which rooms do I have to clean, and where are they located?
- Which ones are close together and which ones are farthest away?
- Which room should I do first so I don’t have to walk back and forth more than is necessary?

Do the following activity to practise these questions and find the best way to work smart.

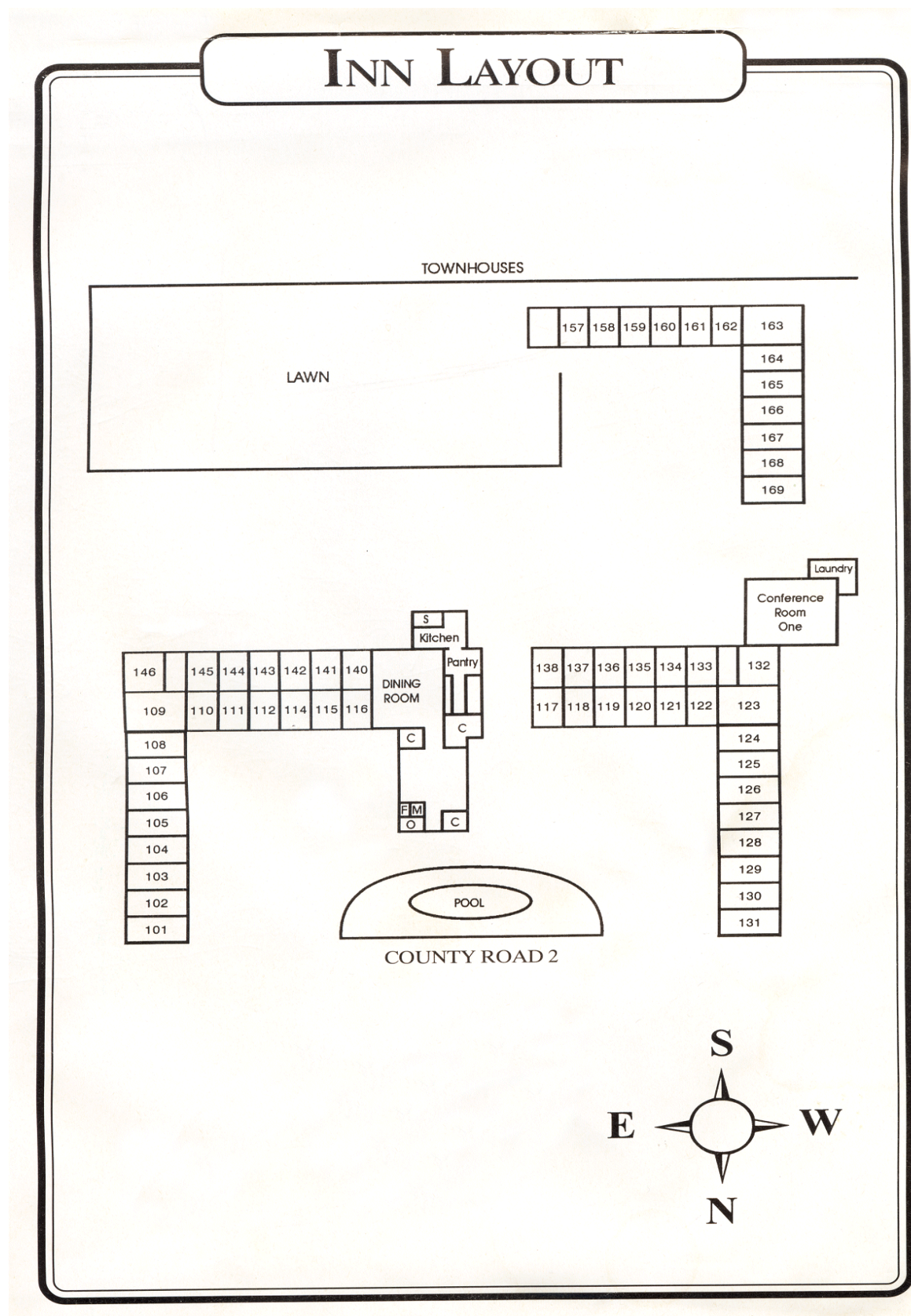
LEARNING ACTIVITY #2- Finding the best way around

- 1) You have a job in housekeeping services at the Best Western White House Inn in Brockville. Sharon, the supervisor gives out the room cleaning assignments each morning before the shift starts. Today, she has given you these rooms: 165, 127, 114, 104, 141, 117, 142, and 135. You know that you do not have to clean these rooms in exactly this order. You also know that you have four hours to clean eight rooms. You do not want to do any more walking than you have to, so you look on the map to locate the rooms that you will clean.

Activity task:

On the map, put an “X” on the room that you will clean first, and draw a line from the first room to the next room you will clean, and then to the next room you will clean after that. This is to show the order in which you will clean these rooms. When you have finished drawing the lines, you will see the path you will walk with your cleaning cart. Now that you see the plan drawn out, would you make any changes in order to find a better way and save steps?

If you can, exchange maps with another learner and discuss your work plans. Are your work pathways the same or different? Explain how you decided which room to clean first. Explain why you planned out your work the way you did. If you need to, make one final work plan to show the best possible route.



- 2) This can be a role-playing activity for you and one other person. Another student or your tutor or instructor can take the part of a new employee called Marie. You will take the role of the employee who has been working in Housekeeping Services at the Inn for a long time. Here's the situation:



Marie

Marie is a new employee at the Best Western Inn. As you go about your work, you can see Marie walking back and forth across the parking lot with her cleaning cart. Back and forth, back and forth she walks. You smile because you remember your first week on the job before you figured out how to save steps.

When she comes close by, you call out, "Hi Marie. How's it going?"

She says, "Oh Hi. OK I guess. I didn't know there was so much walking. I think I've walked about three kilometers already!"

You say, "Well it takes time to get used to things. What rooms do you have?"

Marie shows you her worksheet. "I'm behind. I've done 129, 103, 126 and 135 but I still have 110 and then 140, and then 108 and then 169 to do. Here's the layout".

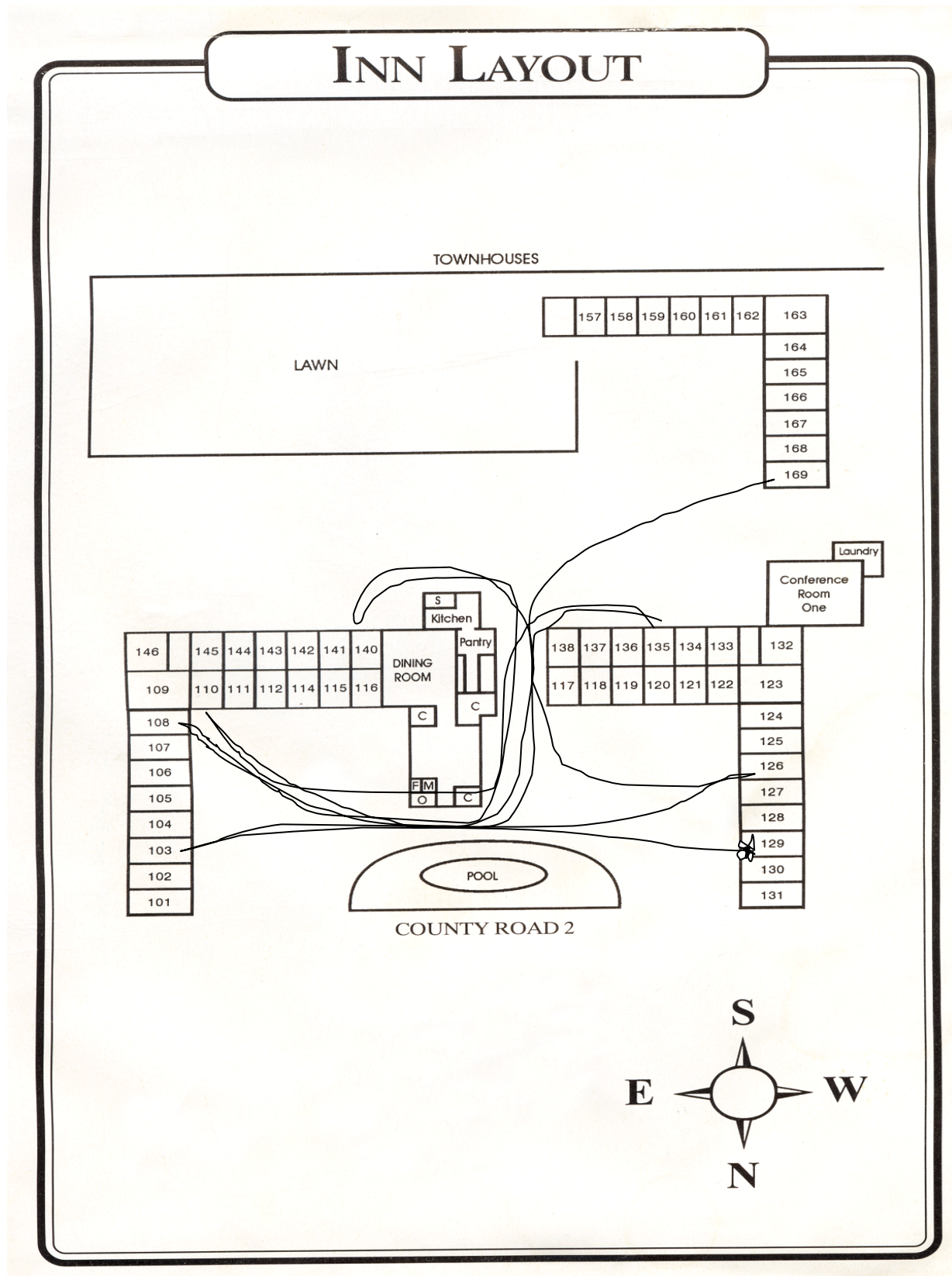
You say, "You know, you don't have to do the rooms in order on Sharon's list. If you change the order, you can save yourself a lot of time and walking. Do you want me to show you how?"

Marie says, "Sure. That would be great."

Activity task:

Use Marie's map and, with a coloured pen, mark out a better plan for her to follow. If it's easier, draw a map for Marie using a fresh Inn Layout.

If possible, compare your new plan for Marie with the plans of other learners.

Marie's work plan:

Going up? Going Down?

The Delta Inn is a downtown hotel with many, many floors. Sometimes guests order room service, and, when they are finished, they leave their dishes on the floor, in the hall outside their rooms. Trays of dirty dishes in hallways do not look very good to incoming guests. Part of the job in housekeeping services is to collect the trays as quickly as possible and return them to the kitchen. Usually trays must be collected from different rooms on different floors. Again, in this situation, there is an efficient way of doing things and a time-wasting way to do the job. Thinking about the room numbers and the floors where the rooms are located can help you plan the best way, the most efficient way, to get the job done. Do the next learning activity to practise thinking and planning for a task like this.

LEARNING ACTIVITY #3 - Finding your way around, up and down

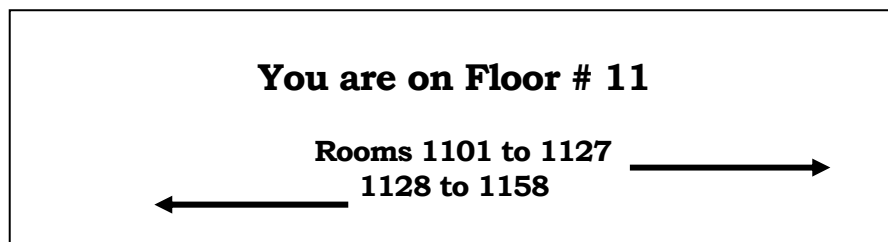
This morning, you must collect breakfast trays from rooms 804, 311, 1223, 602, 824 and 1203. How will you go about this task? Think about what you will do in order to do this task efficiently, i.e. in the shortest amount of time. What could you do so you don't get the rooms mixed up?

1) List the floor numbers and the room numbers in the order in which you would collect the trays. _____

2) Explain why you think this is the most efficient plan.

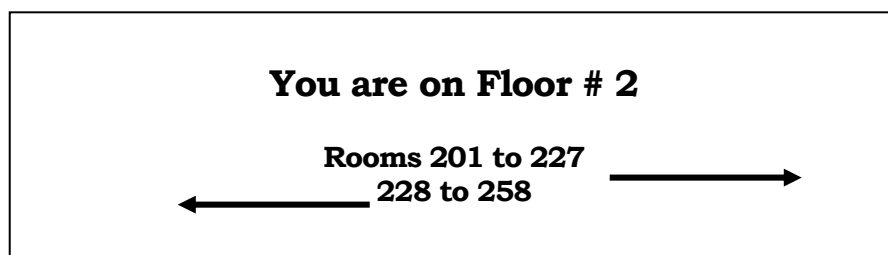
Finding your way on each floor

As you get off the elevator on each floor, you will see a sign that looks something like this one:



This sign shows which hall to take in order to find a room. According to this sign, if the room number you want comes between 1101 and 1127, you would turn to the right and walk down that hall. If the room number you want comes between 1128 and 1158, you would walk down the hall on the left.

Room signs on each floor are exactly the same except for the part that shows the floor number. For example, on the second floor the sign would look like this:



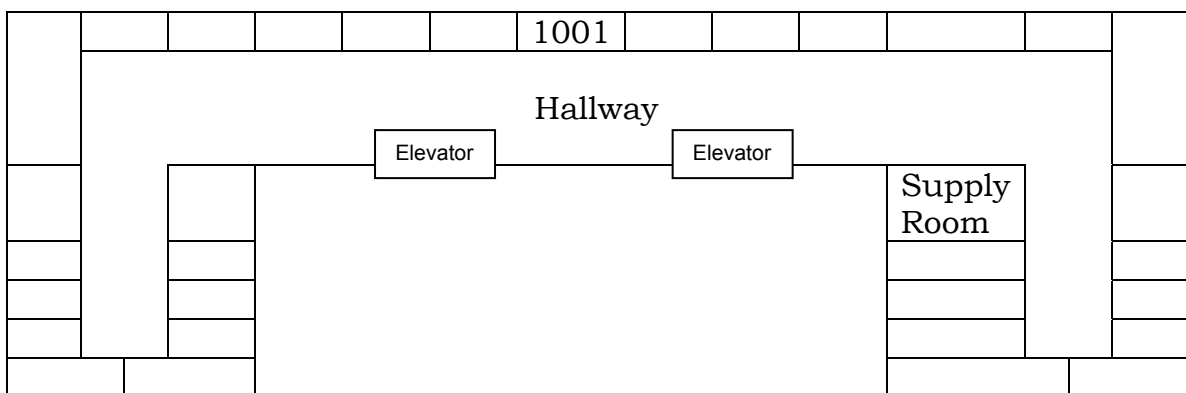
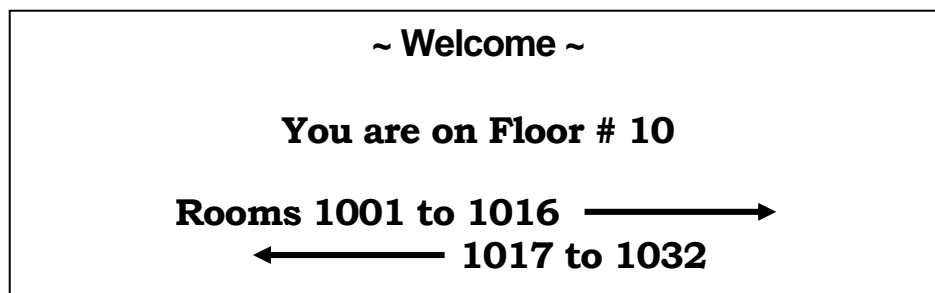
People who work in housekeeping services do a lot of walking throughout the day going from floor to floor and from room to room. Experienced workers take care not to waste time and energy with unnecessary walking. They make sure they know where they are going, and take the quickest way to get there. Like Marie, people who are new on the job can often spend a lot of time walking back and forth along the halls looking for the right rooms. Reading the signs can help.

LEARNING ACTIVITY #4- Room numbers

Using the sign examples above, read the following room numbers, and indicate if that room would be on the right or on the left as you exit the elevator.

Room 523 is on the _____. Room 211 is on the _____.
 Room 2345 is on the _____. Room 515 is on the _____.
 Room 1850 is on the _____. Room 2131 is on the _____.
 Room 405 is on the _____. Room 1027 is on the _____.
 Room 2614 is on the _____. Room 3249 is on the _____.

Here is a map of the tenth floor at the Travelers' Inn. Following the example of the floor sign below, write the room numbers on each room. Room 1001 is already marked.



LEARNING ACTIVITY #5- Giving directions

This is a role-playing activity. The housekeeping supervisor at the Crown Royale Hotel has asked you to help train a new girl. You decide that you will show her around and then ask her to do some tasks by herself. So that you won't get behind in your own work, you give her very careful instructions.

Give oral instructions for the following tasks to a partner who will take the role of the new girl. You will want to tell the new girl what she is supposed to do, what room she has to go to, what floor the room is on, and which hallway to take when she gets off the elevator. The floor signs look like this:



The first one is done to show you how.

Example:

1. A guest in room 724 wants some extra coffee for his coffee maker.

Directions you give: "Get some coffee packets and go to the seventh floor. When you get off the elevator, go down the hall on the left. Look for room 724."

Here are more situations. What directions will you give?

2. A guest in Room 1317 wants fresh towels.

3. The guest in Room 903 can't get the ironing board open.

4. The guest in Room 2114 doesn't have any shampoo.

5. A guest in Room 632 is cold and has asked for an extra blanket.

6. The guest in Room 427 needs his suit dry-cleaned for tomorrow.

Self-Reflection:**What do you think about your skills?**

Based on what you do every day, and based on what you have read and done so far in this lesson, how would you describe your skills for working with numbers?



excellent

pretty good

not very good yet

not good at all

Finish these sentences:

I think my skills with numbers are _____.

I know this because _____

Let's talk more about this.

Using the questions below as a guide, talk with another student, or with your instructor, about what you have learned so far in this lesson.

If you are working on your own, write down what you think.

What do you think?

1. How does thinking about room numbers and making a workplan help an employee in housekeeping services save time and energy?

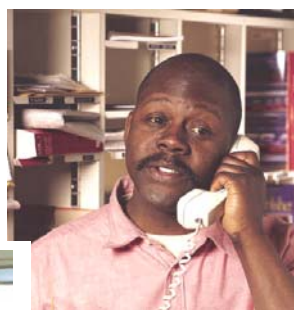
2. What does it mean to work smart? Do you think that you usually work smart? Why do you think that?

Transferable skills

You will remember from Lesson 1 that transferable skills are skills that a person can use in more than one situation. The ability to recognize numbers and the ability to think about what they mean and how they can help you work smart, are excellent transferable skills. We rely on reading and following numbers in many other places and situations in life. Here are a few examples:

- Apartments in apartment buildings are numbered by floor and in sequence along hallways. In apartment buildings, we use ordinal numbers when we say, *"I live on the fifth floor, but my friend lives on the sixth."*

- Individual addresses are numbered in order along the street. With addresses, however, you will find even numbers on the south and west sides of the street and uneven numbers on the north and east sides of the street. We read the numbers in street addresses like we read room numbers in hotels. We say, *“Mr. Cleary lives at three nineteen Westwood Avenue. (319)”*. You have to be careful though; sometimes numbers are missing! On my street, I live at number 215 and my next door neighbour lives at number 219. Where is house number 217? It’s not there! There is no number 217 on my street.
- We read highway names and exit signs along major highways this way too. We say, *“I’m going to take Highway sixty-nine (69) to the four hundred (400) and then go south to the four-0-one (401). Then I will go west on the four-0-one, past the four twenty-seven (Hwy 427) and the four ten (Hwy 410) to exit three eighty-nine (389).”*
- When we ask for information about buses and bus routes, we might hear, *“From Kipling station, take the eleven sixty-two (1162) and get off at Martin Grove. Then take the thirteen-0-nine (1309) north to Steeles.”*
- Sometimes people give out their telephone numbers by saying the numbers in twos together like this: *“Call me on my cell at: four, one, six, eleven ninety-eight”*. (416-1198)
- Cashiers you talk to at check out counters often tell you money amounts this way too. They say, *“That’s two eighty-nine, fifty six”*, meaning (\$289.56).



Check-up #1



What about your ability to read and follow numbers in order to find your way around? Take this short quiz to show what you think about this transferable skill.

Put a checkmark in a box on the right that best describes what you think.

	No problem	I'm pretty good	I need a little more practice	I don't get this at all
I can tell someone how to get to where I live by explaining how to find my apartment floor and my apartment number or my house number.				
I can read and say numbers into the thousands.				
I can recognize numbers in sequence into the thousands.				
I can find other addresses quite easily by reading and following numbers on buildings.				
I can get to the right floor in a large building if I know the room number.				
When I am in big buildings, I read and follow signs on walls in order to walk in the right direction.				
I use ordinal numbers when I talk about different floors in a building.				
When I have to go to several places, I can plan out the best and quickest route.				



If most of your checkmarks are in the “No problem,” and “I’m pretty good,” boxes, then your knowledge of numbers and your ability to find your way around by following numbers are good.



If most of your checkmarks are in the “I need more practice,” or “I don’t get this at all,” boxes, then it would be a good idea to go over this section again with your instructor. Show your check-up chart to your instructor, and explain what is giving you trouble.

Numeracy Skill #2: Solving problems that require addition and subtraction with carrying.

Are you good at adding and subtracting with carrying? If so, then now is a good time to see how you might use those skills if you worked in housekeeping services. Most of the time, your work in housekeeping services will be about cleaning rooms, but, in some places, there are other tasks you may be expected to do as well, tasks that involve talking with hotel guests, giving information, and maybe even adding and subtracting amounts of money.

Nowadays, wherever services are provided to the general public, employers are paying a lot of attention to good customer care. All their employees receive training on how to treat guests and clients. No matter what their main jobs are, employees are encouraged to give a friendly greeting whenever they meet guests in hallways or in elevators, and they are encouraged to offer help whenever they see a need.

Here are a couple of interesting examples.

Mia



Mia works in housekeeping services at South Park General Hospital. One morning after her shift, she stopped to chat with Jefferson, a favourite patient.

He told her, “I missed the coffee rounds this morning when I was down at X-ray. I am dying for a coffee.”

I'll get one for you," offered Mia, "I'm on my way to Tim's now anyway. I'll pick one up for you. Large, double double?"

"Yep," said Jefferson.

When she came back, Mia also brought a chocolate donut.

"You're somethin' else!" Jefferson said, "How much do I owe you?"

"Just the coffee," Mia said. "The donut's on me."

"No way. I'll pay, but I've only got a ten."

"OK then. A dollar thirty-nine for the coffee and .85 for the donut, plus tax is, ummm, wait, I have to figure it out, because they put everything on one bill."

"Take your time. I'm not going anywhere," said Jefferson.

Mia scribbled numbers on a napkin and calculated out loud. "\$1.22, plus .85, is \$2.07, plus .31 for tax is \$2.36. \$2.36 subtracted from \$10.00 is \$7.64," she said. "I owe you seven sixty-four change."

"Just make it seven fifty," said Jefferson, "I don't want a lot of small change lying around. Call it a tip."

"OK then, big tipper," Mia laughed. She handed Jefferson a five, a toonie and two quarters. "Gotta run. See you tomorrow."

LEARNING ACTIVITY #6- Adding and subtracting with carrying

Read the next three situations. Do the math, and provide the correct response.

You work in housekeeping services for a summer resort on Georgian Bay. Every day, you light-clean the rental cottages for staying guests and thoroughly clean guest rooms in the main lodge.



Sometimes guests ask you for a favour. Staff members at this resort are allowed to do favours for guests; they can make a lot of tips that way, and guests are always pleased to get the extra service.

Favour # 1:

When you're off duty, will you take the two Danby children to the Sugar Shack for ice cream? Ice cream cones are \$1.65 and you can get one for yourself too. You are to put the cost on the bill for Spruce Cottage, and bring back the receipt stub.

You really like the Danby twins, so you are glad to do this favour. When you get back, however, Mrs. Danby says, "Are you sure this is my bill? I think there's a mistake. What did you buy?"

You say, "We got three cones."

Well," says Mrs. Danby, "The receipt here says \$6.60. I think they charged too much. Can you check it for me?"

"Of course, Mrs. Danby; I'll be right back."

You take the bill, and, as you walk across the playground, you start to add things up in your head, three ice cream cones at \$1.65...

1. What did you discover?

2. What did you say to the server at the Sugar Shack?

3. What changes were made?

4. What did you tell Mrs. Danby?

5. Do you think she will give you a tip?

Favour #2

On Tuesday morning, on your way to check in, Mr. Penner stops you in the hallway. Mrs. Penner seems to have come down with a bit of the flu. The sheets on her bed have to be changed as soon as possible, so, as a special favour, could you clean their room first, and could you also do a little personal laundry for Mrs. Penner?

“Of course, Mr. Penner,” you say, “No problem. I will come as soon as I have checked in.”

This doesn’t sound like fun, you think, but the Penners are a cute, old couple, and they have been coming to the resort every July for years. They are considered very special guests by the management.

When you arrive, Mrs. Penner is sitting on the couch in her pink dressing gown. You gather up the soiled bedding, remake the bed, and open the windows. Mrs. Penner hands you the resort laundry bag. “I’m so sorry, dear, to put you out like this. I’m a little under the weather, or I would do it myself.”

“No problem, Mrs. Penner,” you assure her, “You just get well. I will have this back in no time.”

Mrs. Penner takes a twenty dollar bill out of her purse. “Here. Take this for the laundry, and keep the rest for all the bother I am causing.”

“Mrs. Penner, this is way too much – the laundry will only cost two or three dollars,” you say.

“Now don’t argue. Just scoot. You do all kinds of nice things for us. I don’t want to hear any more about money. Off you go.”

WOW!

You take the laundry to the common room. You use six quarters for the washer and three quarters for the dryer. What was your tip?

Favour #3



As soon as the elevator doors open on the third floor, you can see there’s a problem. Two children are fighting at the candy dispenser machine. Their voices are getting louder by the second.

Younger child - “I got here first, so I go first.”

Older child - “But you don’t have the right money. I have to get change first.”

Younger child - “But I want to go first.”

Older child - “But you don’t have the right money.”

You walk over. “Hey. Hi. What’s the problem?”

Younger child - “I got here first, so I go first, but he won’t let me.”

Older child - “But she doesn’t have the right money. I have to get change first.”

You say, “Ahhaa. I see. Maybe if I get the change, then you can go first? Would that work?”

The two children nod, OK.

You insert the twenty dollar bill into the change machine and out spills a fistful of loonies. You count them to make sure there are twenty. There are.

“I go first,” the little one is insisting. “I want a pink pop and gummy bears.”

You look at the prices. Drinks cost \$1.50, chips and candy cost \$1.25. You hand her three loonies, and show her the buttons to push. She puts the loonies into the slot and quickly pushes two buttons. Immediately, she starts to wail, “I got pretzels. I hate pretzels, I want gummy bears.”

You scoop up the change from the change return slot.

“That’s OK”, you say, “I’ll buy the pretzels with my own money, and you can still get gummy bears.”

Once she was quiet, the older boy said, “I want a coke and sea salt chips.”

You hand him three loonies, and he makes his selection. You retrieve the change.

“OK,” you say. “I think we had better count the change to make sure it’s all there.”

Questions

How much money did the two children spend together?

How much change should they have?

How many loonies and how many quarters would that be?

LEARNING ACTIVITY #6 - More Practice

The following situations in housekeeping services and guest care pose a question to be answered. What is your calculation?

Situation	Question	Answer
1. A guest gives you a ten and asks you to bring him an iced tea from the bar. Iced tea costs \$2.87 including tax.	Along with the drink, how much change will you bring to him?	
2. There are 14 units in the West Wing, 14 units in the East Wing, and 18 units in the Manor. You have to keep track of units cleaned each day.	What is the total number of units at Sleepy Hollow Motel?	
3. You are doing laundry inventory. You count 84 sheets. There should be 90.	How many sheets are missing?	
4. You are delivering pool towels to the pool house. They should start every day with 45 towels. You count 17 fresh ones already on hand.	How many towels do you leave?	
5. A hotel guest asks you to send his suit out to get dry-cleaned. This costs \$7.87 including tax.	What change will you give him if he hands you a twenty?	

Self-Reflection:
What do you think about your skills?

Based on what you know and can do, how would you describe your skills for solving everyday problems that require adding and subtracting?



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my adding and subtracting skills are_____.

I know this because _____

If you would like a little more practice adding and subtracting with carrying, log on to this website and enjoy these learning activities.



Log on and Learn

<http://www.netrover.com/~kingskid/additionmain.ht>

Numeracy Skill # 3: Measuring Time

Learning about measuring time

Being able to make the best use of time is very important to success on the job. For that reason, employees wear watches and keep track of how the time is passing as they work. If one job takes more time than usual, they try to work a little faster on the next task so they don't get behind.

Employees in housekeeping services know that each room takes about 30 minutes to clean. In an eight hour shift, experienced cleaners are expected to clean about sixteen rooms. New employees take longer; they can take up to forty-five minutes to clean each room.

Sometimes things don't always go according to plan. Sometimes room cleaners walk into a room and they are shocked. There is food on the floor, spilt drinks, empty food containers everywhere, a rip in the bedspread and scratches in the furniture. A room in this state is going to take a long time to clean properly. It takes extra time to fill out reports about the tear in the bedspread and scratches on the furniture. There will have to be a report for maintenance too about stains on the carpet.



When this happens, the room cleaner calls the supervisor to report the problem. This lets the supervisor know that there is a good reason why that employee will fall behind schedule. Sometimes, during the busy season, the supervisor herself will come to help or send another room cleaner in order to stay on schedule.

Let's talk more about this.

Why is time-keeping so important?

Why do you think it is so important for housecleaning services to stick to a schedule?

Think about housekeeping services in a hospital. What do those employees do? Think about how busy hospitals are. Think about the number of patients waiting in the emergency rooms. Why do you think it is important for housecleaning services to stick to a schedule?

Now think about housekeeping services in a hotel. Think about guests who want to check in. Think about the people at the reservation desk who book rooms. What happens if housekeeping services fall behind in cleaning rooms?

Most hotels have set check-in and check-out times. Some will tell you that check-out time is 11:00 a.m., and check-in time is anytime after 3:00 p.m. Why do you think hotels have rules about times for checking out and checking in?

Measuring time – another important skill

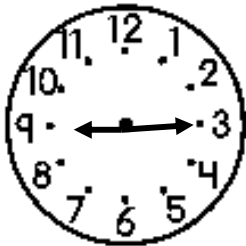
Estimating time is an important work skill too. Employees in housekeeping services need to be able to guess with some accuracy how much time jobs will take. They need to be able to measure time ahead and report when rooms will be ready. If they come across a big problem, they need to be able to estimate how much time it will take to fix the problem

LEARNING ACTIVITY #8- Estimating time

Practise estimating and measuring time with these clocks. Draw hands on the second clock to show what time it will be when you will have each job finished.



I can have two rooms ready by:



I can have three rooms ready by:



I am a new employee. I'm not as fast as the others, but think I can have two rooms ready by:



LEARNING ACTIVITY #9 - Timely questions

In the following situations, what answer will you give?

Your supervisor calls. Front desk has a group of people who want to have four rooms on the same floor. What time could you have them ready? You look at your watch. It is 1:45 p.m. You have cleaned two rooms on this floor, and two rooms still need to be cleaned. The rest of the rooms on this floor are occupied. What will you tell the supervisor?

You knock on Room 206 and say, "Housekeeping Services". A sleepy voice inside says, "Can you come back in about an hour?" You say, "Yes, of course. Sorry to disturb you." You look at your watch. It is 9:25 a.m. What time will you come back to room 206? How many rooms can you clean before then?

You are changing the sheets on a bed in room 410 when a guest pokes his head into the room. You say, "Good morning, Can I help you?" "Hi. I'm in 407 and I'm just going down for breakfast. I want to have my room done up before 9:30. Is that possible?" You look at your watch. It's a quarter to nine and you have just started this room. What do you say to the guest?

If you would like a little more practice with measuring time, try these online activities.



Log on and Learn

<http://www.aaamath.com/B/grade4.htm#topic127>

Laundry Time

Time measurement is important in other areas of work related to housekeeping services as well. In the laundry room, for example, work is very carefully timed. Employees watch machines so that time is not wasted and machines are not sitting idle. At the Best Western Inn in Brockville, you will find Sharon, the housekeeping supervisor, in charge of laundry. In the mornings, after her pre-shift meeting with her housekeeping staff, Sharon starts the laundry.

Washing loads vary in time according to size of load and stains or dirt. Washing machines are programmed to run for specific lengths of time. Usually, Sharon does sheets and pillowcases at number 5, unless they are stained; towels at number 4; and badly stained items at number 3, after she treats them with bleach or stain remover. Staying on top of the timing can be quite tricky, so Sharon often checks the big clock on the wall.

5	36 minutes	45 minute wash: Pre-wash Main wash Rinse 1 Rinse 2 Rinse 3 Rinse 4 Spin	Load per machine 14 sheets or 20 bath towels 35 smaller items: hand towels, wash cloths and pillowcases 3 lined curtains 3 bedspreads
4	38 minutes		
3	40 minutes		
2	42 minutes		
1	45 minutes		

LEARNING ACTIVITY #10-Approximately what?

Read the following situation and see how well you can estimate laundry times.

Sharon has called in sick. She has the flu, and you are asked to take care of laundry duties. It seems to you that the pile of laundry is huge, and you know that more will be coming as the other cleaners finish rooms. You check the clock. It's 9:10 a.m. No time to waste!

You begin with a quick sort to see if there are any bad stains. There's nothing much to worry about. That's lucky. You count out fourteen sheets and get them into the first machine. You start the machine on number 5. You know that it will take exactly 36 minutes. You quickly load up the next two machines and set them at number 5 as well. Three loads of laundry are swishing away.

You check the clock again. It's 9:20. In about 36 minutes, three loads of laundry will be ready for the dryers. You have time now to work on the stained sheets and towels. At this rate, approximately how many loads of laundry will you be able to get washed by noon?



A little more practice.

1. If you put a load of laundry into the washer at 4:35, will it be done by 5:00? If the load also takes another 45 minutes to dry, what would be the earliest time that you would be able to leave work?

2. If it is 10:00 now, and you want to do three more loads of washing on setting #1, what time can you go for lunch?

3. If 14 sheets take 36 minutes to wash and 45 minutes to dry, what time would you have to be at work in order to get a load done before the girls start making beds at 9:00?

Let's talk more about this.



How important is estimating time?

1. Being able to estimate the amount of time needed to do particular jobs helps you know how much you can accomplish in a given time period. How important do you think this skill is in housekeeping services? Why do you think that?

2. What kinds of problems can develop if the laundry worker does not keep track of time?

3. What kinds of problems can occur if room cleaners fall behind in their work?

4. How important is time-keeping in your daily life?

5. Do you estimate the time it will take for certain things? If so, what kinds of things?

Check-up #2



What about your ability to estimate and measure time? Take this short quiz to show what you think about this transferable skill.

Put a checkmark in a box on the right that best describes what you think.

	No problem	I'm pretty good	I need a little more practice	I don't do this at all
I can estimate accurately the time it will take for me to get to places on time.				
I can estimate accurately how much time I need to get ready to go out.				
I can estimate accurately how much time I need to get the children ready to go to school.				
I can estimate accurately how much time I need to do my laundry and tidy up the house.				
I get to places on time because I have planned my time carefully.				
I am good at sticking to a schedule because I keep my eye on the clock and work accordingly.				



If most of your checkmarks are in the “No problem,” and “I’m pretty good,” boxes, then your ability to estimate and measure time in daily life is good.



If most of your checkmarks are in the “I need more practice,” or “I don’t do this at all,” boxes, then it might be a good idea to go over this section again with your instructor. Show your check-up chart to your instructor and discuss improvements you would like to make.

Self-Reflection:
What do you think about your skills?

Based on what you know now, and what you do in your daily life, how would you describe your skills for estimating and measuring time?



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my time management skills are_____.

I know this because_____

Summary:

In this lesson, we looked at the way people use numbers and do calculations in order to be efficient and to work smart. We have seen how people in housekeeping services:

- use their knowledge and understanding of numbers to find their way around at work and to plan out routes that get them where they want to go in the quickest possible ways;
- use their abilities to add and subtract with carrying in order to solve problems that involve money;
- use their abilities to estimate, measure, and keep time in order to finish the work that is expected in the time allowed.

As we said earlier, not all skills in life are equally important. We all know that some skills are more important than others. How important do you think these math skills are? Talk with your instructor or with others in a group and decide how important each one is in a person's overall success day-to-day at work. Do you think an employee's job might depend on math skills? How serious would mistakes with these skills be?

What kinds of mistakes might result in an employee's losing a job? Knowing just how important different skills are can make a big difference at work, so, what do you think about these questions?

The situations and stories we have read have given us a good look at jobs in housekeeping services and the many different tasks that cleaners do from day to day. People who work in housekeeping services provide important services by giving care and attention to things that others need to make life easy when they are away from home.

What did you think of this lesson?

Was it interesting? Did you learn new things? Did you like the activities? Please use the box below to write what you think.

Comments:

Chapter 3: Down on Paper

Introduction:

Writing is called one of the Essential Skills that people need in life because people use writing skills for so many important everyday tasks at home, at work and in the community. People who work in Housekeeping Services do not have to do a lot of writing as part of the job, but what they do write is very important.

Q. How do you know if your writing skills are good enough for a job in housekeeping services?

A. You will remember from earlier lessons that skills you can use in different situations are called transferable skills. Writing skills are transferable from one situation to another, so if you can do some of the tasks listed below, you can be sure that you have the proper writing skills for a job in housekeeping services. Here are some ways we use writing skills in everyday life.

We complete forms

- ☐ when we make a first visit to a doctor or a dentist
- ☐ when we register our children for school or for community sports activities
- ☐ when we apply for a driver's license or a credit card
- ☐ when we want to return a purchase and get our money back

We write messages or notes

- ☐ when we send cards to people
- ☐ when someone phones and wants us to pass along a message to someone else
- ☐ when we want to remind ourselves of something important
- ☐ when we want to leave information or instructions for someone else

We keep records

- ☐ when we write down important dates
- ☐ when we keep a list of bills we have paid
- ☐ when we keep track of cheques we write or how we spend our money
- ☐ when we check off items on a list

Warm-up

Look at the list again. Which of these writing tasks have you done? Check off the boxes that apply.

Let's talk more about this.



Based on what you know about your writing skills, how would you describe your ability to fill out forms, write messages and keep records?

Self-Reflection:

What do you think about your skills?

Based on what you know about your writing skills, how would you describe your ability to fill out forms, write messages and keep records?

excellent pretty good not very good yet not good at all

Finish these sentences:

I think my writing skills for these tasks are_____.

I know this because_____

Employers tell us that they expect housekeeping staff to be able to

- complete certain forms
- write messages, notes and memos
- keep accurate records.



What kinds of forms do employees in housekeeping services have to fill out? Why would they have to write notes and messages? What record-keeping might be part of the job?

In this lesson, we will answer those questions and also show you what you need to know in order to do those writing tasks with no problem.

Writing Skill #1 - Completing forms

Background:

In most workplaces, there are many different kinds of forms that employees must know about and be able to use. Although there are different forms for different purposes, you will find some things that are the same on every form you look at. If you know what most forms have in common, it becomes easier to understand forms and know how to use them.

For example, most forms have:

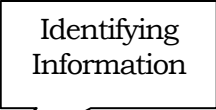
- Identifying information – the name of the company or place of work and, maybe, the name of a particular department
- Explanatory information – what the form is for and, in some cases, what the writer is supposed to do
- A place for the day's date
- Headings with lines or headings in boxes to show what information goes where
- A place for the employee's signature

Many forms also have

- A section to be filled in by someone else

LEARNING ACTIVITY #1- Parts of a form

Look at the sample form below. Find and label an example of each of the form elements listed above. “Identifying information” is done to show you how.



Redpath Residence

Maintenance Requisition Form

Complete the Maintenance Requisition in duplicate. Submit white copy to Maintenance Department.
Submit yellow copy to Housekeeping Services.

Date:	Time:
Location:	
Description:	

Signature: _____

Work completed by: _____ Date completed: _____

Comments:

Learning about using forms at work

What does an employee need to know and be able to do in order to fill out forms correctly?

You will have no problem with forms if you can do all of the following:

- choose the right form for the right purpose
- read and understand the headings
- know what information you are supposed to write down
- use proper capitalization when needed
- write in sentences or in point form
- adjust your information and writing to fit the space provided
- write and print clearly so others can read it
- sign your name
- pass the form on to the right person

tips!



Here are some good tips for each of these skills:

- **choose the right form for the right purpose**
 - The very first thing you want to do when you pick up a form is ask yourself, “What is this form for?” Look for a title or a paragraph that explains what the form is for. You can usually find that information at or near the top of the page.
 - Check to make sure the form is the right form for what you want. If your supervisor hands a form to you, chances are it’s the form you need to look at. If you pick up a form from a table, it may not be the right form for your purpose. Double-check the title or heading. If you want to report property damage, you will not want the Maintenance Requisition form.

• read and understand the headings

- Look the form over and ask yourself, “What am I supposed to do with this? Is this a form that just gives me some information, or is this a form I have to fill out and pass on to someone else?” You can usually find that explanatory information near the top of the form.
- If you see large spaces, several blank lines together, large empty boxes, little boxes for checkmarks, or a line beside the word, “Signature”, chances are you are supposed to write something down and hand the form on to someone else.
- If it is a form that you must fill out, look at the text or the headings beside the spaces to see what information is needed.
- If you are asked to sign something or write down information, make sure you read everything carefully so you know what you are signing. Do not sign anything if you do not understand the information.
- Sometimes there are lines or spaces that are not for you to fill in. In those cases, you leave the lines blank because they do not fit your situation. Look for information that tells you that. i.e. “For office use only” or “For Night Staff”, “For Daytime Staff”, “For Full-time Staff”.

• decide what information is important to write down

- Check to see how much space you have to write down information. The size of the box or the number of lines shows you how much space you have to write your information. It also gives you an idea of how much information they think you will give.
- Sometimes you will see a note like this “If you need more space, use a second page.” That lets you know that you can write down as much information as you think is important.
- Think carefully before you write anything down. When you are reporting an incident or an injury, it is especially important that your information is as clear and as accurate as possible.

• use proper capitalization

- For dates, proper names and places.

• write in short sentences or in point form

- When the space for writing is limited, choose point form instead of complete sentences.

- **adjust your information and writing to fit the space provided**
 - Decide what the key information is before you start to write.
 - Make your writing smaller if you want to fit in more words.
- **write and print clearly so others can read it**
 - Practise writing or printing so others can read your writing easily.
 - Practise, practise, practise. It does get easier with practise.

Check-up #1



What about your ability to work with forms?

Put a checkmark in a box on the right that best describes what you can do or what you think you could do.

	No problem	I'm pretty good at this	I could use some more practice	I can't do this at all
I can easily choose the right form for the right purpose.				
I can read and understand the headings.				
I can always decide what information is important to write down.				
I use proper capitalization.				
I can write in sentences or in point form.				
I can adjust the amount of information and my writing to fit the space provided.				
I can write and print clearly so others can read it.				



If most of your checkmarks are in the “No problem,” and “I’m pretty good,” boxes, then your ability to work with forms is good.



If most of your checkmarks are in the “I could use more practice,” or “I can’t do this at all,” boxes, then it might be a good idea to go over this section again with your instructor. Show your check-up chart to your instructor and talk about what you would like to learn.

The best way to get good at filling out forms is to practice, practice, practice. It does get easier with practice!

LEARNING ACTIVITY #2- What's this form for?

- 1) Here are a few headings that you might see on forms at work. When would an employee fill out a form like this? Think of an example of a situation that would require an employee in housekeeping services to fill out each form. Write your example in the box below each heading.

Health and Safety Hazard Report Form

Maintenance Requisition

Incident Report Form

Damage Report

Lost and Found Report Form

2) You have a job in Housekeeping Services at Redpath Residence, a long-term care facility. What form would you use to report the following?

1. There is ice on the walkway from the residence to the parking lot.

Form:	
-------	--

2. When you clean Mr. Arnot's room, you notice the towel rack in the bathroom is loose and a screw is missing.

Form:	
-------	--

3. In room 104, there is a large stain on the carpet that was not there yesterday.

Form:	
-------	--

4. One of the florescent lights in the hallway is not working.

Form:	
-------	--

5. You hear a cry from room 107 and you discover that Ms. Pickins is on the floor. Her head is bleeding and she doesn't seem to know what's going on. There's no one else in the room. You call code 9 for help.

Form:	
-------	--

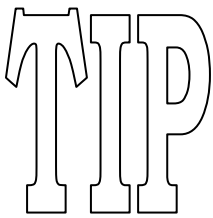
6. Outside in the courtyard, you find a man's green sweater on a bench. There's no one else around.

Form:	
-------	--

LEARNING ACTIVITY #3- Practise, Practise, Practise

For each of the following situations, choose the correct form and fill it out. Use today's date and time. You can make up names if you wish.

- 1) You work in Housekeeping Services at Redpath Seniors' Residence. This morning you discovered the bathtub tap in room 201 is dribbling hot water. You cannot turn it off.
- 2) When you went to mop the floor in the dining room, there was a camera case left sitting on a table. It was still there when you were finished and there didn't seem to be anyone around who was looking for it.
- 3) Just before lunch, as you were passing Room 124, you witnessed an accident. Mr. McGraff, a long time resident, fell off a chair that he had apparently been standing on. As he fell back, his left shoulder hit against the dresser and he slid to the floor landing on his left hip. You called out "Code 9, room 124," as he began to cry out in pain. You went in and picked up the overturned chair that was now lying on top of Mr. McGraff. A nurse and a nurse's aid appeared almost immediately and took over. You watched as they examined him for injuries. You could see that his back was scraped and bleeding, and then you left to get out of the way. You reported what had happened to Dianne, the supervisor of Housekeeping services, and she made some room on her desk so you could fill out the proper form.



Don't let a lot of spaces and blanks on a form scare you. Many boxes do not mean the form is difficult to fill out. Simply start at the top and go slowly from box to box. Think of each box as asking one simple question. Write in the information you know. If you do not have the information you need, ask someone who knows, or leave that box empty and move on to the next one.

Redpath Seniors' Residence					
INCIDENT/ACCIDENT REPORT					
Employees who witness an on-site incident or accident that results in an injury must complete this form and return it to the residence administrator within 24 hours of the incident.					
EMPLOYEE	Employee Name				Home Phone
	Home Street Address				
	City	Province	Postal Code	Job Title	
	Department			Supervisor's Name	
INCIDENT / ACCIDENT	Date of incident		Time of incident		On duty? <input type="checkbox"/> Yes, <input type="checkbox"/> No
	Name of person(s) involved				
	Location of incident/accident				
	How did the incident/accident occur? What happened?				
	Did injury occur? <input type="checkbox"/> Yes, <input type="checkbox"/> No				
	If yes, please describe				
	Other witnesses? <input type="checkbox"/> Yes, <input type="checkbox"/> No		If yes, give name(s):		
	What action did you take?				
	Was any treatment offered? <input type="checkbox"/> Yes, <input type="checkbox"/> No			If yes, by whom?	
	Describe treatment offered				
	How do you think this type of incident/accident can be avoided in the future?				
	Incident/accident reported? <input type="checkbox"/> Yes, <input type="checkbox"/> No			If yes, to whom did you report it?	
By signing this form, the employee certifies that the information provided is true to the best of the employee's knowledge.					
Employee Signature				Date signed	

*Redpath Seniors' Residence***Maintenance Requisition Form**

Complete Maintenance Requisition Form in duplicate. Submit white copy to Maintenance Department.
Submit yellow copy to Housekeeping Services.

Date:	Time:
Location:	
Description:	

Signature: _____

Maintenance Department Only

Work completed by: _____ Date completed: _____

Comments:

<i>Redpath Seniors' Residence</i>					
LOST AND FOUND					
Item	Bag #	Location	Name	Date	Time
Man's glasses - black rims	1	Rm. 117	Jessie	Sept 12	2:45 pm
<i>White sweater</i>	<i>2</i>	<i>Lobby</i>	<i>Dana</i>	<i>Sept. 12</i>	<i>3:10 pm</i>
<i>Red umbrella</i>	<i>3</i>	<i>Lounge</i>	<i>Jo</i>	<i>Sept. 13</i>	<i>11:30 pm</i>
green coffee thermos	4	ladies washroom	Jessie	Sept 18	3:00 pm

Transfer the proper information onto the sticky label that will go on the lost and found bag.

<div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 0 auto; width: 80%;"> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> Bag # _____ Item: _____ </div> <div style="display: flex; justify-content: space-between;"> Found by _____ Date: _____ </div> </div>

Check-up #2



Let's check your ability to work with forms again.

Put a checkmark in a box on the right that describes what you did or did not do when you worked on Activity #3.

	No problem at all	I was pretty good at this	I had some difficulty with this	I couldn't do this at all
I chose the right form for the right purpose				
I read the headings and understood what I was supposed to do				
I decided what information I should write down				
I used proper capitalization on the date				
I wrote in sentences				
I wrote in point form				
I fit the information into the space provided				
Others were able to read what I wrote				



If most of your checkmarks are in the "No problem," and "I was pretty good," boxes, then your ability to work with forms is good.



If most of your checkmarks are in the "I had some difficulty," or "I couldn't do this at all," boxes, then it might be a good idea to go over this section again with your instructor. Show your check-up chart to your instructor and talk about the improvements you would like to make.

Forms! Forms! Why do we need so many forms?

As we have seen, employers have forms for all kinds of purposes. Employees who work in housekeeping services use forms to

- document problems
- pass information on to others
- keep track of work done and work that still needs to be done
- submit requests
- keep track of inventory

Jessica hates filling out forms at work.

She says, “Filling out forms is such a waste of time. It takes forever to write everything down. I don’t see why we can’t just tell someone if there’s a problem. We even have to fill out a form if we find a light bulb out. It’s ridiculous! I just don’t get it when there’s so much work to do.”



If you would like to read more about reporting incidents or accidents, log on to this website and see what it has to say.



Log on and Learn

<http://nonprofitrisk.org/ws-ps/concepts/acc-in-nm-ps.htm>

Let's talk more about this.

Using the questions below as a guide, talk with another student, or with your instructor, about why forms at work are so important.

If you are working on your own, write down what you think.

What do you think?

1. Why is it important for housekeeping staff to fill out a form when they find something in a hotel room has been damaged? Why couldn't they just tell someone?

2. If housekeeping employees happened to see a guest fall in the lobby, why would they have to fill out a form afterwards if it had nothing to do with them? Why couldn't they just tell someone what happened?

3. Why is it important for housekeeping staff to fill out a form when they find a guest has left something behind? Why couldn't they just tell someone?

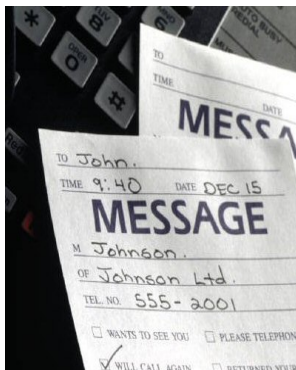
4. Why would it be important for hotel housekeeping staff to fill out a form when they want to book a weekend off work? Why couldn't they just tell someone?

5. Why is it important for housekeeping staff to fill out a form showing what jobs they completed in each room? Why couldn't they just tell someone?

Writing Skill #2 - Messages and Notes

Background:

People who have jobs in housekeeping services work on tasks that take them all over the place. They have jobs to do throughout the entire workplace. Often others have no idea where they are at any given moment and sometimes it is difficult to track them down. Writing messages and leaving notes on the message board is often the best way to pass along necessary information.



Anne Marie in housekeeping services discovered that her shift would end before she had a chance to do the main floor washrooms. She would have to leave a note to let Brenda know for the next shift.

While she was in the laundry room, Jo took a phone call. It was the nursing station on the tenth floor. They were almost out of sheets and blankets. Lucy was nowhere to be found. Jo decided to take the supply cart up herself but she would need to leave a message for Lucy.

Jo answers the phone a second time when she is in the laundry room and the call is for Lucy again. Lucy is still not around. The caller is an employee on Lucy's staff and she wants to leave a message to say she is sick and won't be able to work the evening shift tonight. Jo takes down all the information and leaves another message for Lucy.

In this section, we will look at the skills you need in order to write messages and notes when you're at work. Most often, message-writing is needed in order to pass along information from a phone call.

Skills for taking phone messages:

When you use more than one skill to do a job, we say you are **integrating your skills**. When you take phone messages, you are **integrating** a number of skills because you are doing several things at once.

You are:

- **listening** carefully to hear who is calling and to understand who he wants to speak to and why he is calling
- **speaking** clearly to **ask questions** that will get you all the information you need
- **sorting** information in your mind to know what you need to write in the message
- **writing clearly** so others can read the words and numbers
- **writing** carefully to get **details** like names, phone numbers, and what the caller wants
- **remembering** how to **spell** words and get the **numbers in the right order**
- **making decisions** about what you should say to the caller and what you shouldn't say
- **speaking** in a friendly and helpful way



Most workplaces have message pads like this one. Forms like this make it easier to get all the important information when people call.



MESSAGE FOR

WHILE YOU WERE OUT

OF _____

PHONE NO. _____

TELEPHONED		RETURNED YOUR CALL	
CALLED TO SEE YOU		PLEASE CALL	
WANTS TO SEE YOU		WILL CALL AGAIN	

MESSAGE: _____

DATE: _____ TIME: _____

RECEIVED BY _____

Problems

Q

Taking telephone messages is not always as easy as you would think; it can be tricky. For one thing, some people have a lot to say. So, how do you know what to write down and what not to write?

Writing the person's name makes it clear **who the message is for and who should act upon it.**

Writing the caller's name, where the caller is from and the caller's phone number makes it easy to call the right person back if necessary.

Checking off the right action lets a person see quickly what happened and what should happen next.

Writing the date and time lets people know if the message is a recent one. You would not want to act on a message that was old and out of date.

The message is signed so the person knows who took the call in case she wants to talk about the message further.

The message is short and clear and should contain all the important information you need to pass along.

MESSAGE FOR

WHILE YOU WERE OUT

OF _____

PHONE NO. _____

TELEPHONED		RETURNED YOUR CALL	
CALLED TO SEE YOU		PLEASE CALL	
WANTS TO SEE YOU		WILL CALL AGAIN	

MESSAGE: _____

DATE: _____ TIME: _____

RECEIVED BY _____

A

Here is the key information that is important to get when you take a phone message.

- who the message is for
- the caller's name
- the caller's phone number
- what (s)he is calling about
- what (s)he wants done
- the date and time of the call



Q

Some people talk really quickly. You can't always write fast enough to get down all the information while the person is talking. What can you do about that?



Lucy's
tips
for
taking
messages.

- ❑ I write on scrap paper first. That way you don't have to worry about neatness. You can make a good copy of the message when you are off the phone.
- ❑ Make sure you get the caller's name and phone number. Repeat the numbers back to make sure they are right. That way, you can phone the caller back if you forget something important.
- ❑ Listening is more important than writing. Be careful to get all the details. I write down only the key words as the caller talks. Sometimes I repeat the message back in summary so I can check that I got it all. If you think you missed something, ask the caller to repeat that part again.
- ❑ Write down the full message as soon as you are off the phone. If you wait, you may forget something important.
- ❑ Make sure you pass the message along to the person who should get it!

Point form

People at work often use point form when they write notes or messages. Writing in point form is writing that does not use full sentences or paragraphs but puts the important information together in a list. Here is an example of a message in point form and the same message written using full sentences.

MESSAGE

FOR Judith

- B. Ford called
- H&S training on 7th cancelled
- will call w new date
- let staff know

Jan

MESSAGE

FOR: Judith

Bev Ford telephoned your office this morning to let you know that the Health and Safety training that is scheduled for October the 7th has been cancelled. As soon as she can arrange a new date, she will be getting in touch to let you know. Will you please pass the message along to your staff?

Jan

What do you think?

What are some of the benefits of using point form when writing messages at work?

People who write messages in point form usually:

- use bullets to mark the list
- do not use capital letters on the first word
- use short forms for some familiar words
- do not use punctuation
- leave out unimportant words

Each bullet contains just one important piece of information, for example:

- what the caller wants the person to know
- what has happened
- what the caller wants the person to do about it
- any relevant dates or times

LEARNING ACTIVITY #4- Somebody get the phone!

You have a job in Housekeeping Services at Grace Memorial Hospital. Today, you start your shift in the laundry room loading up the carts with fresh supplies for each floor. Suddenly a washing machine door bursts open and soapy water floods out onto the floor. At the same time the phone begins to ring.

“Somebody get the phone”, yells the supervisor as she rushes to stop the machine, “and somebody get me Maintenance!”

You pick up the phone. “Housekeeping”, you say.

<u>MESSAGE FOR</u>			
WHILE YOU WERE OUT			
OF _____			
PHONE NO. _____			
TELEPHONED		RETURNED YOUR CALL	
CALLED TO SEE YOU		PLEASE CALL	
WANTS TO SEE YOU		WILL CALL AGAIN	
MESSAGE: URGENT? ____YES, ____NO			
DATE: _____ TIME: _____			
RECEIVED BY _____			

Nurse: “Hello housekeeping? We need a mop up with disinfectant in 409 ASAP.”

“OK,” you say, “We’ll send someone right up.”

Nurse: “Good. Can I speak with Judith?”

You say: “Umm, just a minute. Judith, it’s fourth floor.”

Judith snaps: “Can’t come. Take a message. I’m going to get Maintenance.”

You say: “Hi again. Sorry she can’t get to the phone. Can I take a message?”

Nurse: “OK. Tell her I’m out of Special Treatment bags so I’m sending everything with blood stains down in green plastic bags. Tell her to be careful when she empties them.”

You say: “Right. I’ll give her the message. Thanks.” You hang up the phone and see that Judith has gone. Towels are soaking up the water on the floor. You look around and grab the message pad.

Fill in the message you would leave for Judith.

LEARNING ACTIVITY #5 - Three more...

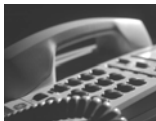
While Judith is still tied up with maintenance, you take three more telephone calls that come in to housekeeping services. Use a real telephone message pad if you can, and role-play this activity with someone else. One of you can provide the information while the other one takes down the message. Switch roles and do the activity again.

Phone call #1

Hi. This is Val on front desk. Can you pass a message on to Judith? There's a hockey team coming into town for a tournament and they're checking in early today around noon so we need that whole third floor ready by about 12. Will you check too to see if the tap in 307 got fixed yet? Thanks.

Phone call #2

Hi. This is Val again. I got a call from 411 who just checked in and they say the bed's not fresh. There are body hairs on the sheets. They're pretty disgusted. I've upgraded them to Room 420 but get Judith to check it out will you? And let me know, OK?

Phone Call #3

This is Ahmed from registration. Ask Judith to call me ok? Somebody wants a block of rooms for a wedding and they have a lot of questions about extra services and costs. Tell Judith to bring me over the new prices or give me a call, OK?

LEARNING ACTIVITY #6 - Can you take a message?**MESSAGE FOR**

 WHILE YOU WERE OUT

OF _____

PHONE NO. _____

TELEPHONED		RETURNED YOUR CALL	
CALLED TO SEE YOU		PLEASE CALL	
WANTS TO SEE YOU		WILL CALL AGAIN	

MESSAGE: URGENT? ____ YES, ____ NO

DATE: _____ TIME: _____

RECEIVED BY _____

For this activity, you need a partner - another learner, or your tutor or instructor.

Read the following situations and then role play the telephone conversation that might take place.

Use this message pad to take a message.

Situation #1

Susan's daughter calls housekeeping services to speak to her mom. She has been invited to her friend Kelly's cottage for the weekend and they want to leave in an hour. She wants her mom to call her back on her cell. 416-446-7181

Situation #3

The hospital administrator's assistant called. Mr. Dean would like Judith to come in to see him today and bring along the Policies and Procedures Manual. He wants to discuss the Efficiency Management Report and some proposed changes. He wants to see Judith at 3:00. Judith should call his assistant at Extension 2010 to confirm.

Situation #2

Janet Graham phones from Guelph. She wants to know if anyone found the battery charger that belongs to her husband's computer. He had it when he was in the hospital but it's not with his things. She wants someone to check and call her back at 905-355-6262.

Check-up #3



How are your skills for taking telephone messages? Take this short check-up to show what you think about this transferable skill.

Put a checkmark in a box on the right that best describes what you think.

I was able to write...	No problem	I'm pretty good	I need a little more practice	I found it was too difficult
who the message was for				
the caller's name				
the caller's phone number				
what (s)he was calling about				
what (s)he wants done				
the date and time of the call				
clearly so others could read it				
in point form				
my signature on the message				



If most of your checkmarks are in the “No problem,” and “I’m pretty good,” boxes, then your ability to write phone messages is good.



If most of your checkmarks are in the “I need more practice,” or “I found it was too difficult,” boxes, then it would be a good idea to go over this section again with your instructor. Show your check-up chart to your instructor, and explain what is giving you trouble.

Self-Reflection:
What do you think about your skills?

Based on what you have learned and what you know you can do, how would you describe your skills for writing phone messages now?



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my message-writing skills are_____.

I know this because _____

Writing notes

Leaving notes for others at work is not that different from writing messages. Notes, however, can be intended for more than one person to read, can be more informal and are not usually as urgent as messages. The important questions you want to ask about your note-writing for people at work are:

- Is it clear who the note is for?
- Is the message clear?
- Is the tone of the message appropriate for work?
- Can people read my handwriting?

LEARNING ACTIVITY #7 - Did you get my note?

Read the following notes and decide if the note is good enough. What is your opinion, and why do you think that?

Barb -

got time for coffee?

when's break?

buzz me.

Bev

*Anyone interested in curling
this winter?*

Leave a message at

ex: 2343

*You people get your act
together or there's going
to be big trouble.*

I mean it!

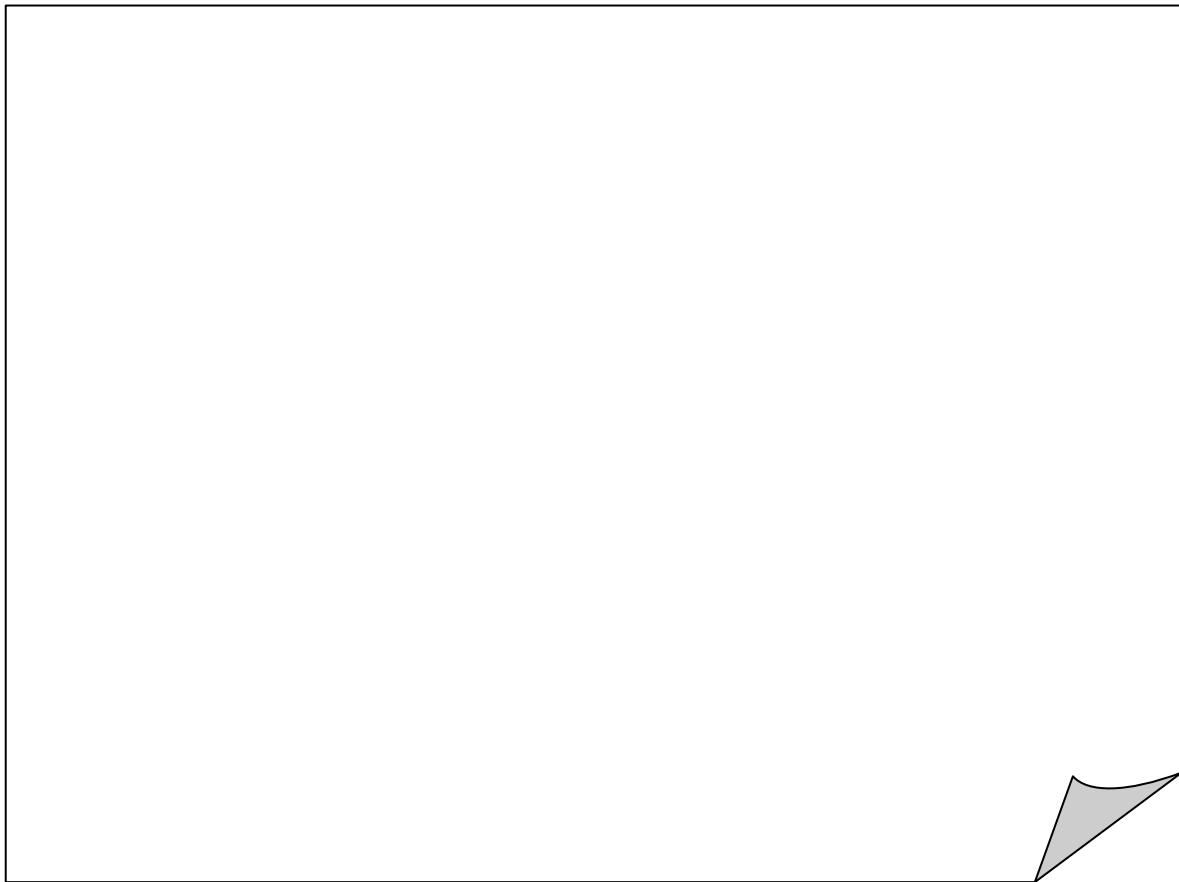
Note to self...

Sometimes people write notes to themselves at work. Usually, before the shift begins, the supervisor will meet with the staff to assign work for the day and pass along any other important information. Often employees will write themselves a note so they will remember things they might otherwise forget.

When writing notes to yourself, spelling, punctuation, proper capitalization, proper grammar and sentence structure do not matter. As long as you can read your own handwriting and understand what it says, that's good enough.

LEARNING ACTIVITY #8 - Did you get all that?

Your instructor has the information you need to do this activity. You have just checked in at housekeeping services at Park Lawn Seniors' Home and you're ready to start your shift. The supervisor has a few things to tell the staff before they begin the day. Write yourself a note so you will remember the important information. Here's the situation.



Writing Skill #3 – Keeping records

Most of the time, people who work in housekeeping services do not have to keep a lot of records but in some places, employers provide forms for cleaners to check off housekeeping tasks when they are completed and forms to keep track of inventory. Here is an example of a room attendant's check-off sheet.

<u>ROOM ATTENDANTS' WORK SHEET</u>											
Date: <u>Aug. 13/06</u>						Room Attendant:					
<u>Melanie</u>											
Room Number	Bed Sheets	Pillow Slips	Bath Towels	Hand Towels	Face Cloths	Dust Ledges	Under Beds	Soap	Smoke Alarm	Status	Found
106	2	4	2	4	4	√	√	√	√	OK	X
107	4	8	4	6	4	√	√	√	√	OK	√

COMMENTS:
Man's green sweater Rm. 107 – tagged and handed in.

IMPORTANT; REPORT ANY DAMAGE IN THE ROOM

LEARNING ACTIVITY #9 - I get it!

Are you able to understand this form? Fill in the blanks below to see how well you do.

1. The identifying information for this form is _____.
2. The person who cleaned these rooms is _____.
3. The day's date is _____.
4. How many hand towels were placed in room 107? _____.
5. How many face cloths were placed in room 106? _____.
6. How many pillow slips were needed in room 107? _____.

7. How many beds do you think are in room 107? _____.
8. What does the “X” mean under “Found” for room 106? _____.
9. What do you think the √ under “Smoke Alarm? Means? _____.

Self-Reflection:
What do you think about your skills?

Based on what you have just seen, how would you describe your ability to fill out a form like this one?



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my writing skills for this kind of form are _____.

I know this because _____

Let's talk more about this.

Use the question below as a guide and talk with another student or with your instructor about this form.

If you are working on your own, write down what you think.

What do you think?

1. Are there some jobs a room attendant would do that are not on this form?

2. Why do you think there is nothing mentioned about cleaning toilets and sinks, dusting furniture or vacuuming carpets?

3. What do you think is the purpose behind this record-keeping?

Record-keeping for job training



Just like employees in most other jobs, employees who work in housekeeping services have initial and ongoing training in order to keep to certain standards in their work. They use a binder to keep all the important work information together in one place. Employees take training in a number of areas such as: workplace safety, WHMIS training, First Aid, CPR, Hazardous Materials Handling, Physical Work Training (proper lifting), Stress Management and Customer Service. Employees

at the Delta Rocky Crest Resort receive a certificate as they complete each course and they wear pins that indicate the level of training they have achieved.

Supervisors in housekeeping services are expected to make sure that every employee receives the proper training. Employees come and go, however, so it is easy to lose track of who has taken what. For that reason, supervisors keep a list of trainees and check off each course as the employee takes it. Employees are also expected to keep a record of their own training and to get the trainer's signature when they have finished a course.

Employees are eager to take training because it not only improves their abilities and skills at work but also affects wage increases and promotions. The more training an employee takes, the more likely that employee will qualify for a raise or a promotion.

Here is an example of an employee's training record. It shows the courses Delta Rocky Crest makes available. Employees use this document to keep track of the courses they take.

EMPLOYEE TRAINING RECORD		
NAME: _____ JOB TITLE: _____		
Date Hired: _____		
Course	Date completed	Trainer
Basic Orientation – Policies and Procedures		
Standards of Performance		
Health and Safety Certificate Level 1		
Cleaning Procedures		
Equipment Handling		
Documentation and Record Keeping		
Emergency Procedures		
WHMIS		
First Aid		
CPR		
Customer Service		
Health and Safety Certificate Level 2		
Hazardous Materials Handling		
Problem-Solving		
Health and Safety Certificate Level 3		

LEARNING ACTIVITY #10 - My Training

You were hired to start in housekeeping services at the White Sands Inn and Resort on May 01, 2006. During the last year, the following courses and training were offered by the Resort. You were eager to take as many courses as possible so you could qualify for a raise. Look at the list of courses on the next page, and fill in the form above to show the courses you were able to take. You may add a trainer's signature in each case. You will see that you have some options for training. Please note: any training that is given in levels must be taken in proper order, i.e. you cannot take a level 2 training before you take the level 1.

<i>White Sands Inn and Resort Employee Training Schedule 2006</i>		
Basic Orientation – Policies and Procedures (All)	Day 1 training	Sue Hatcher
Standards of Performance (All)	Day 1 training	Sue Hatcher
Health and Safety Certificate Level 1 (All)	February 2, 2006	Rory McLean
Cleaning Procedures (Housekeeping)	Day 2, training	Lynnette Candito
Health and Safety Certificate Level 2 (All)	March 2, 2006	Rory McLean
Equipment Handling (All)	March 15, 2006	Lynnette Candito
Mechanics (Maintenance)	March 21, 2006	Bob Binsworth
Small Engine Repair (Maintenance)	March 21, 2006	Bob Binsworth
Health and Safety Certificate Level 3 (All)	April 9, 2006	Rory McLean
Documentation and Record Keeping (All)	April 9, 2006	Sue Hatcher
Emergency Procedures (All)	April 21, 2006	Rory McLean
Health and Safety Certificate Level 1 (All)	May 10, 2006	Rory McLean
Equipment Handling (All)	May 15, 2006	Lynnette Candito
WHMIS (All)	May 22, 2006	Bob Binsworth
First Aid (All)	June 3, 2006	Rory McLean
Health and Safety Certificate Level 2 (All)	June 10, 2006	Rory McLean
CPR (All)	July 10, 2006	Rory McLean
Customer Service (Housekeeping)	July 11, 2006	Lynnette Candito
Hazardous Materials Handling (All)	July 21, 2006	Bob Binsworth
Problem-Solving (Housekeeping)	August 15, 2006	Lynnette Candito
Water System (Maintenance)	August 15, 2006	Bob Binsworth
Health and Safety Certificate Level 3 (All)	Sept. 9, 2006	Rory McLean
Documentation and Record Keeping (All)	Sept. 19, 2006	Sue Hatcher
Emergency Procedures (All)	Oct 2, 2006	Rory McLean
Health and Safety Certificate Level 1 (All)	Oct. 11, 2006	Rory McLean
Equipment Handling (All)	Nov. 15 2006	Lynnette Candito
WHMIS (All)	Nov. 22 2006	Bob Binsworth

Summary:

This lesson focused on writing skills you might need if you had a job in housekeeping services. We looked at skills you might need in order to

- complete certain forms
- write messages and notes
- keep records

We answered questions like: “What kinds of forms do employees have to fill in? Why would they have to write notes and messages? What record-keeping might be part of the job?” You had many opportunities to think and to talk with others about new ideas and to practice writing skills for tasks like these.

Just how important do you think writing skills are to employees who work in housekeeping services? Talk with your instructor or with others in a group and decide how important writing is in a person's overall success day-to-day at work. Do you think an employee's job depends on an ability to complete forms, write messages and keep accurate records? How serious would mistakes be in these kinds of tasks? Knowing just how important different skills are can make a big difference at work, so, what do you think about these questions?

What did you think of this lesson?

Was it interesting? Did you learn new things? Did you like the activities? Please use the box below to write what you think.

Comments:

Chapter 4: Pardon? What Was That?

Introduction:

Good speaking and listening skills are very important to a person's success at work. One employer told us, *"Show me someone who can really listen and follow instructions and I will show you a good employee."*

Another employer said, *"I have a worker who doesn't have a lot of education but he listens well and does what I say; I have another guy who has a lot of education but he just doesn't listen. He wants to do things his own way. Actually I'm thinking of letting him go."*

How can a person know if his or her speaking and listening skills are strong enough to be successful at work?

You can be sure that you have strong **listening** skills if you

- pick out the key things to remember when someone is giving instructions
- understand what people are saying
- understand what people expect you to do based on what they say

You can be sure that you have strong **speaking** skills if you can

- provide specific, detailed information or instructions to someone else
- give clear explanations to someone else
- use appropriate language and tone of voice when speaking to others

In this chapter, we will work on speaking and listening skills. You will see how employees in housekeeping services use these skills in order to

- ☐ learn about what is expected each day on the job
- ☐ help other co-workers at work
- ☐ communicate well with supervisors and managers

Speaking and listening skills are skills that most of us pick up in childhood. As adults, we speak and listen all the time without really thinking about the skills we are using. We talk back and forth exchanging information with others in many different situations throughout the day.

We talk with others when we are making plans.



Tina: “I’ll pick up the kids after school if you can pick up some bread and milk, oh and some peanut butter.”

Ted: “Yeah, OK”

Sometimes, we give directions to others.



Sam: “Here’s your medicine, Dad. You take one pill with food three times a day.”

Sam’s father: “Oh, OK.”

There are times when we explain things to people we don’t know very well.



Anna: “Hello Miss Wilson? Tasha was away from school today because of an ear ache. I’m calling about the school trip tomorrow. So if I’m not taking her to a doctor tomorrow if it’s better, she can come, but if it isn’t, I will be taking her to the doctor and she won’t come.”

Miss Wilson: “Oh, umm. OK...”

Most of us believe that we are being perfectly clear when we speak to others. We also think we understand perfectly when others speak to us. We are always surprised when we discover there’s been some misunderstanding.

Ted: “I thought you said if **I** picked up the kids **you** would get the groceries!”

Sam’s father: “I have a stomach ache. You should have told me I was supposed to take my pills with food.”

Miss Wilson: “So I should just take Tasha’s name off the list then?”

Sometimes the problem can lie with the speaker, and sometimes the problem can lie with the listener. How strong are your speaking and listening skills? Complete this little check-up test to see.

Check-up #1



Put a checkmark in a box on the right that best describes how often these things happen for you.

	This always happens to me	This often happens	This hardly ever happens	This never happens to me
I can't seem to remember what people say to me five minutes after they say it.				
People often get mixed up when I'm telling them things, and they make me say it over again.				
If someone tells me to do several things I can only remember one or two of them.				
I get my words mixed up or I can't think of the right words when I'm trying to explain something.				
When people say, "You can't talk to me like that," it just makes me mad.				
When I tell someone what to do, or explain how to do something, they don't get it.				
I think I understand what people say to me but then they tell me I got it wrong.				
People say I don't listen but I do.				



If most of your checkmarks are in the "This hardly ever happens," and "This never happens to me," boxes, then your speaking and listening skills are probably pretty good. Read on to see if the tips in this chapter are ones that you have already figured out for yourself.



If most of your checkmarks are in the "This always happens to me" or "This often happens" boxes, then read on because you will soon be able to improve your speaking and listening skills. Show your check-up chart to your instructor and talk about what you would like to learn.

Self-Reflection:**What do you think about your skills?**

Based on what you know about your speaking and listening skills, how would you describe your ability to remember important information after hearing it, explain things or give instructions to others and communicate with people higher up at work?



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my speaking and listening skills are_____.

I know this because_____

We all have had misunderstandings with people at one time or another. Most of the time, hopefully, the misunderstandings are not too serious. Miscommunication at work however, is another matter. Mistakes in speaking and listening can lead to very serious mishaps. People can lose their jobs because they do not listen well enough to know what they are supposed to do.

The good news is, there are things that people can do to sharpen their speaking and listening skills for work, and we are going to learn about those in this chapter.

Speaking and Listening Skill #1: Listening for what is expected

Background:

If employees in Housekeeping Services work by themselves, they don't get to talk very much at work. Most of the time, there is no one else around to talk to. There is, however, one time in the workday when they do need good listening and speaking skills. That time is at the start-of-shift staff meeting.

When employees first get to work, they clock in and attend a short staff meeting to get instructions for the day. At this meeting, the housekeeping supervisor will talk to them about things such as:

- Specific tasks to be done
- Areas to be cleaned
- Concerns or compliments about the quality of work being done
- Health and safety hazards to be avoided
- Changes they need to know about
- Events or activities in the building that might affect work
- On-the-job training opportunities
- Inspections

At the start-of-shift meeting, employees need good listening skills in order to take in the important information and understand what is expected. They need good speaking skills in order to ask questions if there is something they are not sure about.

Learning more about listening skills

As you already know, everyone has a little difficulty, from time to time, in getting information right when they hear it. But some people seem to have a lot of trouble getting it right a lot of the time. You can tell if people have difficulty taking in what others say and understanding what is said because you will hear them make the same kinds of comments over and over again, comments such as these:

- I don't get it. I don't understand.
- So, what are we supposed to do again?
- How am I supposed to remember all that?
- You never said that, you said
- But, I thought you said...
- It's not my fault! I can't remember everything, you know.

Do you know anyone who often makes these kinds of comments?



Meet Violet. She is the Manager of Housekeeping Services at the Super 8 Hotel in Timmins and she trains all the new housekeeping employees. Right at the start, she tells them that paying attention and listening carefully to instructions is really important. If employees have difficulty listening, Violet has some good tips that make a big difference.

Read on about some common listening problems and see what Violet has to say about getting the important information and getting it right.

Listening Problem #1

Employee	Some possible reasons
Sometimes after the supervisor has talked for half an hour, I haven't got a clue what she said that I'm supposed to remember.	<p>Some people find it difficult to separate the important information from the unimportant information when they are listening to someone speak for a long time.</p> <p>Some people find it hard to concentrate on what the supervisor is saying. They hear words but the meaning doesn't register (sink in).</p>

Violet's Tips



on getting the important information and getting it right

I know it can be tricky picking out the important information when you are listening to someone speak for a long time. If you find it difficult, try this.

- Pay attention. Watch the speaker and think about what he or she is saying. Don't think about other things.
- Separate the casual talk from the important talk. Often a meeting will start with a little informal talk and then move on to more important things. As the supervisor is speaking, ask yourself, "Is this what I need to know for my job?"
- Listen for key words that act as red flags and signal that important information is coming. For example, the speaker may say, "There are four things you need to know." That helps you get ready to listen for four important bits of information. At the end, you should be able to count four things off on your fingers. Sometimes there are red-flag words and phrases that are attached to actions, for example, "Make sure you...". Other red-flag words tell you what order to follow when doing certain tasks, such as, "First,..." and "Before you do anything else, ...".
- Listen for any sentences that begin with the word "If" or "When". "If" and "When" sentences usually give you an example of a situation followed by instructions of what to do. For example, "If the power goes out when you are using a machine, turn the machine off before looking for the cause," and "When you come across broken glass, secure the area first and then report the problem immediately to maintenance."
- Visualize what you are supposed to do. As the supervisor talks about tasks and how to do them, picture yourself doing those tasks exactly how she describes it. Sometimes it's easier to remember your mental pictures than it is to remember words.

Let's talk more about this.

Using the questions below as a guide, talk with someone about red-flag words and expressions.

If you are working on your own, write down what you think.

What do you think?

1. What are some red-flag words or phrases that a supervisor might use in order to emphasize an important instruction?

2. What are some red-flag words or phrases that a supervisor might use in order to make sure tasks are done in a particular order?

3. What are some red-flag words or phrases that a supervisor might use in order to emphasize how a task should be done?

LEARNING ACTIVITY #1- Get the red flags



For this activity you will need to work with someone else – another student, your tutor or your instructor. Your partner will read the following instructions out loud and you will **listen for and identify red-flag words and phrases** that will help you pick up on the important information.

Sometimes when you are vacuuming, you might trip a switch and the power will go off. Don't panic. It's easy to fix. The first thing you do is shut off the vacuum cleaner. Next, check the fuse box in the hall to see if a switch has popped to "Off". If it has, simply switch it back to "On" and the power should come on again. If you can't see any switches that are off, then you call maintenance.

From now on, you will not sign in and out of work at the front desk. We have a new time clock that's just outside the Housekeeping Office. Here's how to use it. When you arrive at work, before you do anything else, pick up your time card from the "Out" rack. Insert your time card into the machine. After punching in, place your card in the "In" rack on the other side and then come to the start-of-shift meeting. Here is what to do when you leave. After you have changed out of your uniform, pick up your time card from the "In" rack. Insert it into the time clock. Place the punched card in the "Out" rack and then you're ready to leave.

Here's how you change the filter bags. The first thing you do is make sure you unplug the machine. That's important so don't forget that. Next, open the lid and fold the flaps inwards. Carefully remove the old bag and put it in the bin. Next, hold the new bag so that the red strip is away from your body. Fold flaps to the outside. Insert the new bag and close lid. Now you can plug the machine back in.



*“A lot of people seem to have **problems with concentration** – especially if their shift starts early in the morning or late at night and they have come in tired. I guess one tip would be to make sure you come to work well-rested. Whatever it takes, get enough sleep beforehand so you are wide awake and alert to start work. I can’t tell you how many accidents happen because people are overtired and not thinking properly.”*

Here are some other tips to help with concentration.

- If you find you get easily distracted by other people and things around you, stand or sit where you will get as few distractions as possible. Don’t stand or sit at the back of the group or near chatty people, near a window or a doorway. Be as close to the speaker as possible.
- Prepare yourself mentally for listening. That means put away other thoughts or problems until later. This is not the time to think about an argument with someone, last night’s date, what you’re going to wear on Friday night, or what you’re going to cook for supper. When distracting thoughts creep into your mind, say to yourself, “Not now. Later.”
- Keep your eyes on the speaker’s face as he or she talks.
- Keep a small notebook in your pocket. Jot down notes as the supervisor gives information. Focusing on what to write down can help you focus on listening.

LEARNING ACTIVITY #2 - Are you listening?

You will need a partner in order to work with this activity as well. Your partner will take on the role of supervisor and will read some instructions out loud. You will be an employee who is listening. Following the instructions, the supervisor will ask you a question. If you have been listening carefully, you’ll have no problem getting it right! Good luck!

Instruction: If you come across something spilled on the floor, place an obstacle near the spill so no one will slip and fall. Then get the mop and bucket from the utility room. Before you mop up the spill, dip the mop in mild disinfectant and wring it out. When you're done, make sure the floor is dry before removing the obstacle.

Question: How should you handle a spill?

Instruction: If you witness an accident, you will have to fill out an accident report. The blank forms are in a file in the top drawer of the brown filing cabinet. First you record your employee information at the top. Make sure you get dates and times absolutely right. Check the calendar if you need to. Think through exactly what you saw and write down the details in the order in which they happened. Make sure you sign the form at the bottom. Then, hand the white copy to me and put the yellow copy in the file folder.

Question: Where will you find the forms you need?

Instruction: If you discover a patient in distress or unresponsive, immediately press the red button beside the bed. Do not touch the patient. A nurse will answer by intercom. Keep your voice calm and clear. Give the room number first, then say "code blue", and then say the room number again. Do not leave the patient alone in order to go for help. If a nurse does not respond within 15 seconds, pick up the phone. Press 7 and tell the operator the room number, code blue and the room number again. Wait for help to arrive.

Question: What two things do you **not** do in this kind of emergency?

Listening Problem #2

Employee	Possible reasons
When people tell me a whole list of things to do I kind of blank out and then I can only remember one or two things that I'm supposed to do.	Some people have difficulty processing information that comes when someone is speaking. It is especially difficult for them if there is a lot of talk to listen to and a lot of details to remember. One reason for this may be that learning by listening is not how they learn best. We say it's not their preferred learning style.

Violet's Tips



on getting the important information and getting it right.

Many people find it difficult to remember things when listening to a long list of details. If you have this trouble, maybe one of these tips can help.

- When the supervisor is talking, don't look around at other things or other people in the room. Watch and listen to the speaker carefully.
- If you like it better when information is written down, keep a small notebook handy. Write jot notes for yourself. Write down only the key words that will help you remember the rest. Don't try to write down every word.
- Do not multitask. Don't do anything else while the supervisor is talking (except take notes). Now is not the time, for example, to file your nails or check to see if you have enough change for a coffee.
- Ask your supervisor to repeat anything you didn't get. Asking for something to be repeated does not make a person look stupid; it makes a person look conscientious.
- Check your understanding with someone else.
- If you are not able to write things down, make a mental summary of what you heard. Answer the following questions in your mind and then ask the speaker for any important information that is missing.

Who	Who are the instructions for? Who will be responsible for following these instructions? Are these instructions for me?
What	What are the specific instructions? (things that said "do this" and "don't do that") What do I have to do?
Where	Is there work to be done in a particular area or place?
When	Is there any particular information about when we should do the work?
How	Are there any special instructions about how the task should be done?

LEARNING ACTIVITY #3- Start-of-shift meeting

This is another activity for partners to work on together. One person will take on the role of supervisor and read the following instructions out loud. The other will take the role of employee. Before you begin, the employee must decide if he/she would like to take jot notes or try doing a mental summary on the instructions being given. At the end, the employee will tell the supervisor what he/she remembers about the instructions and the supervisor will check to see if any important information is missing. The employee can look at his or her jot notes as often as necessary.

NOTE: There are two examples here so that you and your partner can switch roles and try the activity a second time.

EXAMPLE #1: The start-of-shift meeting at Breakwater Inn

Supervisor:

Good morning everyone. Glad to see you all made it on time in spite of the snow. I'm glad my driveway is short. How were the roads out of town?

OK let's get started.

As you know, there was a wedding here last night. You probably don't know yet that the chocolate fountain fell over. We're not sure yet if the carpet is ruined. We are expecting carpet cleaners to come sometime this morning so just stay away from the Empire Room until I say it's OK. Check with me this afternoon though because if the carpets are good to go, we have to get all the surface cleaning in there done before 4:00.

I don't know what went on in the main floor washrooms but they're a total mess. Make sure you do a thorough job in there – especially the floors. Someone found a broken wine glass in there last night so be careful, and check the soap and tampon dispensers.

Please keep your eyes open for any damage throughout the hotel. The sooner we find it and report it, the sooner it will get fixed. Remember, if you find anything, you need to fill out a damage report. The forms are here in the office.

We're expecting a bus load of tourists in this afternoon and they will be visiting the Quilt and Craft Show. Remember your guest service training from last week. Look professional, give a friendly greeting and ask a simple question.

That's about it. Any questions? OK folks. Have a great day and if you need any help, buzz me.

Example #2: The start-of-shift meeting at North Park Residence and Retirement Home

OK people. No wasting time. Listen up.

First we got two new cases of flu confirmed last night so you know what that means. Mandatory nose and mouth masks for everyone on the second floor. No exceptions and no excuses. If I see you without your mask, you're off the shift and you miss a shift. I don't want to hear any complaining either.

Josie, good job on that incident report you did on Friday. If anyone wants to see how an incident report should be done, take a look at Josie's.

Melissa is still off sick so you will all have to cover for her. Before you leave here this morning, sign off on one of her jobs. The list is on the board here. If you forget, I'll track you down and give you two.

Dr. Findley will be in this afternoon so let's have all his patients' rooms done before 2:00.

Month end inspection is this week so you know what that means. Perfection, people. I'm looking for perfection. I want those floors so clean I could eat off them.

You know that residents have been complaining about the smell of the disinfectant so we're switching to a new one. Keep an eye out for any allergic reactions on yourself or from others - complaints of scratchy throats, itchy eyes, rashes; you know what to look for.

Did I say have Dr. Findley's rooms done by 2? Make that 1:00 o'clock.

Mrs. McKay is very low. Her family will be around all day so no chatting or joking around near her room. We need to show some respect.

The children's choir from St Aidens is doing a concert here today and Sandi wants the multipurpose room set up for 10:00. So, before anything else, you need to start there. Room picked up, floors swept and chairs set up for about 45.

Any questions? OK people, let's get to it.

Let's talk more about this.

Using the questions below as a guide, talk some more about these two examples.

If you are working on your own, write down what you think.

What do you think?

1. Did you notice any differences between the two supervisors and the two start-of-shift meetings? If so, what did you notice?

2. Do you think different supervisor styles for giving instructions have any affect on an employee's listening skills? Why do you think that?

3. What method would work the best for you for keeping track of information that you hear, 1) making jot notes or 2) summarizing information in your head? Why do you think so?

Listening Problem #3

Employee	Possible reasons
I think I understand what people say to me but then I find out I got it wrong. People say I just don't listen, but I really do.	When it comes to picking up important information through listening, some people have trouble getting the information right. They think they have it right but they don't. It's not that they have any trouble with their hearing; the problem seems to be in attaching the right meaning to what they hear.

Violet's Tips



on getting the important information and getting it right.

It can be very frustrating for people and for others when people think they got the message right but they didn't. If this tends to happen to you, these ideas might help.

Maintain eye contact with the person who is speaking. Give the speaker your full attention.

- Shut off other thoughts.
- Don't jump to conclusions while a person is talking. Don't assume you know what the person is going to say because you may be wrong.
- Hear the speaker out – don't interrupt. Save your questions until the end. Interruptions cause breaks in the flow of the information. That makes it more difficult for ideas or instructions to stay connected.
- Repeat to yourself, over and over, the exact key words you heard the person say. Later, if possible, repeat back what you heard and give the speaker a chance to correct you if you are wrong.
- Ask questions to make sure your information is correct or ask the speaker to confirm what you heard. For example, "Did you say we were or we weren't supposed to fix the fuse ourselves if the power goes off?"

LEARNING ACTIVITY #4: That's not what I heard

Here are a number of employees who always seem to get the information wrong. What advice would you give them?



Blah, blah, blah, blah, blah. You know what she's going to say. It's always the same. We don't need to hear the same old instructions every day. And she's always on my case. Yesterday she wanted to know why I didn't have my mask on. How was I supposed to know we had to wear them? Does she think I'm a mind reader?



How come I'm the only one that didn't get the retro pay? I handed in my ROE. Nobody told me we had to have it in by the 10th. She never said anything to me about it. She talked about it at the meeting? How am I supposed to get anything she says that early in the morning? I'm not even awake until 10.



Did you see what's-her-name this morning? You know, the new one? How can she go around looking like that? Did you see the colour of her hair? She must have about ten different shades and all sticking out this way and that. It's really scary. I wonder if she uses that spray-on colour? Funny no one's told us anything yet about 206 and 207. Oh, she did? So, what's happening?

Speaking and Listening Skill #2: Helping other co-workers

In many jobs, employees work together in teams. When that is the case, speaking and listening skills can be very important. Sometimes, employees in Housekeeping Services, work in pairs. There are benefits that come with working in pairs. It means there are two pairs of eyes to notice if anything gets missed or if anything is wrong. Making beds takes less time with two than with one because there is no walking back and forth from one side to the other. Cleaning bathrooms takes less time and workers can trade off on jobs they don't particularly like to do. Work is much more interesting if you have a good working relationship with your work partner. At the Delta Rocky Crest Resort, housekeeping service employees work in pairs.



Angela and Angel from Delta Rocky Crest Resort



Sometimes a supervisor will pair a new employee with an experienced employee so the new employee can get on-the-job training. All new employees get written instructions for each job they will do and they go over the instructions with the supervisor. Then the new employee will work alongside an experienced employee and will learn more about how jobs are done properly by listening and by watching. The experienced employee takes time to show and explain every job and watches to see that the new employee is getting it right. Together, they work hard on getting up to speed as a team until they can clean as many units as experienced teams and clean them just as well.



Learning more about speaking skills

Some employees are really good at helping new employees learn the ropes. They explain things clearly step by step; they listen carefully to questions and answer them in ways that people can understand. For some people, speaking and listening skills like these seem to come naturally but they are also skills that can be learned.

Getting a person's attention

Remember that no matter how good you are at passing along information or explaining things to others, if people are not listening to you, they will not get what you say. For that reason, make sure the person you want to speak to is giving you his or her full attention. To get a person's attention, just wait quietly until he or she looks directly into your face. Then smile, and begin. (If you smile, the person will want to keep looking at you!)

If the person is busy with something else, and you need to interrupt, say the person's name and then wait for the person to look right at you. Sometimes, you might even have to be more direct than that. You might have to say something like, *"Can you stop what you are doing for just a minute and listen to this? It's really important."*

Speaking tips for giving instructions

- When you are going to give instructions about how to do something, make sure you know what each step is and the proper order in which each step should happen. To make sure you have it right, get a mental picture of the task and think through what happens first and what happens next. Label each step in your mind as, "Step #1..., Step #2..., Step #3" or "First you do this..., Next you do this..., After that you do this..."
- Give instructions in the proper order. Use words like, "First you do this..., Next you do this..., After that you do this..." to help the person organize the steps to follow.
- Use short sentences and give only one instruction in a sentence. Shorter sentences are easier to remember than long sentences filled with details.
- When you have finished, go back and summarize the steps in just a few words.

For example,

"...and that's how you fold the wheelchairs. Lift the tray up, swing down on the right, unlock the bars and pull."

Sarah Gives Instructions

Sarah works in Housekeeping Services at the Greenwood Senior's Residence. She's a good worker and very outgoing and friendly. When new people come on staff, she loves it when she's the one to help with on-the-job training. Read the following conversation Sarah had with one new girl.

Oh, hi. I'm Sarah. I'm glad you got the job. You'll really love it here. I do. I've been here for three years now and I love it. Everyone's really nice.

So, that was the front lobby we just walked through. We don't do much in there except damp-mop the floors Monday, Wednesday, Friday and Saturday, oh, and pick up of course. And here's the dining room. All the residents eat in here except the ones who are in bed. If you're on evening shift, you mop floors every night and wipe the tables down with disinfectant. All your equipment, your mops, your gloves, your buckets and your detergents are in the utility room down the hall. But I'll show you that later.

This is Mrs. Hall's room. Hi, Mrs. Hall. How are you doing? You always say, "Hi" to the residents. Mrs. Hall, this is Annie. She's new and I'm showing her around.

OK in the residents' rooms you do a lot. You dust everything even picture frames, you pick up garbage, you damp-mop the floors, you wipe down all wheelchairs, handrails and ledges and clean the bathrooms.

Oh, and the first thing you do is wash your hands whenever you go into a resident's room and when you mop the floors, make sure you use your pre-mixed disinfectant not just your detergent. You do the garbage first and then change all the sheets and towels, oh yeah; you make the beds up fresh every day too. You do the bathrooms last after you've done the floors. You can just use detergent on the floors. There's a spray for dusting but some residents complain about the smell so you can use just a damp cloth if you want to. Every time you finish a room, you throw the cleaning cloths into the laundry and get fresh ones for the next room. That's about it, I guess. Any questions?

Let's talk more about this.



Using the questions below as a guide, talk with a partner or with others in a group about Sarah's skills and abilities for giving instructions.

If you are working on your own, write down what you think.

What do you think?

1. What do you think of Sarah's skills and abilities for giving instructions?

2. If you were Annie, what questions would you want to ask Sarah?

3. What advice would you give Sarah to help her do a better job at giving instructions?

LEARNING ACTIVITY #5: Giving Sarah's instructions

Work with a partner and come up with a better way to introduce someone to housekeeping services at Greenwood Senior's Residence. Use ideas from Sarah's conversation and, if you can, add in other ideas from your own imagination. When you are finished, role-play the "Sarah and Annie on-the-job training conversation" demonstrating better skills for giving instructions.

Speaking tips for giving explanations

People at work are sometimes called upon to give explanations. Giving an explanation usually involves additional information or detail. It's often about answering "how" and "why" questions. For example, you might have to explain how certain things are done, or tell why something happened or did not happen.



The important thing to remember when giving an explanation is to be clear in your mind why things are or were done in a certain way or in a certain order.

Explanations often involve the word, "because". When we explain, we say, "We do it this way because... or "this happened because...."

LEARNING ACTIVITY #6: Do this and why

For this activity, you need two people or two teams of people. You are going to practice organizing information and giving explanations.

1. Both sides work together to think of a task that requires several steps to accomplish. (e.g. clean a shower stall, make a bed)
2. The first person (or team) gives an instruction that would be the first step.
3. The second person (or team) comes up with an explanation to go along with that instruction (e.g. why you do that step first, or how you do that step properly)
4. The second person/team then decides on what step comes next
5. The first person/team gives a further explanation for that step.
6. Continue in this pattern until the task has been accomplished.

LEARNING ACTIVITY #7: Let me tell you why

You are a supervisor of housekeeping services at North General Hospital and you have just finished giving instructions at the start-of-shift meeting. You have asked if anyone has any questions, and three employees put up their hands. Read the questions below and provide an explanation. If you can work with a partner, do this activity orally; if you are working on your own, write your answers down.

Employee #1

Why do we have to wash our hands every time we go into a patient's room?

Employee #2

Why can't we touch a patient if we see them in distress?

Employee #3

Why do we have to wear nose and mouth masks if we never touch the patients anyway?

Speaking tips for passing along really important information

Whether you are giving instructions or giving explanations, when you are dealing with really important information, you want to make it as easy as possible for the listener to get and remember what you say. The way you organize the information you want to pass along can be a big help. To organize information, think headings. Organizing information under headings can help you keep things straight and keep you from forgetting anything important. There are several simple sets of headings that you can follow no matter what instructions or explanations you have to give. Here are a few examples.

Headings you can use when you want to give instructions:

This is what you do.
First, ...
Second, ...
Third, ...
Fourth,

Here's what you have to know, or here's what you have to do.
The first and most important thing is...
The next most important thing is...
The next thing is...
And lastly...
And if that doesn't work, call for help.

Headings you can use when you want to explain something that has happened.

What happened
Who was involved
When it happened
Where it happened
How it happened
Why you think it happened

This was the situation
This is what I saw
This is what I did/said
This is what happened as a result

Here's the situation now
Here's why it's like that

Headings you can use when you want to explain how to do something.

This is what you do.

First, you ...

You need to do this first because...

Second, you ...

You need to do it this way because...

Third, you...

You need to do this because if you don't, ...

Fourth,

You need to do this at the end so that...

Keeping headings in your head:

If this idea is new to you, you might have to practise writing out headings and filling in the information to see how well it works. In time, however, you will be able to keep headings like these in your head and it will become natural for you to organize information in this way.

Speaking and Listening Skill #3: Communicating with supervisors

Let's talk about this.



Using the question below as a guide, talk with a partner or with others about differences in your use of language and tone of voice.

If you are working on your own, write down what you think.

What do you think?

Do you find that you speak to different people in different ways? For example, do you speak to your children in one way but use a different tone of voice, different language and different expressions when you talk to friends, and different again when you talk to people at work? If so, why do you think you do that?

In the world of work, there are certain expectations about how people behave and interact one with another on the job. Employers know that the way in which people interact with one another sets the overall tone for the workplace so how people talk with one another and the kinds of things they talk about matter. Some places set the standards high and they have written rules to support them. In other places, the expectations may not be written down, but the expectations are very real just the same.

Here are a few examples of expectations.

- Employees will demonstrate respect for others at all times.
- Profanity and all other forms of inappropriate language are not allowed.
- Employees are to use proper English while at work.
- There is zero tolerance for sexual harassment in all its forms.
- Employees are to maintain a professional demeanor at work.
- Employees are expected to demonstrate a positive attitude at work.

What do expectations like these mean?

They mean that there are certain things employers do not want to hear or see from their employees and there are other things that are alright.

Here is some advice that employers give:

- Be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group.
- Recognize and respect people's diversity, individual differences and perspectives.
- Accept and provide feedback in a constructive and considerate manner.
- Contribute to a team by sharing information and expertise.
- Lead or support when appropriate, motivating a group for high performance.

To put it another way, this advice means there are dos and don'ts.

- Don't insist on your own way all the time.
- Don't get mad if others want to use someone else's idea.
- Don't insult someone because they are different from you.
- Don't tell people at work that they are jerks or idiots even if you think they are.
- Do give other people a chance to share what they know.
- Do say, "Good job," when people deserve it.
- Do give honest feedback but consider the other person's feelings.
- Do encourage others to do their best.

If you want to read more about what employers expect, log on and learn.



Log on and Learn

<http://www.conferenceboard.ca/education/learning-tools/pdfs/esp2000.pdf>

Let's talk about this.



Using the question below as a guide, talk with a partner or with others about expectations you think employers have of their employees.

If you are working on your own, write down what you think.

What do you think?

1. What kinds of things do you think employers do not want to hear from their employees? What kinds of things would be inappropriate at work?

Self-Reflection:
What do you think about your skills?

Based on what you know about yourself, how would you describe your ability to use appropriate language and voice in various settings and with various people?



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my ability to use appropriate language and voice is_____.

I think my speaking and listening skills are _____.

I know this because_____

Most employees find that there is some difference between the way they speak to other co-workers and the way they speak to a manager or supervisor. They say they are more formal when they speak to a manager and more informal when they speak with others who have their same job. That's not surprising. In fact, being able to tell when formal language is more appropriate and when it's OK to use informal language is a skill that people at work need. Speaking in a more formal manner to managers and supervisors is one way of showing respect for their position at work.

LEARNING ACTIVITY #9: Do you or don't you?

What is appropriate and what is not appropriate at work? Look at the following examples and write them into the proper column.

use manager's first name only if invited to do so
 refer to a manager by a nickname
 use profanity or slang
 multitask – do other things when the supervisor is speaking with you
 give the manager your full attention
 use a respectful tone of voice
 ask questions if you're not sure what to do
 swear but only if you're really mad
 do things your own way if your way is better
 say you understand even if you don't
 if you think the boss is crazy, tell her
 complain to co-workers about the supervisor

Yes, I think it's OK	Never, never, never

Summary:

In this chapter, you have been focusing on speaking and listening skills and you have seen how these skills are used on the job in housekeeping services. You have done a lot of listening and talking as you have worked your way through this lesson. You have practiced **listening** skills for

- picking out the key things to remember when someone is giving instructions
- understanding what people are saying and getting it right
- understanding what people expect you to do based on what they say

You have practised **speaking** skills for

- providing specific, detailed information or instructions to someone else
- giving explanations to someone else
- using appropriate language and tone of voice when speaking to others

You have seen how employees in housekeeping services use these skills in order to

- ☐ learn about what is expected each day on the job
- ☐ help other co-workers at work
- ☐ communicate with supervisors and managers

What do you think about your skills now after working on this chapter?

Check-up #2



Put a checkmark in a box on the right that best describes what you can do or what you think you could do.

	Yes, For sure.	I'm pretty good at this	I could use some more practice	I can't do this at all
I can pick out the key things to remember when someone is giving me instructions.				
I know some things I can do to help me understand what people are saying and get it right.				
I know how to help myself remember what I'm supposed to do when I'm listening to a lot of information.				
I know how to organize information so I can give instructions clearly.				
I know the difference between informal and formal conversations and when they are appropriate.				
I have a good sense of what is appropriate and what is not appropriate at work.				



If most of your checkmarks are in the “Yes, For sure,” and “I’m pretty good,” boxes, then your skills for speaking and listening are pretty good



If most of your checkmarks are in the “I could use more practice,” or “I can’t do this at all,” boxes, then it might be a good idea to go over some of this lesson again with your instructor. Show your check-up chart to your instructor and talk about what you would like to improve.

Just how important do you think speaking and listening skills are to employees who work in housekeeping services? Talk with your instructor or with others in a group and decide how important oral communication is in a person's overall success of day-to-day at work. Do you think an employee's job depends on these skills? How serious would mistakes be in these kinds of tasks? Knowing just how important different skills are can make a big difference at work, so, what do you think about these questions?

What did you think of this lesson?

Was it interesting? Did you learn new things? Did you like the activities? Please use the box below to write what you think.

Comments:

Chapter 5: Reading It for Yourself

Introduction:

Employers agree that skills in reading and understanding various documents are very important to an employee's safety and success at work. In most workplaces, employees are responsible for their own safety. They must know what materials are safe to work with and they must know how to work with materials that can be dangerous. Instructions about safe handling and directions for safe use are always printed on labels and safety sheets. But what happens if you can't read those very well?



Employees also depend on reading to understand what they are to do at work and what is expected of them as employees. Written job descriptions explain clearly what tasks employees are responsible for and how those jobs must be carried out. Information about policies and procedures for a particular company or institution is also available in written form. This information is usually found in an employee's handbook or a company manual. But what happens if you can't read manuals and handbooks?



Signs and symbols are especially important because, most of the time, they are about warnings and rules. Signs and symbols may identify danger zones at work, state strict rules and policies, and identify hazardous materials that require special precautions. But what happens if you can't read signs and symbols?

How can a person know ahead of time if his or her reading skills are good enough for safety and success at work?

You can be sure your reading skills are strong enough if you can,

- read and understand information contained in paragraphs
- gather information from charts and schedules
- read and understand signs, symbols and labels
- follow written instructions

In this chapter, we will practise these reading skills. You will see how employees in housekeeping services use all these reading skills in order to

- ☐ do what is expected
- ☐ work safely

Reading and understanding information contained in paragraphs and being able to work with documents are two **Essential Skills** that all people need at home, at work and in the community. When reading sentences and paragraphs such as in policy manuals, you are using the Essential Skill of “Reading Text”.

When reading signs, symbols and forms, you are using the Essential Skill known as “Document Use”.

You will remember that, when we can use skills in many different places and for different purposes, as we can with these reading skills, we call them **transferable skills**.

Here are a few examples of how these reading skills for work are transferable to everyday reading.

- ☐ When we read something from a local newspaper, we show that we can read and understand information in paragraph form.
- ☐ When we use the TV guide to find out what time CSI is on, we show that we can gather information from a schedule.
- ☐ When we obey road signs for Do Not Enter, One Way, STOP, No Parking, Caution, or No Left Turn, we show that we can read and understand signs and symbols.
- ☐ When we check the schedule and write down the dates of our daughter’s baseball games, we show that we can gather information from a chart or schedule.
- ☐ When we check the package to see how to prepare Kraft Dinner, we show that we can follow instructions.
- ☐ When we check the Tylenol bottle to see how many pills we can take at one time, we show that we can read and understand labels.



How good are your reading skills for tasks like these? Do you find reading easy or a bit difficult? Can you read everything on your own, or do you ask someone else to help you read certain things?

Self-Reflection:
What do you think?

Based on what you know about yourself, how would you describe your reading skills?



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my reading skills are_____.

I know this because_____

The following check-up can help you get a good picture of what you think about your abilities with specific reading skills.

Check-up #1



Put a checkmark in a box on the right that best describes what tends to happen.

	Yes, that's me	Often but not always	Once in a while	No, that's not me at all.
When I see a whole page of information, I think it will be too difficult for me to read.				
When I am reading a whole page of information, I lose track of what it's saying.				
I have trouble reading labels so I usually don't read them.				
I don't usually pay much attention to signs.				
I feel anxious if I have to figure out a form.				
I usually get someone to help me if I have to read a form.				
I get mixed up when I have to read and follow written instructions.				
I would rather have someone else read instructions to me.				



If most of your checkmarks are in the "Once in a while," and "No, that's not me at all," boxes, then your reading skills are probably pretty good. Read on to see if the tips in this chapter are ones that you have already figured out for yourself.



If most of your checkmarks are in the "Yes, that's me" or "Often but not always" boxes, then read on because you will soon be able to improve your reading skills. Show your check-up chart to your instructor and talk about what you would like to learn.

Reading Skill #1: Using a company handbook and reading and understanding information in notices and bulletins

Background:

When employees are hired, they get on-the-job training. There are many things to learn about the workplace and their new job. During training, they get printed information about the company or institution they work for and about what their employer expects. The information is usually in the form of a book or binder called, *Employees' Handbook* or *Policies and Procedures Manual* or *Company Handbook*. There is a lot of material to read and employees are expected to know what's in the book.

They are also expected to know how to find information in the handbook when they need it. If they want to know what the rules are about taking time off, for example, they should know how to find that information in the Handbook. If they have questions about employee benefits, they need to know where to look in the Handbook for that too. Finding information in a company handbook is much easier if you know how to go about it. We'll talk about that.

When employers have information they want to pass along to their employees, they usually write a notice or a bulletin and post it on the bulletin board for everyone to read. Employers do not usually hand information to employees directly. Employees are expected to check and be aware of information that is contained in workplace notices or bulletins. Reading and understanding information in a notice or bulletin is much easier if you know how to go about it. We'll talk about that too.



IMPORTANT

Reading in the workplace can be difficult if there are a lot of hard words to read. As you read this chapter, circle any words that are tricky, and make sure you find out what they say and what they mean. Ask your tutor or instructor, or look them up in a dictionary. We will help by putting some words that look tricky to us in a box like this one. When you come to the **Words to Know** box, stop and check the words in the list. That will make reading the next part much easier.

Learning about locating information in a handbook or manual

Sometimes people feel anxious when they have to look for information in a handbook or manual. They wonder if they will have to read the whole book in order to find out what they want to know. They worry about how long it will take to read those many pages. The good news is that there are some simple skills that make finding information in a handbook fast and a whole lot easier! There are some things to know and some things you can do.

What you need to know about employee handbooks and company manuals:

You might come across some words that are hard to read. Knowing what those words are will be important to finding your way around. Here are a few words and terms that a lot of manuals use. Look these words up in a dictionary if you are not sure about them. Check off the words you know.

Words to Know

- ☐ Index
- ☐ Expectations
- ☐ Guidelines
- ☐ Descriptions
- ☐ Complaints
- ☐ Benefits
- ☐ Performance review
- ☐ Request
- ☐ Mandatory
- ☐ Optional
- ☐ Policies
- ☐ Procedures



If you quickly flip through the pages of any employee handbook, you will notice that

1. the pages are numbered,
2. there are titles or headings that stand out because they are in large print and the print is darker,
3. the information seems to be in "chunks" with spaces between each section.

Knowing these three things can help you find information quickly. If you look at the first few pages in the handbook, you will find a page called "Contents", or "Table of Contents" or "Index".

This page lists all the important headings in the book and tells you the page number for each one. A Table of Contents page might look something like this:

CONTENTS	
About Our Company.....	1
Expectations.....	2
Guidelines.....	5
Job Descriptions.....	7
Health and Safety.....	10
Pay and Benefits.....	14
Complaints.....	16
Absences, Vacations and Leaves	18
Performance Reviews.....	19

What you can do to locate information in a handbook quickly.

- When you want to find the answer to a specific question, go first of all to the Index or Table of Contents.
- Look at the headings, and ask yourself, “What heading is closest to what I want to know?”
- Look to see what page number goes with that heading, and turn to that page.
- Now you will see a page or more of printed text. You might also see that the text is in sections with smaller headings for each section and spaces between each section. These smaller sections are called sub-sections and the headings are called sub-headings because they “come under” the larger heading. Before you start reading paragraphs, look over the sub-headings to see if there is a sub-section that deals with your particular question.

Example:



Julie has a question about what to do if you have to stay home sick. She looks at the Index in her Employees' Manual and wonders if she should look under “Health and Safety” or “Absences, Vacations and Leaves”. She decides that because she is wondering about the rules for staying home sick, she will start with “Absences, Vacations and Leaves”. She turns to page 18. Julie sees that the information covers three pages and appears in chunks with spaces in between.

There are several sub-sections for this chapter. She looks at the sub-headings and reads those first, “Requesting a Day Off”, “Calling in Sick”, “Vacations and Statutory Holidays”, “Requesting Vacation Time”, “Leaves of Absence” and “Maternity Leave”. Julie goes back to read the sub-section called, “Calling in Sick”. There are only three short paragraphs here to read and she learns exactly what she wants to know.

Let's talk a bit more about this.

Using the questions below as a guide, and the CONTENTS example we gave earlier, talk with a partner or others in a small group to decide what you would do.

If you are working on your own, write down what you think.

What do you think?

1. Where would you start to look if you had questions about how you will get paid? What page would you turn to?

2. Where would you start to look if you wanted to know what to do about a fellow worker who was making rude comments all the time?

3. Where would you start to look if you wanted to know about specific jobs you would be expected to do?

4. Where would you start to look if you wanted to know about the dress code for work?

Information in employee handbooks and manuals is usually written in paragraph form. Employees learn that if they can locate the right paragraphs quickly, it does not take very long to find out what they want to know. Reading for information in paragraphs in a manual is a lot like reading for information in paragraphs in a notice or a bulletin. The next section has some good tips on that.

Learning about reading notices and bulletins

Employers post bulletins or notices in order to pass along information to employees. Notices are posted for upcoming events, a change in schedule or in personnel, new procedures to be followed or new behaviours expected.

Sometimes notices are written by hand but more often they are typed. Employees quickly learn to check the bulletin board regularly for any notices or bulletins they should know about.

Notices can be just a few sentences or a whole page of writing. Some people feel anxious if there is a lot of information to read. They worry that it will be too difficult to read. They worry that they will not understand it. They worry that it will take them too long. The good news is there are some simple skills that anyone can learn that make reading and understanding notices and bulletins a whole lot easier. There are some things you should know and some things you can do.



What you need to know about reading notices and bulletins:

You should know this...	because it means this
A bulletin or a notice on the bulletin board may be important information for you or it may not be.	If you can quickly tell that the notice has nothing to do with you, you know you do not have to read it.
Notices and bulletins are dated.	Checking the date tells you if the notice is new or out of date. You do not want to take action on a notice that was for last month.
If the information is signed by your supervisor or your boss, chances are it is important information that you should know about.	If you see your supervisor's signature, you will want to take a closer look at the information.
In a full page of text, some sentences are more important than others.	If you know where the most important sentences are usually found, you can get a quick start on understanding the notice.
Certain words are often used to introduce important information, i.e. to give reasons or to introduce what employees are expected to know or do.	If you get good at looking out for and recognizing certain key words, you will be able to pick up what you are supposed to know and do more easily.
First and last sentences are important ones to notice because they often introduce and then summarize what the whole paragraph is about.	If you want to get a quick idea about what the notice is about, you can look at opening and closing sentences for each paragraph.
Examples help you understand the main ideas but they are not as important as the main ideas.	If you can separate the examples from the main ideas, you will be better able to keep the most important information clear in your mind.
Final paragraphs sometimes summarize what you are expected to do about the information you have been given.	Knowing this, you can check quickly to see if there is something you have to pay attention to today or can leave the notice until later.

What you can do to read notices and bulletins

Following these simple steps will help you feel more confident about reading notices and bulletins at work.

1. Always approach a new reading with these four questions in mind. Questions like these will guide your thinking and help you to focus on the reading. The questions are:
 - 1) What is this notice about?
 - 2) Is this something I need to read?
 - 3) What is this telling me?
 - 4) Is there something I'm supposed to do?
2. Check the date. If the notice is new, take a closer look. If the notice is old and out of date, it may be important to read now.
3. Check titles and headings to see who the notice is for and the topic or purpose of the notice. If the notice has nothing to do with you or your work, e.g. it's for employees in another department; you don't have to read it.
4. Look to see who signed the notice. If it is signed by your supervisor, take a closer look to see if it is something you should read.
5. Once you have determined this is a notice you should read, scan the text looking for key words or words that have been highlighted or bolded. Text may be highlighted or bolded when it is especially important for the reader to notice. Some words are "key words" because they introduce information that is part of the main idea. You will want to read what comes next more carefully.
6. Skim opening sentences and final paragraphs. This should tell you if the notice is FYI (for your information) only or if you are expected to do something.

About Skimming and Scanning...

You **skim** over text when you want to get the general idea of what a reading is about. To skim over text, you let your eyes move very quickly back and forth over the page but you do not try to read every word. You use things like pictures, graphics, headings or highlighted text to help you pick up on the main idea. You look for words or phrases that catch your attention because they seem to be about the same thing. This lets you know what the information is about.

You **scan** text when you have something already in mind and want to know if the text has anything to say about that particular thing. To scan text, you let your eyes move quickly back and forth across the page but in scanning, you are on the lookout for specific individual words or phrases. If you find the words you are looking for, you stop and go back to the beginning of that sentence or paragraph and read more carefully.

Types of notices you might find:

- Recreational or Social Events
- Staff Changes
- Hours of work
- Meeting dates and times
- Reminders
- New Products
- Personnel Issues
- Health and Safety Information Schedules
- Third-party information
- New Rules
- Changes that Affect Work



LEARNING ACTIVITY #1 - Key Words

This is a good thinking activity that you can do with a partner – another student, your tutor or your instructor. If you are working on your own, write down what you think.

Look at this list of key words that are sometimes used in bulletins and notices. For each example, discuss and answer the following three questions:

Some commonly used “KEY” words and phrases

- Important...
- It has come to our attention that...
- Because of the recent ...
- Due to...
- This notice is to...
- For that reason...
- First...
- Lastly...
- Always...
- Attention...
- Note....
- N.B.
- Be advised....

1. Why do you think these words and phrases qualify as key words?
2. What kind of information do you think might follow these key words?
3. Why would that information be important to the reader?

Here are a few sample notices from the employees' bulletin board. (You don't have to read the one with very small print.)

NOTICE

To: All Employees –

Chemical safety is important on and off the job.

Make sure all containers are properly labelled.

Take time to read the label of every product **before** you use it.

Remember your safety is your responsibility.

Manager

ATTENTION

Housekeeping Staff

All Housekeeping Staff must wear their aprons on duty as per Best Western Standards.

Management

IT'S THIS WEEKEND

Reminder:

All staff are invited to the
Annual Staff Barbeque and Dance.

It's a Country & Western Theme so get out those plaid shirts and cowboy hats!

Featuring

Country & Western Karaoke Contest.
Hay Ride by Moonlight
Willy Best and the Swingers 8

Grab yer pardner, come on out and join the fun.

Finney Park
Saturday October 14
7:00-12:00

ATTENTION: All Employees

Due to the recent SARS outbreak, there will be high level security and surveillance in effect for all people entering and leaving the hospital. A security clearance team will be stationed at every entrance. Be prepared to show your hospital ID badge and possibly a second photo ID on entering and leaving the hospital. Information will be required about your job and where in the hospital you work. If asked, give your employee ID number and your supervisor's name. Be prepared to wait while this information is verified.

Your temperature will be taken every day upon arrival and you will be required to use the antibacterial hand wash. If you have a fever, you will not be allowed to enter the hospital. If you have a slight cough, do not come to work. Follow normal call-in-sick procedures.

If you leave the hospital premises for any reason during the day, be prepared to go through the entrance security procedures when you return. Nose and mouth masks are highly recommended but not mandatory.

We understand these procedures add a measure of inconvenience but they are necessary for your health and safety protection. Rules apply to everyone. No exceptions. When starting your shift, please allow extra time for clearance procedures.

Thank you for your understanding and cooperation. Your compliance and patience will go a long way to ease the anxiety of others at this time.

NOTE: Be advised these procedures are in effect until further notice.

Date: January 14, 2007

Signed:  _____
Hospital Administrator

LEARNING ACTIVITY #2- If you take my advice...

Gloria works in housekeeping services at Brant Memorial Hospital and she has run into some difficulties lately at work. Her difficulties have to do with reading and understanding notices on the message board. What advice would you give her for each of these complaints?

Everything seems to be going wrong for me lately. I don't know why these things always happen to me.



On the weekend, I took two buses to get to Finney Park and nobody else turned up for the staff barbeque. Now I hear it happened two weeks ago!

That's awful. I'm so sorry that happened. Maybe next time you should...

Today I came to work at 7:00 am for the Health and Safety meeting but it was only for the department supervisors not for day staff. I could have slept in another hour!

That's awful. I'm so sorry that happened. Maybe next time you should...

I didn't know the new dress code went into effect this week. I saw the notice but it didn't say anything about when it was going to start, did it? It did? It must have been at the bottom then because I didn't see it. I don't always read the whole page. They wouldn't let me take my shift because I didn't have the proper shoes!

That's awful. I'm so sorry that happened. Maybe next time you should...

LEARNING ACTIVITY #3 - Did you see the notice?

Here is the sample notice you saw earlier in tiny print.

1. Read the notice.
2. Highlight, underline or circle any key words or phrases that catch your attention.
3. Underline the key messages in the notice.

How would you rate the importance of this notice?

- ☐ Extremely important
- ☐ Very important
- ☐ Somewhat important
- ☐ Not that important

Why do you think so?

ATTENTION: All Employees

Due to the recent SARS outbreak, there will be high level security and surveillance in effect for all people entering and leaving the hospital. A security clearance team will be stationed at every entrance. Be prepared to show your hospital ID badge and possibly a second photo ID on entering and leaving the hospital. Information will be required about your job and where in the hospital you work. If asked, give your employee ID number and your supervisor's name. Be prepared to wait while this information is verified.

Your temperature will be taken every day upon arrival and you will be required to use the antibacterial hand wash. If you have a fever, you will not be allowed to enter the hospital. If you have a slight cough, do not come to work. Follow normal call-in-sick procedures.

If you leave the hospital premises for any reason during the day, be prepared to go through the entrance security procedures when you return. Nose and mouth masks are highly recommended but not mandatory.

We understand these procedures add a measure of inconvenience but they are necessary for your health and safety protection. Rules apply to everyone. No exceptions. When starting your shift, please allow extra time for clearance procedures.

Thank you for your understanding and cooperation. Your compliance and patience will go a long way to ease the anxiety of others at this time.

NOTE: Be advised these procedures are in effect until further notice.

Date: January 14, 2007

Signed: _____

Hospital Administrator

Let's talk a bit more about this.

Read the story below and talk with a partner or others in a small group about the importance of reading notices and bulletins when they are posted.

If you are working on your own, write down your opinions.

What do you think?

What consequences could occur if an employee arrives at work but has not read this notice? Think about how he or she might feel about a line-up at the entrance, about the questions that are asked and about the procedures that must be followed. Here's the beginning of the story. Read the story and then decide what you think happened next.

Not a Good Morning

Jason arrives at the hospital a bit late for his shift. As he hurries over to the Main Entrance he is annoyed to see a line-up. He shoulders his way to the front of the line but the security guard stops him at the door.

"It's OK I work here," says Jason and he flashes his ID.

"So do a lot of people here. I'm sorry sir. Please go back to the end of the line."

"But, see, I'm already a little late. Just let me through," Jason smiles his best-buddy smile.

"Sorry sir. Please step back." The security guard steps towards him.

Question:

How would things have been different if Jason had been aware of the notice?

Learning about reading bulletins

Bulletins are documents that contain important information that is not generally time-sensitive. That means, it's important information that does not quickly go out of date. Many bulletins you will see in the workplace are for the health and safety of employees. There are often difficult words to read in Health and Safety bulletins. Here are some words and terms you should know about.

Words to Know

- ☐ Controlled Products
- ☐ MSDS
- ☐ Product identification
- ☐ Hazardous
- ☐ Caution
- ☐ Precaution
- ☐ Explosion
- ☐ Preventive Measures
- ☐ Preparation
- ☐ Operation
- ☐ Toxic

MSDS stands for **Materials Safety Data Sheets**. The most common bulletins in any workplace are probably the MSDS. Any product that contains harmful chemicals, is called a “**Controlled Product**”. Employees who work with controlled products will all know about MSDS.

MSDS bulletins summarize health and safety information for controlled products that people work with at work. They contain more information than can fit on a product label and they are kept in a place where all employees can easily find them, usually a filing cabinet. There is a lot of information on Materials Safety Data Sheets but headings and sub-headings help the reader find what they are looking for. While MSDS do not all look exactly the same, all MSDS use the same nine headings. Some MSDS have more headings than these, but all MSDS have these.

1. Product Identification and Use
2. Hazardous Ingredients
3. Physical Data
4. Fire and Explosion Data
5. Reactivity Data
6. Toxicological Properties (Health Effects)
7. Preventative Measures
8. First Aid Measures
9. Preparation Information

If you would like to see more about Materials Safety Data Sheets, log on and learn.



Log on and Learn

<http://ccinfoweb.ccohs.ca/help/msds/msdsCDNGUIDE.html>

<http://www.hescoinc.com/Msds/lysol.html>

LEARNING ACTIVITY #4- Get that MSDS

This is a computer activity to practise locating MSDS on the Internet and checking for specific information.

1. Click on the Google link below and type in “**MSDS**” plus a cleaning product of your own choosing. (E.g. Javex, Liquid Plumr)

<http://www.google.ca/>

2. Open two or three links in the list that appears, and scan the MSDS for information about the dangers of this product.
3. Write down one danger and a matching precautionary measure you should take in order to use this product safely.
4. Compare your information with that of other students.



Reading Skill #2: - Reading and understanding information in signs, symbols and labels

Background:

Not all, but many signs, symbols and labels that employees come across in housekeeping services have something to do with safety.

Signs

Signs can be posted almost anywhere at work and sometimes they seem to be all over. There are warning signs for slippery floors, broken machines, low ceilings, unexpected steps, safe crossings, and safe handling. Signs usually have very few words and each word generally starts with a capital letter for emphasis. In some signs all the letters are capitalized.

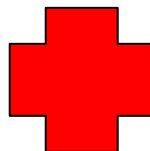
Here are a few examples of signage. Check ones that you have seen before.

- ☐ Watch Your Step
- ☐ No Admittance
- ☐ Employees Only
- ☐ Slippery Floors
- ☐ CAUTION
- ☐ Out Of Order
- ☐ EXIT



Symbols

Symbols are small graphics or pictures that take the place of words. Here are a few examples you may recognize. Symbols are useful at work because they say a lot with just a little. One look and you get the whole message. What are the messages you understand from these symbols?



Labels

In housekeeping services, employees use cleaning agents that contain chemicals. Some of those chemicals are harmful to your health. Employees must know how to use those products correctly and what to do if an accident occurs. For that reason, the government has passed a law to help employers identify hazardous chemicals in the workplace and inform employees about the dangers.

Employers now provide a training program that includes:

- A file of information about every hazardous material employees work with
- A list of all the chemicals at your workplace
- A system for labeling bottles, pails, drums, bags, boxes and other containers that hold harmful chemicals
- An employee training program to help you become familiar with hazardous materials and how to work with them more safely.

This workplace training program is called, **WHMIS Training** (sounds like, “wimmis”).

“WHMIS” stands for **Workplace Hazardous Materials Information System**.

Learning more about WHMIS Training

In most places of employment, WHMIS training is mandatory. In WHMIS training, employees learn

- how to recognize the symbols for various hazardous effects
- how to protect themselves when handling, working with or being exposed to hazardous chemicals
- what to do in the case of an accident
- where to find the information papers called **MSDS** – (Material Safety Data Sheets) in order to learn more about the products they use at work
- how to understand and use the labeling system

Word to Know

- ☐ Dangerous
- ☐ Protection
- ☐ Chemicals
- ☐ Emergency
- ☐ Explosion
- ☐ Flammable
- ☐ Oxidizing
- ☐ Combustible
- ☐ Corrosive
- ☐ Poisonous
- ☐ Compressed
- ☐ Infectious
- ☐ Well-ventilated

There are some difficult words you might see during WHMIS training. Check the list.

Learning more about symbols and labels

As you know, chemicals that are hazardous to your health are called **Controlled Products**. Proper labeling of controlled products in the workplace is the law so proper labels are very important when it comes to chemical safety in the workplace. Employees should first check the label on all products that contain chemicals to make sure they know how to use the product properly.

Proper labeling will have all of the following information:









- The name of the product
- The name of the supplier of the product
- Hazard symbols that identify the potential danger
- Risk phrases – words that describe the hazard
- Precautionary measures – safety measures to be followed when using this product
- First Aid Measures – what to do in case of exposure to the Controlled Product
- Statement that an MSDS is available

There are two things you should know about Controlled Products.







1. Some hazardous materials create a health hazard.
 - a. Breathing in dust particles, fumes, mists or vapours from a hazardous product can irritate or burn your nose, throat and air passages.
 - b. Corrosive chemicals can give you severe burns if they touch your skin.
 - c. Poisonous materials can cause serious toxic reactions, blindness, choking and death.
2. Some hazardous chemicals create a physical hazard.
 - a. Explosions can occur with incorrect use of products with compressed gas.
 - b. Fires can erupt with combustible materials.



Learning to recognize hazardous symbols and what they mean can help keep you and others safe on the job. Look at the chart below for the WHMIS symbols and what they mean.

WHMIS Symbol	What it means
	Compressed gas – can explode if heated. Keep any product with this symbol at room temperature. Avoid punctures.
	Flammable or combustible material – can cause fires. Keep any product with this symbol away from fire.
	Oxidizing Material – makes oxygen and can increase the risk of fire. Keep any product with this symbol away from fire.
	Poisonous and infectious– can cause immediate and severe toxic effects. Dangerous fumes form when mixed with other chemicals. May cause blindness or choking. Harmful or fatal if swallowed. Can cause death.
	Poisonous and infectious material – can cause other toxic effects months or years after exposure.
	Biohazardous infectious material containing micro-organisms.
	Corrosive Material can cause burns and permanent damage. Can eat through skin and metals.
	Dangerously reactive material if subjected to heat, pressure or put in contact with water.

Some products that are used in Housekeeping Services still have labels with the older versions of the WHMIS symbols. Here are few you might recognize.

OLD SYMBOL	NEW VERSION	MEANING
		Corrosive Material
		Compressed gas. May explode.
		Flammable or combustible material






LEARNING ACTIVITY #5- Taking the necessary precautions

Because of the dangers attached to hazardous materials, employees take certain precautions in order to protect themselves. Here are a number of precautions that employees take when working with particular products. What WHMIS symbol best matches these dangers and precautions? Draw the WHMIS symbol to match.

SYMBOL	DANGERS	PRECAUTIONS
	<ul style="list-style-type: none"> • Contents harmful • Dangerous fumes form when mixed with other chemicals • Toxic effects may include 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
	<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
	<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
	<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

LEARNING ACTIVITY #6- Chemicals we choose to use

As a group, start collecting a few empty containers of different cleaning products you use at home. Once you have several containers on hand, check and compare the labels. Look for examples of proper product labeling. What hazard symbols did you find? What safety precautions are given on the label? You can use the chart below to record your findings. There is space available for you to compare five products.

Labels	Product 1	Product 2	Product 3	Product 4	Product 5
For each product, circle a Yes or a No to show what you found on the label.	Name	Name	Name	Name	Name
The name of the product	Yes No	Yes No	Yes No	Yes No	Yes No
The name of the supplier	Yes No	Yes No	Yes No	Yes No	Yes No
WHMIS symbols	Yes No	Yes No	Yes No	Yes No	Yes No
Risks - warnings about what harm can be done	Yes No	Yes No	Yes No	Yes No	Yes No
Safety Precautions to take	Yes No	Yes No	Yes No	Yes No	Yes No
First Aid instructions	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No
	Yes No	Yes No	Yes No	Yes No	Yes No

Let's talk a bit more about this.

Read the instructions below and have this discussion with a partner or others in a small group.

If you are working on your own, write down your opinions.

What do you think?

Here is a list of safety measures that you might find on a MSDS for controlled products. Read each example, add the words, “because this product...” and finish the sentence in your own words. Your sentence should explain the dangers that make these safety measures important.

For example:

Keep away from heat ... *because this product may explode if overheated.*

- Keep container dry
- Keep container in a well-ventilated place
- Keep away from sources of ignition
- Keep away from combustible material
- Handle and open container with care
- When using do not smoke
- Do not breathe dust
- Do not breathe vapour
- Avoid contact with skin
- Never add water to this product
- Wear suitable gloves
- Wear eye / face protection



Reading Skill #3: Reading and understanding information in schedules and on forms

Background:

In the last activity, you worked with information in a table format. If you did that activity without too much trouble, then you are well on your way to working successfully with schedules. Schedules use tables to display information. Schedules at work are used mainly to regulate time for various employee tasks and activities.

Employers post schedules for

- Employee hours
- Break times
- Vacation requests
- Work team hours
- Specific job tasks
- Employee availability

Learning more about reading schedules

Schedules that are posted at work will have titles to show what the schedule is for. Like tables, schedules display information in rows and columns. Headings and sub-headings help the reader understand and locate information in various boxes. Depending on how the information is organized, you may find main headings in the first row across the top and sub-headings in the first column going down, or main headings in the first column and sub-headings in the row across the top.

Although schedules at work do not usually contain a lot of writing, they can be tricky to understand because of the rows and columns and because of the use of abbreviations. Schedules at work are usually high stake documents, which means, if you don't get the information right there can be serious consequences.

Because there is not a lot of room for writing in a schedule, employers often use abbreviations to take the place of the whole word. Recognizing abbreviations is important in being able to read and understand schedules at work.

Here are some common words that have abbreviations you may already know about. These abbreviations are often used on schedules. Write the abbreviation that goes with each word.

Monday	_____	Hour	_____
March	_____	Minute	_____
January	_____	Example	_____
September	_____	Employee	_____
Saturday	_____	Afternoon	_____
November	_____	Morning	_____

Here is the work schedule for employees in housekeeping services at the Best Western Inn in Brockville Ontario.

HOUSEKEEPING SCHEDULE week of August 7-13, 2006								
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun	Request
SHARON	8:00 AM	8:00 AM	8:00 AM	8:00 AM	OFF	8:00 AM	8:00 AM	
TAMMY	OFF	9:00 AM	9:00 AM	9:00 AM	8:00 AM	OFF	OFF	
KAREN	9:00 AM	OFF	OFF	9:00 AM	9:00 AM	9:00 AM	9:00 AM	
KAYLA	9:00 AM	OFF	OFF	9:00 AM	9:00 AM	9:00 AM	9:00 AM	
MELANIE	9:00 AM	9:00 AM	OFF	OFF	9:00 AM	9:00 AM	9:00 AM	
KELLI	9:00 AM	9:00 AM	9:00 AM	OFF	OFF	9:00 AM	9:00 AM	
Note: Employees on Day Off will be on call in case of emergency only								

Let's talk a bit more about this.

Using the situations below, talk with a partner or others in a small group and resolve these scheduling problems.

If you are working on your own, write down your suggestions.

What do you think?

1. On Monday, Kayla calls in sick. Who will cover for her?

2. Next Wednesday morning, Kelli has a dentist appointment. She would like to trade shifts with someone on Tuesday. Who could she call?

3. Tammy would like to request a Friday off. She is willing to switch shifts with someone else. Who would be the first person she should ask?

Learning more about reading forms

You probably remember that you learned about working with forms in the earlier chapter on writing. Flip back to that chapter now to refresh your memory and check off the items of information below when you have found them

- ☐ parts of a form
- ☐ list of skills you need in order to fill out forms correctly
- ☐ tips for each skill
- ☐ different forms for different purposes

The tips to remember about reading and understanding forms are these:

- Check the title to make sure you have the right form.
- Scan the form, first reading other headings so you get a sense of what information you are expected to provide.
- Start at the top and move from box to box carefully thinking about the small amount of information that is needed in each box.
- Look for information that tells you what to do with the form when you have completed it.
- Double-check to see if you have filled in all the required information, and double check to see if you are supposed to date and a sign the form.

Self-Reflection: What do you think?

Based on what you now know how would you describe your ability to work with different kinds of forms?



excellent pretty good not very good yet not good at all

Finish these sentences:

I think my skills with forms are_____.

I know this because_____

If you do not feel very confident about working with forms, now would be a good time to go back to Chapter 3 on Writing and work through that section again.

Reading Skill #4: Reading and understanding written instructions

Background:

Understanding and following written instructions is very, very important in the workplace. In fact, your success as an employee probably depends on this ability.

Did you know...

- Employers provide written instructions first in the form of a job description. Your job description usually will list all the tasks that you are responsible for carrying out and sometimes it describes how those jobs are to be done as well. Job descriptions in housekeeping services might also be called, “Duty Sheets”.
- Some employers provide specific directions for carrying out particular tasks on one-page Instruction Sheets.
- Instructions are given for the safe and proper operation of equipment and machinery, and also for the safe and proper handling of cleaning products.
- Instructions are often posted on the employee bulletin board for new procedures the employer wants to introduce or actions the employer wants to reinforce.
- Some instructions are posted in several places throughout the workplace, for example, instructions for what to do in the case of an emergency, an accident or a fire.
- Employment success is often tied to an employee’s ability to understand written instructions and follow them correctly.

Learning more about written instructions

There are some things you can know and some things you can do that can help make understanding and following instructions a whole lot easier.

What to know about written instructions

- Written instructions begin with a **title** that lets you know what the instructions are for.
- Instructions come in a **list** that is numbered, 1, 2, 3, 4, etc.
- Each item on the list gives important information you need to know or gives a step you are to follow.
- The **number** for each instruction is important because the numbers show the order in which each step should be taken. For example, you do step number 1 first and then you go on to step number 2. You do not do step number 5 before you do step number 4. You complete each whole step before you go on to the next step.
- The **verbs** in each instruction are important because they tell you what action you are going to take. (For example: Wipe, Brush, Scrub, Polish, Rub, Scrape, Lift, Move, Turn, Fold, Stack, Deliver, Fill, Empty, Spray, Wait.)
- The adverbs or adverb phrases or clauses in each instruction are important because they tell you how or when to perform each action. (For example: Carefully, Quickly, Vigorously, Gently, To the right, Without spilling, After it is dry, If drain is still clogged.)

What you can do about following instructions

Here are the best tips for following instructions!

1. Ask for a copy of your job description and instruction sheets if you do not have them.
2. Know what tasks require instruction sheets.
3. Read instructions first before you start a new task or work with a new product.
4. Start at step number one and complete each step before you go on to the next one.
5. Perform each step on the list in order; do not skip any steps.
6. When you are done, go back and check the instructions to make sure you have not left anything out.

At one time or another, you may be called upon to pass instructions on to someone else. Having a good grasp of written instructions and procedures to follow will make that easier to do.

Here is a duty sheet with cleaning instructions for private rooms at the Village Manor, a retirement home for seniors in Waterdown, Ontario

*Village Manor***Day Housekeeping Routine****Suites:**

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

One room per day – rotating each week

1. Wipe all walls with a swiffer to remove cobwebs and dust.
2. Wash all baseboards in main living area and bathroom.
3. Clean or tidy anything noticeable (tangled telephone or cable cords).
4. Clean fan in bathroom.
5. Clean inside of windows as needed.
6. Wash inside of microwave and refrigerator.

Speak to Administrator upon noticing any of the following:

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

LEARNING ACTIVITY #7 - What's first and what comes next?

You can do this activity by yourself or with a partner.

Read the duty sheet over and answer the following questions. If you are working by yourself, write the answer to each question. If you are working with a partner, take turns reading the question and answering it orally.

- When you clean a suite, what room do you clean first?

- What do you need to remember about washing cloths?

- What do you do next after the dusting?

- Where do you put the dirty towels and sheets?

- What do you do in the Kitchenettes?

- When do you make up the bed?

- What do you do about really bad carpet stains?

Here is a check-up that is very similar to the one you did at the beginning of this lesson. Now that you have learned some new things, what do you think of your reading skills?

Check-up #2



Put a checkmark in a box on the right that best describes what you think.

	Yes, I still think that's true	Maybe a little	No, not very much	No, I think I'd be OK now
When I see a whole page of information, I think it will be too difficult for me to read.				
When I have to read a whole page of information, I will lose track of what it's about.				
I have trouble reading labels.				
I do not pay attention to signs.				
I feel too anxious to figure out forms.				
I want someone to help me if I have to read a form.				
I find it hard to read and follow written instructions.				
I want someone else to read instructions to me.				



If most of your checkmarks are in the “No, not very much,” and “No, I think I’d be OK now” boxes, then your reading skills for work in housekeeping services are probably pretty good.



If most of your checkmarks are in the “Yes, I still think that’s true”. or “Maybe a little” boxes, then reading for information on forms and labels and in handbooks is still a little difficult for you. Show your check-up chart to your instructor, and talk about what parts of this lesson you would like to go over again.

Summary Comments

This is the last chapter on literacy skills you need for success in a job in housekeeping services. In some ways, this chapter on reading is the most important one of all. So much depends on an employee's ability to find information for him or herself by reading and understanding things in print. In this chapter, we learned and practised skills for

- locating information in manuals and handbooks
- reading and understanding notices and bulletins
- getting information from charts and schedules
- understanding signs, symbols and labels
- following written instructions

Just how important do you think reading skills are at work? Talk with your instructor or with others in a group and decide how important it is to be able to do the various tasks you looked at in this chapter. Do you think an employee's job might depend on reading skills? How serious could mistakes be in carrying out these tasks?

What did you think of this lesson?

Was it interesting? Did you learn new things? Did you like the activities? Please use the box below to write what you think.

Comments:

Next Steps - a final word ...

Congratulations on completing this curriculum!

This manual was created to help you think about a job in Housekeeping Services and learn the skills that are needed in that kind of job. At the end, some people ask, “But how can you know for sure if you are really ready?” There is one more activity that can help you answer that question. It is called the Chambermaid/Housekeeping Cleaner Demonstration.

Employers who hire cleaners for housekeeping services say that those employees need skills in:

- Time management
- Math
- Writing
- Communications
- Reading

The Chambermaid/Housekeeping Cleaner Demonstration will give you the opportunity to show that you have these essential skills.

Through the stories and information in this manual, you already have a good idea of what you can expect in a job in Housekeeping Services. The learning activities have given you the opportunity to practice all the skills you need. If you were successful in those activities, then you should be well-prepared for success in the demonstration activity as well.

The Chambermaid/Housekeeping Cleaner Demonstration uses activities that are based on the day-to-day requirements of the job, following instructions, writing down information, and providing information to others.

When you think you are ready to try the demonstration, let your tutor or instructor know. When you have successfully completed the demonstration, you will receive a written document that shows you have the essential skills needed for a job in Housekeeping Services.

In some places, there are additional skills and training that employers look for that you may need to get outside the literacy program. They include:

- Physical fitness
- Being alert
- Being a good observer
- Certificates in CPR, First Aid and WHMIS

Talk to your tutor or instructor about how you would get training in these areas, and good luck!

PRACTITIONER NOTES

Building Curricula for Validated Demonstrations Practitioner Notes and Answer Keys Chambermaid / Housekeeping Cleaner

To the practitioner:

The following notes are provided to help make this curriculum easy to use and more effective for learners. You will find explanations and additional teaching notes here as well as ideas and suggestions for carrying out learning activities or for modifying them for other purposes. Many of the activities use role-playing situations or require conversation and discussion. This additional allowance for speaking and listening practice was provided because verbal communication is so important to employees who work in housekeeping services. Learners need lots of time in order to get comfortable talking about specific jobs and job tasks so the more they can talk about the information in this resource, the more confident they will become in their knowledge of work in housekeeping services. Included with the practitioner notes are answer keys for each of the learning activities.

While this curriculum can be used to help raise learners' awareness of literacy skills in the workplace and to teach some specific applications of workplace skills, the primary purpose is to prepare learners for the activities and tasks found in the exit demonstration for Chambermaid or Housekeeping Services. For that reason, there are multiple activities in every lesson and learners who can complete these activities successfully will be able to approach the exit demonstration with confidence. You can view and download a PDF version of the exit demonstration for Chambermaid and Housekeeping Services at http://demonstrations.alphaplus.ca/Public_dir/Chambermaid_Demo.pdf

There is no demand to complete this curriculum within a given timeframe. Feel free to take your time and work with learners at a pace that suits you both. Each lesson contains instructions and practice activities for more than one application of the main skill so this allows for spreading a lesson over two or three sessions.

Here then are the practitioner notes to accompany each of five lessons. The notes follow the order in which the learning and activities occur within the lesson. Please keep in mind, they are suggestions only. Practitioners are encouraged to use this resource in ways that best meet the needs of their learners and work best within their programs.

CHAPTER ONE: Time Well Spent

It will take approximately 15-20 hours to complete this lesson with learners at LBS Levels 2/3.

Lesson One focuses on Time Management and the attending skills that are identified by employers to be most important for jobs in housekeeping services. The Essential Core Skills Chart found in the main introduction identifies specific applications of time management that are of prime importance. Specifically, employers are concerned with an employee's ability to consistently

- come to work on time
- turn up for work as per work schedule
- follow policies and procedures in order to complete tasks efficiently and in good time

This chapter is divided into three sections, each dealing with one of the above key skills:

- Time Management Skill #1 – Being on Time
- Time Management Skill #2 - Having a Good Record of Attendance
- Time Management Skill #3 - Following Rules at Work about Time

The content and learning activities throughout the lesson are fairly clear and self-explanatory, so what follows are some additional notes and suggestions that might be useful as you proceed through the unit. The topic of time management readily lends itself to speaking and listening activities so, even though many of the activities allow for written responses, look for ways to reinforce learning through conversation and discussion.

Time Management Skill #1 – Being on Time

Jean and Lisa

Introducing the two readings about Jean and Lisa gives an opportunity to compare and contrast two approaches to time management, one positive, one negative. There are some interesting ways to work with this. You could:

- provide a graphic organizer for learners to use to compare and contrast approaches to time management (see sample attached)

- put learners into two small groups and assign each group either Lisa or Jean. Ask the groups to learn details about their person and then have the learners recount the stories in a large group setting and share opinions about each character.

Check-ups

give learners an opportunity to examine their own personal experiences and habits in the light of skills they have or do not have with regard to time management.

If it is appropriate, use Check-up activities as springboards into “how and why” questions. How do you? Why is it that you?

Following Check-up #1, ask learners to identify and evaluate their practices with regard to other occasions when being on time is expected.

In Check-up #2, again focus on the “why” questions that underlie reasons learners have for being late.

If learners resist participating in these more personal evaluation activities, turn the exercise into a generic one – “What do you think are the most common reasons people give for being late to work?” Also, make the question, “Can you think of some things you could do ahead of time so this would not be a problem?” into a generic question learners can talk about in a group, i.e. “What are some things people can do”

Jasmine

In the teaching section using Jasmine as an example, have learners highlight the specific action that demonstrates the heading for each paragraph. For example,

- Get proper sleep



Jasmine loves to watch TV but she has learned that if she has to get up early, she cannot start watching a movie at 10:00 pm. She needs her sleep in order to be OK in the morning and do a good job at work. Jasmine finds when she is overtired, she is grumpy in the morning, she gets mad easily and she simply doesn't want to go to work. Everything is just too hard when she is overtired. When she has an early morning shift, **Jasmine tries to be in bed by 10:00 the night before.**

Learning Activity #1 – Excuses, Excuses!

This activity can be done orally or as a written exercise.

Learning Activity #2 – Good Habits

This activity lends itself to storytelling. Encourage learners to tell some of their experiences and perhaps add in a few of your own. Be sure to include a story or two where you made a poor choice and learned a lesson – those usually have much greater impact on learners than stories that show your skills.

Self-Reflection

The self-reflection pieces offer another way for the learner to evaluate their skills in general. Look to make sure the learners are able to tie their assessment of their skills to concrete evidence and actual behaviour. Also check to see if you would agree with the learner's assessment. Sometimes learners are not accurate in their perceptions of skills.

Time-Management Skill # 2: Having a good record of attendance

The Learning Edge has some interactive online instruction and learning activities that focus on the use of schedules and timesheets in the workplace. If possible, have the learners use this resource to enhance learning about time management and regular attendance at work.

Fernanda

In the teaching section using Fernanda as an example, learners can highlight the specific actions that demonstrate the heading for each paragraph. For example:

- ☐ Use a calendar.



Fernanda has two jobs. She works part-time in Housekeeping Services at the Days Inn and she works a couple of shifts each weekend at Tim Hortons. Fernanda's shifts at the Days Inn change every week, so Fernanda writes the days and times of her shifts on her calendar. This way she doesn't get her shifts mixed up. She keeps her calendar on the wall in her kitchen; that way it is handy and she can check her calendar regularly. She always checks her work schedule first before she makes plans to do anything else.

Learning Activity #3 – Scheduling Time

In this activity, the learners will add dates and times to Fernanda's schedule.

Please note that there are many possibilities that would work. As long as the learner has reasonable rationale for his or her choices, the answers can be accepted.

Learning Activity #4 – My Calendar

After learners fill in dates and appointments on their own calendar, you may decide to do the second part with your learners together in a group. Hearing other learners explain out loud why certain dates would work or not work will reinforce the thinking processes necessary to make scheduling decisions.

Learning Activity #5 – But there are reasons!

This activity, while set up as a writing activity, could be easily adapted as a role-playing activity where one learner takes the role of worker and another learner takes the role of supervisor.

Learning Activity #6 – What's a good reason?

The purpose of this activity is to help learners distinguish between appropriate and inappropriate reasons for being absent from work. This again lends itself to a lot of discussion. As stories are told and you add other examples of reasons people give for absenteeism, try to bring the learners to agreement on some basic acceptable and unacceptable reasons for staying away from work. Perhaps make a list: e.g.

acceptable

illness
illness of child
or other family member
if other support is not available
if there is an emergency,
or an accident
if roads are closed due to weather

unacceptable

to take an unscheduled holiday
for fun
because you are too tired from
partying
because it's raining or snowing
because you want a day off
because you think you're late

Self-Reflection

Please see previous comment

Time-Management Skill 3: Following Rules at Work about Time

This section has a double focus. We want to impress learners with the importance of managing time effectively throughout the course of the workday as well as educate learners about policies and procedures that employers develop for the purpose of ensuring efficiency. Some workers may be able to work efficiently but insist on doing things their own way. We want learners to be aware:

1. of the importance of following procedures carefully and precisely, and
2. that procedures are set in place for a purpose.

Let's talk about this.

This discussion looks at consequences that may come if an employee is not able to manage time well enough to finish jobs in good time. Again, group discussion may be the best way to explore problems and consequences. Open discussion gives the practitioner insight into the learner's thinking processes and values and it may yield good information for further exploration of employer expectations. It continues to be a surprise to find so many learners who resist taking direction from others and think they should be in charge of how they do their work. Many feel it is the employees' right to do things the way they want to do them.

Learning Activity #7 – Time-saving Instructions

The Woodlands Lodge Housekeeping Instruction Sheet #4 has a lot of dense text. You may find it necessary to work through these instructions slowly. It may be interesting to pause frequently to ask the learners "Why would you do this?" That way, you might get a good sense of learners who are willing and can follow instructions and those who think instructions are not that important.

As a follow-up activity to this, you might have a brainstorming session about time-saving practices and activities that would improve efficiency and benefit the LBS program. You could look at:

- practices that are repeated on a daily basis
- activities that take a lot of time
- activities that have to be re-done for some purpose
- current procedures for handing in work and receiving work back or distributing and collecting materials

Ask:

- Is this the most efficient way of doing this task?
- What could we do to accomplish the same end more quickly?

Molly

Molly's story offers the learner a chance to link experiences with lessons learned.

If time permits, have learners recount stories of their own about learning either the same lessons or other lessons related to saving time by working smart.

Learning Activity #8 – Employer Expectations

The Bethel Lodge Housekeeping Policies and Procedures is a good document to keep handy, because it is similar to a document used in the final exit demonstration. You can use this document in a variety of ways to expand upon this learning activity, or to make the learning activity more challenging for higher level learners. Here are a couple of ideas:

1. Have learners work in pairs. One learner is a trainer and the other learner is a trainee. Have the trainer explain the rules to the trainee and give reasons why each rule is in place.
2. Develop a list of questions that a trainee might ask about her new job, and have the learners find the answers based on information in the policies and procedures document.
3. Have a role-playing activity where a learner is a senior resident and you are the worst chambermaid of all time. Break most of the rules. Have the learners identify the procedures you ignored.

Time Management - a Transferable Skill

Now that we are nearing the end of the lesson, we want to make sure the learners see the transferable nature of these skills in time management. While we have given examples along the way of time management in other settings, we haven't until now clearly identified time management as a transferable skill. While time management is important in most other areas of life, there are times when it is not so important. Many adult literacy learners in our programs have trouble figuring these times out. Often they are lax when they should not be. This is a good time to talk about situations that require careful time management and situations where time does not have to be watched so closely. It's also a good time to discuss how a person determines whether or not careful time management is required.

Learning Activity # 9 – When is Time Management not so Important?

In this activity, along with discussing responses that learners select, take time to talk about factors in each situation that might lead the learners to a different decision.

1. My friend wants me to meet her for lunch at 11:30.

In this situation, it would be (a very big deal, not a big deal) if I was half an hour late or so.

In this situation, it would be (a very big deal, not a big deal) if I didn't turn up at all.

In this example, for instance, the learner might say, "My friend is very particular about time. If I was three minutes late, she would go ballistic and if I ever stood her up, she'd kill me". In the same situation but with a different friend however, the learner might say, "Oh, we're very easy about things like that. She wouldn't care if I was late. She's often late herself. If I didn't turn up, she might be a little mad but she would get over it. No big deal."

Learning Activity # 10 – Time Management Challenge

Now we get to put the transferability of time management into practice as learners apply the skills from this lesson to their daily work in LBS. Using a one-month calendar, they identify each day they are expected to attend LBS, and, as each day arrives, the learners indicate by checkmarks, if they attended, if they were on time, and if they finished their assigned work that day within acceptable timelines.

Check-up #3

This Check-up gives learners an opportunity to evaluate their own, overall time management skills. It includes a range of practices in various settings that support good time management and asks learners to indicate "yes" or "no" to each item.

Summary of Chapter One

In the Summary, learners remember the three main points of the lesson and provide feedback on the content and activities. This is an important activity in that it allows you to gauge how well-suited the materials are for each learner, and what may be required in the way of modifications as you proceed further with the lessons.

This is the time too for a discussion on the significance and relative importance of these skills to an employee's overall success at work. Because employers weigh different skills differently, it's impossible to place a definitive value on the importance of each skill, but learners should be aware that skills do vary in importance and have some sense of what is more important than something else.

CHAPTER 2: Math at Work

Estimated time to complete:

For learners at level 2/3, this lesson should take approximately 15-20 hours of instruction and work time. The more learners you have working together, the more time it will take. The amount of time also depends on how much time you devote to discussion, how much additional support is necessary (i.e. help with reading the text, vocabulary development, additional explanations etc.) and the pace at which your particular learners work. There are no set time restrictions, of course. Take as much time as the learners need in order to fully develop the skills embedded in the lesson, however, keep in mind and aim for the time it should take in real life to solve the problem at hand. For example, for activity #2, an employee would not want to spend an hour figuring out the most effective route to follow.

For the practitioner:

Employers agree that, for people with jobs in Housekeeping Services, Math skills are very important, second only to skills in time management. When asked for specifics, they indicate that employees must be able to read numbers to 1,000, add and subtract with carrying, and calculate measurements. By themselves, these discreet operations require skills at LBS Level 2. By adding the element of critical thinking for the purpose of problem-solving, however, we increase the complexity and raise these numeracy activities to LBS level 3.

In order to prepare learners for the work in this lesson, we recommend that learners review their skills in counting (i.e. reading numbers), basic calculation and in measuring time. Make sure that learners can perform these operations with accuracy and without much difficulty. This lesson takes the learner from basic operations to applying those operations in order to problem-solve in situations that might surface on the job.

The first part of the lesson deals with using awareness of numbers for efficiency on the job. Learners at Level 3 may not be very challenged by these numbering activities, so feel free to move through that section quickly if that is so.

About role-playing in this lesson

Many activities in this lesson are set in the context of daily work in housekeeping services in various settings. In order to simulate real life as closely as possible, most of the learning activities involve dialogue and/or role-playing. Hopefully, these opportunities for 2-person activity will:

- Increase the learner's awareness of numeracy-related problems that come up at work
- Increase the learner's interest in solving numeracy-related problems
- Give learners practice in interacting and problem-solving with others
- Add an element of fun to the lesson

Warm-up activity:

This can be a good guided discussion activity that will help learners "get their heads into" the work environment of housekeeping services. It can be effective with just two people (tutor and learner) or with learners in groups. If you have a large group, give the learners 20- 30 minutes to talk about their ideas. Encourage them to think about various tasks they would do as an employee in housekeeping services and whether or not numbers are associated with any of those tasks. This conversation should help to spark interest in the job as well as provide context for the problem-solving that will come later in this chapter.

Here are some ideas of items that might appear on the list:

- Room numbers for each guest room
- Floor numbers in the elevators
- Numbers on vending machines
- Phone numbers on telephones
- Phone numbers and codes in guest directories
- Numbers for check-out times
- Numbers showing laundry service charges
- Inventory numbers for items in each room
- Room numbers on the employee's daily work sheet
- Numbers on the washers and dryers
- Numbers on instructions for various cleaning products
- Numbers on a schedule

After learners have shared their ideas, distribute copies of the housekeeper job profile. Ask the learners to identify more examples of how and when numbers are used in daily work.

Numeracy Skill #1: Reading and writing numbers into the thousands

In the first section, we want learners to focus on the importance of certain numbers, and the ways in which numbers are commonly read and spoken at work. Most often, people in housekeeping services encounter numbers that identify: particular rooms, codes for particular services, telephone numbers, the order in which tasks are to be done, quantities of supplies and linens and quantities to use when working with cleaning products. In this lesson, we look at room numbers and challenges associated with finding your way around in large, multi-level buildings.

There are several opportunities where learners are required to use critical thinking skills in conjunction with reading numbers. Provide ample time at these spots, and ask learners to think about the decisions they are making. The activities show that working efficiently, or working smart, is not simply a matter of locating particular rooms by reading room numbers, but it involves thinking about room numbers and their locations in order to plan out work for greatest efficiency.

Learning Activity #1 – Reading room numbers

NOTE: Not every elevator pad arranges numbers in this way. Ask learners to check the elevators when they use them and to report on ones they find are different. Also, not every hotel numbers guest rooms in the same way. You may want to point this out to learners and show them that sometimes rooms are numbered with even numbers on one side of the hall and odd numbers on the other.

For **additional practice activities**, you might ask learners to do some of these tasks:

If you live in an apartment building, make a diagram of the button pad inside your elevator. Number each button as it is numbered in your elevator.

Draw a diagram of a hallway in the apartment building where you live. Write in the numbers of each apartment on your floor.

While these activities are not real-life activities, i.e. no one would ever have a reason in real life to draw a picture of an elevator key pad, these are practice activities to help learners make connections between this lesson and what they actually see day-to-day.

For extra practice in recognizing numbers as they are spoken in daily life, dictate a series of numbers and have learners write them down, or, if you say they are room numbers, have the learners identify the floor where each room would be located.

Example: Write the numbers for: rooms seventeen eleven, six-0-four, five twenty etc. or, (orally) on what floor would you find room: nine-0-two, eighteen twenty-seven, etc.

Learning Activity #1 – Reading room numbers

Practitioner: Answer key		
Room	Number #	Floor #
1. Room eleven thirty-one	1131	11
2. Room eighteen ten	1810	18
3. Room seven sixty-seven	767	7
4..Room thirty-four-0-nine	3409	34
5. Room twenty twenty-two	2022	20
6. Room six fifty	650	6
Note: For extra practice in a one-to-one situation, use the key pad below. Call out room numbers and have the learner press the appropriate floor key.		

Learning Activity #2 – Finding the best way around

These next two activities can be a lot of fun for learners. The point of the exercise is to figure out how to map out a route that will require the least amount of walking. Of course finding the best starting point is key, and there may even be different pathways that are equally efficient. You may want to make several copies of the Inn Layout.

If the concept of mapping out an efficient route is difficult for learners to catch onto, start by using a diagram of your classroom or learning facility. Make the exercise into a game. If the learner has to pick up three things from three different places, what would be the most efficient pathway to take? There are all kinds of complicating conditions you can add to this activity to increase the level of problem-solving. If you have a multi-level group of learners, start with a route that requires three stops and gradually add more stops and additional challenging conditions for learners at higher levels.

Note: Part two is one of the role-playing opportunities we mentioned earlier.

Learning Activity # 3 – Finding your way around, up and down

This activity requires a little imagination and critical thinking. Encourage learners to imagine the guest tower from bottom to top – at least twelve floors high. Help them apply critical thinking skills to find the most efficient approach to go about this task. The most efficient way to collect trays would be to proceed in order from the highest floor to the lowest floor. In this case, they would collect from rooms: 1223, 1203, 824, 804, 602, and 311. Following this order allows for the least amount of walking with a loaded cart. On floors with multiple pick-ups, you begin at the room that is farthest away and work towards the elevator.

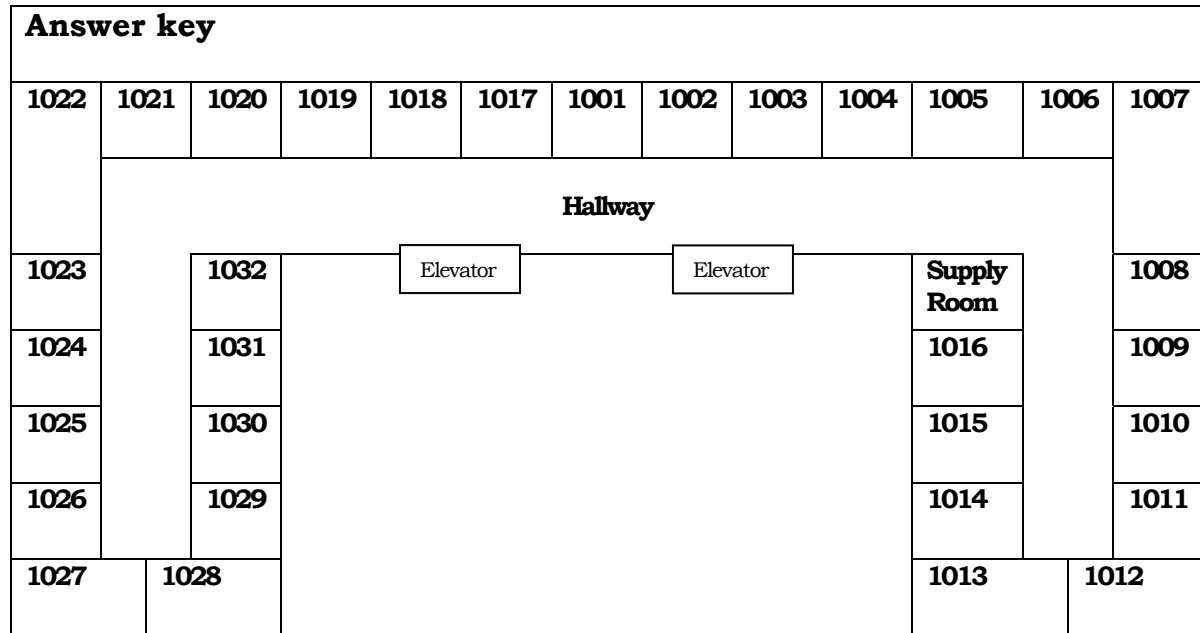
Learning Activity #4 – Room numbers

Room 523 is on the	right	Room 211 is on the	right
Room 2345 is on the	left	Room 515 is on the	right
Room 1850 is on the	left	Room 2131 is on the	left
Room 405 is on the	right	Room 1027 is on the	right
Room 2614 is on the	right	Room 3249 is on the	left

To bring this activity closer to the learners' experience, create some questions about life in the learners' apartment buildings. For example: the Tiny Tot Daycare is on the first floor; you live on the third floor, but every day you also pick up children from the fifth floor and the second floor and take them to the day care. What route would you take?

Or your child is delivering newspapers for the first time in an apartment building. He is worried about finding the right apartments. You ask to see his delivery sheet. He has papers to deliver to apartments: 101, 117, 103, 205, 511, 515, 409 and 310. What advice would you give him about the best order in which to deliver those papers?

Encourage additional problem-solving help like writing down the room numbers in the proper order and checking off the numbers as they are done.

Room numbers for the tenth floor of the Traveler's Inn

Learning Activity #5 – Giving directions

Here are more situations. What directions will you give?

What directions will you give?

1. A guest in Room 1317 wants fresh towels.
“Get 4 fresh towels, and go to the thirteenth floor. When you get off the elevator, go down the hall on the left. Look for room 1317.”
2. The guest in Room 903 can’t get the ironing board open.
“Go to the ninth floor. When you get off the elevator, go down the hall on the right. Look for room 903. Open the ironing board for the guest”
3. The guest in Room 2114 doesn’t have any shampoo.
“Get a guest shampoo, and go to the twenty-first floor. When you get off the elevator, go down the hall on the right. Look for room 2114.”
4. A guest in Room 632 is cold and has asked for an extra blanket.
“Get two blankets, and go to the sixth floor. When you get off the elevator, go down the hall on the left. Look for room 632.”
5. The guest in Room 427 needs his suit dry-cleaned for tomorrow.
Get a Dry-cleaning Request Form. Go to the fourth floor. When you get off the elevator, go down the hall on the left. Look for room 427. Have the guest fill out the Dry-cleaning request form sign it.”

Let’s talk more about this.

This is an opportunity to pause and talk things over with the learners. It gives practitioners a chance to see what the learners are thinking and if they are catching on to the main points of the lesson. It is also a time when attitudes and values that affect work will surface. Use this time to get insights into the learners’ readiness for work and pick up on attitudes that may need some adjusting.

Check-up #1

Keep an eye open for problems that learners identify as they rate their own skills and abilities reading and following numbers. Be prepared to go over parts of this section again, or use some worksheets for extra practice if learners need to review discreet skills. (i.e. able to put large numbers in proper sequence)

Numeracy Skill #2: Solving problems that require adding and subtraction with carrying.

Mia

This story is more interesting and fun if done with role-playing. Ask for volunteers to take the roles of Mia and Jefferson. When the reading is finished, talk about Mia and making change in general. Ask learners to check to see if Mia did the math correctly. Ask learners if they would feel comfortable in making change like Mia did. Provide other similar scenarios that allow learners to practise addition, subtraction, and making change in real-life contexts.

Favours

Here again learners must apply critical thinking as well as computation skills in order to solve problems. If you have learners at lower levels, change the text in favour #3 by deleting the part about pretzels. It doesn't change the answer, but it reduces the number of details learners have to think about.

Answer key:

Favour #1

1. What did you discover? – You had been charged for 4 cones instead of 3
2. What did you say to the server at the Sugar Shack? – You explained the situation and showed the receipt.
3. What changes were made? –The server changed the charge on the computer and gave you a new receipt for \$5.20
4. What did you tell Mrs. Danby? – that the situation had been corrected. You apologized for not checking the receipt.
5. Do you think she will give you a tip? probably

Favour #2 – Your tip was \$17.75

Favour #3 – Together, the children had spent \$5.50

From \$20.00, their change should be \$14.50

They would have 14 loonies and two quarters. (Remember they got change from a machine.)

More Practice

Situation	Question	Answer
1. A guest gives you a ten and asks you to bring him an iced tea from the bar. Iced tea costs \$2.87 including tax.	Along with the drink, how much change will you bring to him?	You bring him \$7.13 in change.
2. There are 14 units in the West Wing, 14 units in the East Wing, and 18 units in the Manor. You have to keep track of units cleaned each day.	What is the total number of units at Sleepy Hollow Motel?	Sleepy Hollow has 46 units.
3. You are doing laundry inventory. You count 84 sheets. There should be 90.	How many sheets are missing?	6 sheets are missing.
4. You are delivering pool towels to the pool house. They should start every day with 45 towels. You count 17 fresh ones already on hand.	How many towels do you leave?	You leave 28 fresh towels.
5. A hotel guest asks you to send his suit out to get dry-cleaned. This costs \$7.87 including tax.	What change will you give him if he hands you a twenty?	You give him \$12.13 change.

Numeracy Skill # 3: Measuring Time

This section, gives learners an opportunity to focus on the importance of time-keeping on the job and to think about the implications that follow when time-keeping is not observed. If you can, spend a bit of time on the effect poor time-keeping has on others. Sometimes, learners have no notion of this or do not care how it affects others. Emphasize the importance of being time-conscious and time-efficient especially when working with a team.



Use these questions as a guide to discussion on the consequences associated with time-keeping.

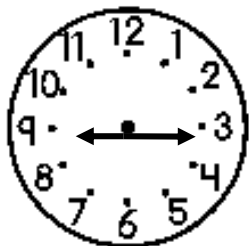
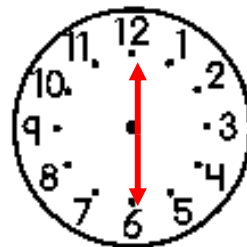
In a hospital, housekeeping staff who clean rooms in a timely manner help waiting patients get into beds faster and make it possible for nursing care to get started.

In a hotel, housekeeping staff who clean rooms in a timely manner make it possible for tired travelers to get into rooms as soon as they arrive. This makes the hotel look good and people at the front desk are happy to be able to serve clients right away.

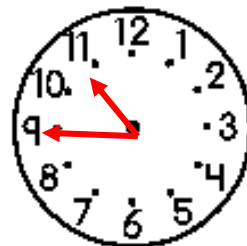
Check-out and check-in times give housekeeping staff a block of time to get a number of rooms cleaned before people start checking in.

Learning Activity #8 – Estimating time

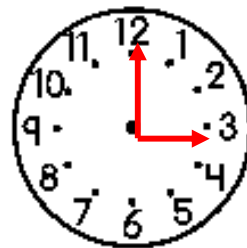
I can have two rooms ready by:
12:30



I can have three rooms ready by:
10:45



I am a new employee. I think I
can have two rooms ready by:
3:00



Learning Activity #9 – Timely questions

In this learning activity, you are looking for good thinking skills and common sense– not only for measuring time but also for awareness of other priorities like customer care. In these situations, you will want to see if the learners can estimate time accurately and respond to customers in sensible ways.

Answer key:

Scenario 1 – The four rooms can be available by 2:45.

Scenario 2 – You will come back to check room 206 about 10:30, and you can clean 2 rooms before then.

Scenario 3 - You want to see if learners can also apply skills in good customer relations and basic common sense to this situation, (i.e. If the employee continues with the room she is cleaning, there will not be enough time to clean room 407 by 9:30).

Discuss with the learner, the pro's and con's of two answers: “Well, sir, I could certainly have your room ready by 9:45. Would that be OK?”, or, “Yes, of course. I will do your room now and finish this one later.”

Learning Activity # 10 – Approximately what?



While the washing machines are accurate to the minute, the laundry worker must **be able to think in approximate times** as well. If a washer takes 36 minutes exactly, couldn't you say it would take approximately 40 or 45 minutes to do a load, transfer it to the dryer, load up the machine again and start the washer?

Answer key:

Approximately what? – You will be able to get 9 loads of laundry washed by noon.

Questions:

1. No. The machine would stop at 5:11. With drying time added, you would not be able to leave work until about 6:00.
2. You can go to lunch at about 12:15.
3. You would have to be at work about 7:30 or 7:45 a.m.



This discussion opportunity is provided to help the learner think about the importance of estimating the amount of time it takes to complete particular tasks in order to plan out work, meet deadlines, and set work goals that are realistic.

Using the guide questions provided, help learners talk about the following ideas:

When employees in housekeeping services are good at estimating the amount of time needed for particular jobs, they are better able to stay on schedule. Other employees know when next tasks can begin, housekeeping services gets a good reputation for efficiency.

There's always a ripple effect when some jobs fall behind schedule. If laundry services do not have sheets and towels ready when they are needed, room cleaners cannot finish the guest rooms, rooms that are not ready cannot be rented out, guests cannot check in, guests who have to wait become annoyed, front desk clerks have to deal with unhappy customers, guests might leave to go somewhere else, the hotel can lose business. Illustrate this with a sequence of boxes showing how one problem develops from another.

Help learners talk about their own timekeeping habits. What time-related estimates do they make on a daily basis? –e.g. “It takes about 15 minutes to walk to the bus station but it’s snowing so I should give myself minutes.”

Check-up #2

What about your ability to estimate and measure time? Take this short quiz to show what you think about this transferable skill.

This check-up is a good opportunity for learners to share strategies with one another for how they use skills for estimating time in daily life. Ask them how they figured out how much time they need for various activities.

Summary

This is the time for another discussion on the significance and relative importance of these skills to an employee's overall success at work. Because employers weigh different skills differently, it's impossible to place a definitive value on the importance of each skill, but learners should be aware that skills do vary in importance and have some sense of what is more important than something else.

What did you think of this lesson?

Providing time for learners to give feedback to this lesson is useful because it will tell you how they are coming along, i.e. if the activities are engaging, meaningful and at the right level. This lets you see for the next lesson if modifications, either up or down, are necessary. You can simplify the lesson by proceeding more slowly, providing more explicit teaching and explanation, and by doing only one activity at a sitting. To modify up, requires learners to work quickly, ask learners to provide examples along with a rationale for their opinions, and introduce additional “But what if...” scenarios that will demand more complex problem-solving.

Chapter 3: Down on Paper

Estimated time to complete:

For learners at level 2/3, this lesson should take approximately 15-20 hours of instruction and work time. The more learners you have working together, the more time it will take. The amount of time also depends on how much time you devote to discussion, how much additional support is necessary (i.e. help with reading the text, vocabulary development, additional explanations etc.) and the pace at which your particular learners work. There are no set time restrictions, of course. Take as much time as the learners need in order to fully develop the skills embedded in the lesson, however, keep in mind and aim for the time it should take in real life to solve the problem at hand.

Introduction:

This lesson begins with a reminder that Writing is recognized as an Essential Skill that is transferable into many areas of life. The lesson, however, focuses on three main applications of writing:

- completing forms
- writing messages and notes
- keeping accurate records.

The list of applications in various everyday situations gives you an opportunity to explore the transferability of writing skills a little more deeply. If possible, use the **Warm-up** as a basis for group discussion.

The purpose of this lesson is to provide information and develop skills for these three writing tasks in the context of a job in housekeeping services. As with previous lessons, examples are taken from a variety of workplace settings – mainly the hotel industry, hospitals and long-term care facilities.

Writing Skill #1 - Completing Forms

Most forms encountered by an employee in housekeeping services do not require much actual writing, however, employees still must understand the particular elements of forms in order to fill them in properly. In some cases there may not be much actual text to read either so it is essential that the reader understand headings well enough to be able to provide the right information. The key, of course, is the title of the form which indicates its purpose.

For example, most forms have:

- Identifying information – the name of the company or place of work and, maybe, the name of a particular department
- Explanatory information – what the form is for and, in some cases, what the writer is supposed to do
- A place for the day's date
- Headings with lines or headings in boxes to show what information goes where
- A place for the employee's signature
- (Possibly) a section to be filled in by someone else

Learning Activity #1 – Parts of a form

The diagram shows a 'Maintenance Requisition Form' from 'Redpath Residence'. Callouts identify the following parts:

- Identifying information:** Points to the header 'Redpath Residence'.
- Explanatory information:** Points to the instructions: 'Complete the Maintenance Requisition in duplicate. Submit white copy to Maintenance Department. Submit yellow copy to Housekeeping Services.'
- Today's date:** Points to the 'Date:' field.
- Headings:** Points to the 'Location:' and 'Description:' fields.
- Headings:** Points to the 'Time:' field.
- Employee's Signature:** Points to the 'Signature:' line.
- Part to be completed by someone else:** Points to the 'Work completed by:' and 'Comments:' section.

Form Fields:

Redpath Residence
Maintenance Requisition Form

Complete the Maintenance Requisition in duplicate. Submit white copy to Maintenance Department. Submit yellow copy to Housekeeping Services.

Date:	Time:
Location:	
Description:	

Signature: _____

Work completed by: _____ Date completed: _____

Comments:

Learning about using forms at work

The content in this section is quite fully described in the learners' materials. Here is an idea for developing this part of the lesson:

Begin with a discussion on various experiences learners have had filling in forms.

Have learners work in pairs and, looking at some samples of forms, find elements that are the same in each.

List the similarities on the board and add any that the learners missed.

Invite learners to suggest tips for understanding or working with each element of the form.

Read the material in the lesson to discover other tips.

Check-up #1

Have learners complete this self-evaluation and look for areas they would like more practice on. This will help you know how much time to spend on the various activities that follow.

Learning Activity #2 – What's this form for?

This activity requires learners to come up with examples of situations that would require an employee to fill out the following forms. This activity helps learners visualize work in housekeeping services and anticipate possible problems or situations that require reporting.

Health and Safety Hazard Report Form
Look for examples from learners of things or situations that could cause a possible accident or injury - curled carpet edges, spills, leaks, fumes, broken glass, unprotected cords, ice, obstacles, etc...
Maintenance Requisition
Look for examples from learners of things that need repair – things broken, cracked, scratched, not working, things that stick, that won't open or close, etc.
Incident Report Form
Look for examples from learners of things or situations that might have negative repercussions to individuals or to the institution – an accident, an argument, a near miss that might have caused injury but didn't, etc.
Damage Report
Look for examples from learners of damage that has been caused to property belonging to the institution or company, e.g. damage to vehicles, to furniture, to walls, walkways, windows, fixtures, artwork, décor.
Lost and Found Report Form
Look for examples from learners of items that might be left behind.

Answers to question # 2 – choosing the correct form for particular situations.

1. There is ice on the walkway from the residence to the parking lot.

Form:	Health and Safety Hazard Report Form
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2. When you clean Mr. Arnot's room, you notice the towel rack in the bathroom is loose and a screw is missing.

Form:	Maintenance Requisition
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3. In room 104, there is a large stain on the carpet that was not there yesterday.

Form:	Damage Report and Maintenance Requisition
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4. One of the florescent lights in the hallway is not working.

Form:	Maintenance Requisition
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5. You hear a cry from room 107 and you discover that Ms. Pickins is on the floor. Her head is bleeding and she doesn't seem to know what's going on. There's no one else in the room. You call code 9 for help.

Form:	Incident Report Form
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6. Outside in the courtyard, you find a man's green sweater on a bench. There's no one else around.

Form:	Lost and Found Report Form
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Idea: Gather together a number of forms that you are required to fill out for these various purposes in the setting in which you work. Examine these forms to find the similarities. If possible show the learners an example of a completed form.

Learning Activity #3 – Practise, Practise, Practise.

This activity involves filling out forms correctly.

Check-up #2

This is a re-check of the same skills but it follows the training on filling out forms. Ask learners to compare this check-up with the one they did earlier. Is there anything that has changed? Why would that be? This is a good opportunity (hopefully) to point to progress that learners are making.

Forms! Forms! Why do we need so many forms?

There are always people who think that rules are stupid and they don't really apply to them. This might be an interesting discussion starter. What do we do about people who think know better and that they know what's more important?

Are they sometimes right? What should they do if that's the case?



Let's talk more about this.

1. Why is it important for housekeeping staff to fill out a form when they find something in a hotel room has been damaged? Why couldn't they just tell someone? (Filling out a damage report form can protect employees from liability issues. Written reports have more weight than hearsay.)
2. If housekeeping employees happened to see a guest fall in the lobby, why would they have to fill out a form afterwards if it had nothing to do with them? Why couldn't they just tell someone what happened? (Filling out a damage report form can help protect the hotel from liability charges and can lead to improvements in the future. Written reports have more weight than hearsay. Verbal reports can be easily forgotten or not remembered exactly as reported.)
3. Why is it important for Guest House housekeeping staff to fill out a form when they find a guest has left something behind? Why couldn't they just tell someone? (Bagging and Tagging lost items helps staff return items to their owners and protects the Guest House from

accusations of stealing. Verbal reports can be easily forgotten or not remembered exactly as reported.)

4. Why would it be important for hotel housekeeping staff to fill out a form when they want to book a weekend off work? Why couldn't they just tell someone? (Filling out a form to request time off ensures that scheduling changes can be made ahead of time and you can be more confident that your shifts are covered.)
5. Why is it important for housekeeping staff to fill out a form showing what jobs they completed in each room? Why couldn't they just tell someone? (Checking off completed work ensure that all tasks are done and that nothing is forgotten. Verbal reports can be easily forgotten or not remembered exactly as reported.)

Writing Skill #2 - Messages and Notes

Writing notes and messages is not a big part of the job for employees in housekeeping services but when those skills are required, it is important that the employee be able to write what is necessary. More often than not, message-writing comes as a result of taking a phone call for someone else on staff. That doesn't really happen often as cleaners are usually out and about the premises doing work. Notes are more informal messages and are most often quick-jottings to oneself or quick notes to a fellow worker.

The skills we want to encourage in this section include:

- getting down all the information that's important
- making messages clear
- attention to form and mechanics that varies according to who the intended reader is
- writing jot notes as a strategy for keeping track of important information about your work

The basic information is covered quite thoroughly in the lesson. Instructors can follow up by providing opportunities for learners to write notes and messages to one another and to the instructor in relation to activities in the LBS program. E.g. notes to explain absences, to explain what assignments are going to be left until tomorrow, to request early leaving, to request bus tickets, to request an extension for a project... whatever is happening at the moment...

Learning Activity #4 – Somebody get the phone!**Learning Activity #5 – Three more...****Learning Activity #6 – Can you take a message?**

These three activities lend themselves to role-playing and that is encouraged because of the added interest it provides. You will see that in each activity there is increased responsibility handed to message-provider to use his or her own wording. Use this opportunity to get a sense of the learner's speaking and listening skills which will become the focus of the next lesson.

Check-up #3

Self-Reflection:

Use these two self-reflection activities to check the learners' sense of their abilities for taking phone messages and either go back for more practice or move on to the next section.

Writing notes

We are suggesting that in the context of a job in housekeeping services, notes are probably 1) quick informal messages left for several people to read 2) quick notes of a personal nature to a fellow worker, or 3) notes to yourself to keep track of particular information. Employees in housekeeping services do not seem to leave notes and messages very often – but may be required to read notes and messages. Some skills for both reading and writing are included here and more about reading follows later in the last lesson.

Learning Activity #7 – Did you get my note?

Both of these notes are appropriate in our view.

Learning Activity #8: Did you get all that?

In this activity, the instructor takes the role of housekeeping services supervisor and the students take the role of employees on the new shift. The benefit of this activity is that it's quite real-to-life in that several people will write notes as they hear one person give instructions. At the end, have learners share the notes they took. Point out that as long as the individual knows what is important, and has that information, that's all that is necessary for proper note-taking.

Situation:

You are the supervisor at Park Lawn Seniors' Home, a long-term care facility. Here are the instructions you give your employees coming on in the morning shift.

Good morning everyone. I'm sure you have checked the schedule to see where you are working for the day. If you have any questions you can see me afterwards. I have several things you need to be aware of this morning.

Alfred in room 137 passed away last night and the family has just arrived. We won't be able to go into that room until sometime this afternoon. Just keep your eyes open for when they all leave and check with me before going in there.

Edith went to the hospital last night – room 210, so this is a good time to do a full clean in her room – windows, baseboards, the works.

John in 211 is still in quarantine so you have to suit up in full quarantine protective clothing when you go in there. Don't forget the mask and use disinfectant at full strength. Remember if you come out for any reason, you have to re-suit up all over again so make sure you have everything you need with you the first time.

There's been some sort of spill in the main washroom so watch your step. Maintenance should have it fixed by now but you never know.

There's a volunteer appreciation lunch in the dining room at noon and you are all invited. It should be quite a feast if you remember last year so you won't want to miss that.

I think that's about it – oh yes, except for the hallway upstairs. They're finally getting around to fixing the cracked tiling so, just for today, only do the floors as far as room 206. OK that's it.

Any questions? Have a great day. Call me if you need me. See you at lunch.

NOTE: When you talk with the learners about the jot notes they took, and especially if they missed any information, remind them that they did have an opportunity to ask questions for clarification at the end of the staff meeting.

Writing Skill #3 – Keeping records

Record-keeping for employees in housekeeping services is usually quite minimal and not very demanding. In most cases, it consists of checking off items on a check-list either for inventory purposes or for tracking jobs completed and it's a form. The skills required include understanding what the form is for, which we have already learned, being able to read the words in the list, and knowing what is expected in the way of response, i.e. how to fill the form in properly. This last skill we have already looked at as well.

For this section then we will introduce the learners to forms for the purpose of record-keeping and show them a couple of examples.

Learning Activity #9 – I get it!

Are you able to understand this form? Fill in the blanks below to see how well you do.

1. The identifying information for this form is ROOM ATTENDANTS' WORK SHEET
2. The person who cleaned these rooms is Melanie
3. The day's date is August 13, 2006.
4. How many hand towels were placed in room 107? 6 hand towels
5. How many face cloths were placed in room 106? 6.
6. How many pillow slips were needed in room 107? 8.
7. How many beds do you think are in room 107? 2.
8. What does the "X" mean under "Found" for room 106? "Nothing was found in this room."
9. What do you think the ✓ under "Smoke Alarm" means? The smoke alarm was checked and is working OK.



What do you think?

1. Are there some jobs a room attendant would do that are not on this form? (Point out that routine tasks like cleaning sinks and tubs and toilets, washing floors, vacuuming, dusting etc. are not listed.)

2. Why do you think there is nothing mentioned about cleaning toilets and sinks, dusting furniture or vacuuming carpets? (It may be that routine tasks are not often forgotten but these tasks tend to be.)
3. What do you think is the purpose behind this record-keeping? (To ensure that all necessary tasks are done on a regular basis.)

Learning Activity #10: My Records

In this activity, you are looking to see if learners can transfer information accurately from one document to another. There are also demands for critical thinking here in that some courses do not apply to housekeeping services.

EMPLOYEE TRAINING RECORD		
NAME: _____(name)_____		JOB TITLE__Housekeeping Services__
Date Hired: ____May 1, 2006____		
Course	Date completed	Trainer
Basic Orientation – Policies and Procedures	May 1	Sue Hatcher
Standards of Performance	May 1	Sue Hatcher
Cleaning Procedures	May 2	Sue Hatcher
Health and Safety Certificate Level 1	May 10, 2006	Rory McLean
Equipment Handling	May 15, 2006	Lynnette Candito
Documentation and Record Keeping	Sept. 19, 2006,	Sue Hatcher
WHMIS	May 22, 2006	Bob Binsworth
First Aid	June 3, 2006	Rory McLean
Health and Safety Certificate Level 2	June 10, 2006	Rory McLean
CPR	July 10, 2006	Rory McLean
Customer Service	July 11, 2006	Lynnette Candito
Hazardous Materials Handling	July 21, 2006	Bob Binsworth
Problem-Solving	August 15, 2006	Lynnette Candito
Health and Safety Certificate Level 3	Sept. 9, 2006	Rory McLean
Documentation and Record Keeping (All)	Sept. 19, 2006	Sue Hatcher
Emergency Procedures (All)	Oct 2, 2006	Rory McLean

Summary of Chapter Three:

When you draw this lesson to a close, see if learners can express what they have learned and what skills they can now use as a result of this training. Naming the skills learned and articulating ability is an important objective in each of these lessons and providing the comment section at the end gives an opportunity for the learner to do this. This is the time for another discussion on the significance and relative importance of these skills to an employee's overall success at work. Because employers weigh different skills differently, it's impossible to place a definitive value on the importance of each skill, but learners should be aware that skills do vary in importance and have some sense of what is more important than something else.

Chapter 4: Pardon? What Was That?

PRACTITIONER NOTES: LESSON 4

Estimated time to complete:

For learners at level 2/3, this lesson should take approximately 15-20 hours of instruction and work time. The more learners you have working together, the more time it will take. The amount of time also depends on how much time you devote to discussion, how much additional support is necessary (i.e. help with reading the text, vocabulary development, additional explanations etc.) and the pace at which your particular learners work. There are no set time restrictions, of course. Take as much time as the learners need in order to fully develop the skills embedded in the lesson, however, keep in mind and aim for the time it should take in real life to solve the problem at hand.

Introduction:

Speaking and listening difficulties often go undetected because our patterns of speaking and listening have become habit. We become used to the way we speak and listen and may not even be aware that we have a problem. People may get frustrated a lot of the time whenever they interact with others and still have no idea that the problem is them; that it's related to poor speaking and listening skills or that it can be any different.

The specific listening skills and speaking skills that this lesson focuses on come almost word for word from the Level Descriptions Manual, LBS Level 3 and form the framework for this lesson. The application of those skills is seen in the context of a job in Housekeeping Services. Employees use these skills in order to

- ☐ learn what is expected every day at work
- ☐ help other co-workers
- ☐ communicate well with supervisors and managers

When you read the examples of Tina, Sam and Anna, take some time to draw the learners' attention to other settings and situations that require speaking and listening skills. Use those examples to point out the **transferable nature** of the skills they are going to work on, specifically their abilities to:

- pick out the key things to remember when someone is giving instructions
- understand what people are saying

- understand what people expect you to do based on what they say
- provide specific, detailed information or instructions to someone else
- give clear explanations to someone else
- use appropriate language and tone of voice when speaking to others

Check-up #1

This activity has been set up a little differently from the check-ups you have seen previously. This one identifies speaking and listening problems and difficulties and asks the learners to indicate how serious each challenge is for them. Hopefully, this will lead to some recognition on the part of the learners of speaking and listening problems they have not specifically named before.

The self-reflection activity gives them an opportunity to articulate that. Once that activity is done, it is a good time to emphasize that speaking and listening skills can be learned and these problems can be helped.

Speaking and Listening Skill #1: listening for what is expected

While there is a lot of reading material in this lesson, you will want to focus on speaking and listening activities as much as possible. If you wish, feel free to tell parts of the lesson and ask questions instead of having the learners read it for themselves or have learners read while others listen (not following along in their books) and then ask questions.

When you reach the part about examples of things a supervisor would talk about at the start-of-shift meeting, ask the learners to give you an example for each one.

For example

- Specific tasks to be done – **clean streaks off front lobby windows**
- Areas to be cleaned – **the back patio**
- Concerns or compliments about the quality of work being done – **water spots left on the taps**
- Health and safety hazards to be avoided – **ice on the walkway**
- Changes they need to know about – **group is moved from one conference room to another**
- Events or activities in the building that might affect work – **rooms being painted**
- On-the-job training opportunities – **WHMIS training next week**
- Inspections – **monthly inspection coming up**

Focusing on listening problems

Give learners an opportunity to acknowledge or identify with the examples of the listening problems as you talk about each one. Providing some insight into why these problems occur may help the learner realize that they are not at fault – that they are not stupid. Learning about the skills through Violet's Tips can help them see they can make improvements.

Listening problem #1

Sometimes after the supervisor has talked for half an hour, I haven't got a clue what she said that I'm supposed to remember.

Research shows us that some people have great difficulty in distinguishing important information from unimportant information. You see this in students who write furiously trying to copy down every sentence a lecturer says. This particular listening problem may stimulate a lot of discussion. Encourage learners to share how they go about separating the two. Work through Violet's Tips slowly and draw attention to opportunities to use these strategies in the learners' day-to-day work in the program.

Let's talk a bit more about this.

1. What are some red-flag words or phrases that a supervisor might use in order to emphasize an important instruction?
 - a. Remember this... This is important... Don't ever forget... Be sure you...
2. What are some red-flag words or phrases that a supervisor might use in order to make sure tasks are done in a particular order?
 - b. First, second, third... Before anything else...Once that's done..."
3. What are some red-flag words or phrases that a supervisor might use in order to emphasize how a task should be done?
 - c. Be really careful that you... Watch out that....

Learning Activity #1 - Get the red flags.

While listening to the following instructions, the learner is to identify red-flag words and phrases that will help the listener pick up on the important information. They are bolded for your convenience.

Sometimes when you are vacuuming, you might trip a switch and the power will go off. Don't panic. It's easy to fix. **The first thing you do** is shut off the vacuum cleaner. **Next**, check the fuse box in the hall to see if a switch has popped to "Off". If it has, simply switch it back to "On" and the power should come on again. If you can't see any switches that are off, then you call maintenance.

From now on, you will not sign in and out of work at the front desk. We have a new time clock that's just outside the Housekeeping Office. Here's how to use it. When you arrive at work, **before you do anything else**, pick up your time card from the "Out" rack. Insert your time card into the machine. **After** punching in, place your card in the "In" rack on the other side and then come to the start-of-shift meeting. Here is what to do when you leave. **After** you have changed out of your uniform, pick up your time card from the "In" rack. Insert it into the time clock. Place the punched card in the "Out" rack and then you're ready to leave.

Here's how you change the filter bags. **The first thing you do before anything else** is make sure you unplug the machine. **That's important so don't forget that.** **Next**, open the lid and fold the flaps inwards. Carefully remove old bag and put it in the bin. **Next**, hold the new bag so that the red strip is away from your body. Fold flaps to the outside. Insert the new bag and close lid. Now you can plug the machine back in.

Listening Problem #2

When people tell me a whole list of things to do I kind of blank out and then I can only remember one or two things that I'm supposed to do.

Problems with concentration

Inattention or lack of concentration is often the biggest problem when people have trouble with listening. This section of the lesson gives good practical tips that can make a big difference. Be on the lookout for learners who show signs of inattention in their day-to-day work in the program because these strategies can make a difference in their work.

Learning Activity #3 - Start-of-shift meeting

This is another role-playing activity where two or more learners will practise listening. One person takes on the role of supervisor and reads the start-of-shift instructions out loud. The other takes the role of employee and decides if he/she would like to take jot notes or make a mental summary of the instructions. At the end, the employee will tell the supervisor what he/she remembers about the instructions and the supervisor will check to see if any important information is missing. The employee can look at his or her jot notes as often as necessary.

NOTE: There are two examples so that learners can switch roles and try the activity a second time.



Let's talk a bit more about this.

The activity is followed by an opportunity to talk more about listening and speaking. The points you will want to make during the guided discussion are these:

- Supervisors are different place to place. Some are more patient than others. Some are better at giving instructions than others. Some are more demanding than others.
- In every workplace, however, the skills you use for speaking and for listening remain the same.
- People have different strategies to help them remember information. Some like to make jot notes; others prefer keeping track by visualizing steps in their heads. Learners should pick the strategies that work best for them.

Listening Problem #3

I think I understand what people say to me but then I find out I got it wrong. People say I just don't listen, but I really do.

The thing that is so difficult for people with this problem is that they are so sure they heard the information correctly. It's not until later that they discover that they got it all wrong... again. Try to encourage any learners who have this challenge that knowing they have a tendency to get things wrong is a good start. Spend some time discussing these strategies and look for ways that you can carry them over into day-to-day work in the classroom. Again, the transferability of these skills is very obvious to us, but the learners may have to have it drawn to their attention.

Learning Activity #4

Here are a number of employees who always seem to get the information wrong. What advice would you give them?

The three examples in this activity illustrate three specific strategies for getting information right.

1. Don't jump to conclusions or make assumptions about what the speaker is going to say – you may be wrong.
2. Be alert enough at the start-of-shift meeting so that you will hear what the supervisor has to say.
3. Sit somewhere where you can avoid being distracted by other people. That way you will concentrate better on what the supervisor is saying.

Speaking and Listening Skill #2: helping other co-workers

This section begins to focus more on speaking skills and it looks at speaking for the purposes of 1) giving instructions, 2) making a case (explanations) and 3) passing along really important information.

Experienced employees are sometimes asked to participate in on-the-job training of new employees and this is the situation we use to discuss skills for giving instructions.

Getting a person's attention

Use the strategies we mention here when you want to get the students' attention in the class. Whenever you do that, draw their attention again to the fact that this is a strategy and this is how it works.

Speaking tips for giving instructions

The four tips we are using for giving instructions are basically:

- 1) Know what the steps are and the order in which they come
- 2) Use organizing words like “first” and “next” to help the listener order the steps
- 3) Give one step per sentence and keep the sentences short.
- 4) Summarize steps at the end and perhaps use your fingers to count off the steps.

Sarah Gives Instructions

I would suggest that you read this story aloud or have a learner read it to the group so the other learners can get a sense of Sarah's chatty way of giving instructions. While she is very friendly, Sarah's skills in giving instructions leave much to be desired. She's a bit scattered and disorganized jumping from task to task with whatever pops into her mind. She leaves out important details as to how the tasks should be done and is not very clear about what is expected.



Let's talk a bit more about this.

As you work through the guided discussion, encourage the learners to problem-solve where Sarah is concerned, making a list of questions that Annie would want to have answered and making suggestions for how Sarah could have done better. This will lead naturally into the next learning activity which is,

Learning Activity #5 - Giving Sarah's instructions

Learners will work with a partner and come up with a better way to introduce Annie to housekeeping services at Greenwood Senior's Residence. They can use ideas from Sarah's conversation and encourage the learners to add in other ideas and details from their own imaginations. When they are ready, ask the learners to role-play the improved "Sarah and Annie on-the-job training conversation" demonstrating better skills for giving instructions.

Speaking tips for giving explanations

The main difference between giving instructions and explaining how to do something is, with explanations, you are expected to give more detail and supply the rationale for how and why things are done the way they are. This short section simply sets up the learners for an interesting activity that requires instructions plus explanations.

Listening Activity #6 – Do this and why

1. Both sides work together to think of a task that requires several steps to accomplish. (e.g. clean a shower stall, make a bed,)
2. The first person (or team) gives an instruction that would be the first step.
3. The second person (or team) comes up with an explanation to go along with that instruction (e.g. why you do that step first, or how you do that step properly)The second person/team then decides on what step comes next
4. The first person/team gives a further explanation for that step.
5. Continue in this pattern until the task has been accomplished.

Learning Activity #7 – Let me tell you why

This activity is similar in that it asks learners to supply a rationale for instructions a supervisor has given. It draws on material the learner has come across earlier in the lesson and gives the learner a chance to think through why the instruction is important.

1. Why wash hands? –
 - a. To stop the spread of germs from one sickroom to the next
 - b. To keep yourself healthy
2. Why the policy against touching a patient?
 - a. Housekeeping services are not licensed to administer patient care
 - b. To protect the hospital from liability charges
3. Why the nose and mouth masks?
 - a. Some germs are airborne
 - b. To keep yourself protected in those environmen**

Speaking tips for passing along really important information

The important note in this section relates to organizing information in your head before dealing with sensitive or important information. If you take the time to organize information you want to pass along, you are also taking time to think things through. This means you are not as likely to speak out of turn or inadvisably. While this last point is not directly made in the materials, it might be worth discussing it with the learners.

Speaking and Listening Skill #3: communicating with supervisors

The whole topic of different strokes for different folks is an interesting one to pursue with learners. This can take you down a long rabbit trail that actually might be worth doing. There may be questions of honesty and personal integrity that surface in a discussion of behaving properly with those who are in charge and questions such as employee rights to speak to the way they were raised.

Wherever the trail takes you, you will want to bring the learners back to seeing employers have the right to set the standards of behaviour in their companies showing respect for others is a universally accepted employability skill as we can see in the Employability Skills 2000 published by the Conference Board of Canada.

<http://www.conferenceboard.ca/education/learning-tools/pdfs/esp2000.pdf>

- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance

When talking about these skills, try to make them tangible by helping learners see what each skill might look like in action. What would being flexible look like, for example? Ask learners to come up with examples for each and stop and point it out when learners demonstrate these skills in everyday give and take in the program.

Learning Activity # 9 – Do you or don't you?

This is one activity that helps learners decide what is acceptable and what is unacceptable at work. We would suggest these answers but be flexible on these if learners come up with good rationale for something different.

Yes, I think it's OK	Never, never, never
use manager's first name only if invited to do so.	refer to a manager by a nickname
give the manager your full attention.	use profanity or slang
use a respectful tone of voice.	multitask – do other things when the supervisor is speaking with you
ask questions if you're not sure what to do	swear but only if you're really mad
	do things your own way if your way is better
	say you understand even if you don't
	if you think the boss is crazy, tell her
	complain to co-workers about the supervisor

Summary of Lesson Four:

Spend a bit of time here helping learners see what they have accomplished. If they don't recognize something, flip back through the pages to locate that section. Be sure to give appropriate praise and encouragement when learners show you positive results on their check-up evaluations. Speaking and listening skills can be the most sensitive skills to work on because they are so close to how we see and express ourselves. For that reason, this chapter, perhaps more than any other, requires careful handling with learners.

This is the time for another discussion on the significance and relative importance of these skills to an employee's overall success at work. Because employers weigh different skills differently, it's impossible to place a definitive value on the importance of each skill, but learners should be aware that skills do vary in importance and have some sense of what is more important than something else.

Chapter 5: Reading

To the practitioner:

Estimated time to complete:

For learners at level 2/3, this lesson could take approximately 15-20 hours of instruction and work time, however there are several sections in this lesson with new and challenging skills as well as new and difficult vocabulary, so practitioners may choose to move more slowly and provide more explicit teaching as they go along. The more learners there are working together, the more time it will take. The amount of time also depends on how much time practitioners devote to discussion, how much individual support is necessary (i.e. help with reading the text, vocabulary development, additional explanations etc.) and the pace at which the learners work. There are no set time restrictions, of course. Take as much time as the learners need in order to fully develop these reading skills; however, when doing activities, keep in mind and aim for the time it should take in real life to solve the problem at hand.

Introduction:

This is the last chapter in this book on literacy skills for employment in a job in housekeeping services. In many ways, this is the most important chapter because the next step for the learner will be the Exit Demonstration. The Exit Demonstration for Chambermaid or Housekeeping Services, involves quite a lot of reading and the skills in this chapter are definitely required. For that reason, we would encourage you to proceed through this chapter slowly, ensuring that the learner gets a firm grasp of the skills in each section. As a suggestion, if teaching this material to Level 2/3 learners, I would probably recommend spreading this chapter out over a whole week, maybe more.

The specific reading skills we focus on in this chapter are the ability to:

- locate information in a manual or handbook
- read and understand information contained in paragraphs (notices and bulletins)
- gather information from charts and schedules
- read and understand signs, symbols and labels
- read and follow written instructions

When talking about the **transferability** of these skills and reading the list of examples, have the learners highlight the words that indicate the actual skill involved in each task. This is to help them associate specific skills for particular tasks. See below:

- ☐ When we read something from a local newspaper, we show that we can **read and understand information in paragraph form.**
- ☐ When we use the TV guide to find out what time CSI is on, we show that we can **gather information from a schedule.**
- ☐ When we obey road signs for Do Not Enter, One Way, STOP, No Parking, Caution, or No Left Turn, we show that we can **read and understand signs and symbols.**
- ☐ When we check the schedule and write down the dates of our daughter's baseball games, we show that we can **gather information from a chart or schedule.**
- ☐ When we check the package to see how to prepare Kraft Dinner, we show that we can **follow instructions.**
- ☐ When we check the Tylenol bottle to see how many pills we can take at one time, we show that we can **read and understand labels.**

Use the photos to identify other reading tasks and ask the learners to identify the skills that are being demonstrated in each photo. - i.e.

Reading information at a gas pump is about **following instructions**, or **reading and understanding signs and symbols.**

Reading a magazine is about **reading and understanding information in paragraph form.**

Reading information on a medicine bottle is about **reading and understanding labels.**

Check-up #1

The check-up will help you get a good picture of what the learners think about their own abilities with specific reading skills. Spend a bit of time here discussing the learners' self-assessments. Ask them to give examples of reading tasks that have been or are difficult and share a story from your own experience if you can. Because the learners' examples show deficiencies in particular skills, you will get some insight into the areas that learners find challenging and that will help you weigh the teaching as you proceed through the lesson.

Reading Skill #1: Using a company handbook and reading and understanding information in notices and bulletins

The teaching notes for this section are almost fully embedded in the learners' readings. Reading this section ahead of time will probably give you enough to go on in terms of your instructional preparation and input.

Vocabulary

There will be several-to-many challenging words for learners to decode throughout this chapter. If you highlight those words in your own copy as you pre-read, you will see them and be reminded to work on vocabulary development at the time of the lesson. You may even wish to make a *New Vocabulary* list and introduce the words to the learners as you begin each new section.

Just make sure the learners "get" what they are reading. Stopping after each paragraph and asking learners to summarize the content or answer comprehension questions is always useful.

What you need to know about employee handbooks and company manuals:

Before introducing this part of the lesson, try to gather together (borrow) a few employee manuals for learners to see. If you have learners who have part-time jobs, ask them to bring their handbooks to class. Call upon family members and friends to contribute what they have.

Invite learners to skim through the sample handbooks and show each other examples of the three things you need to know – i.e.

1. the pages are numbered,
2. there are titles or headings that stand out because they are in large print and the print is darker,
3. the information seems to be in "chunks" with spaces between each section.

What you can do to locate information in a handbook quickly.

After you read this section and the example that goes with it, ask learners to locate specific sections in their sample handbooks.



Let's talk a bit more about this. (Answers)

1. Where would you start to look if you had questions about how you will get paid? What page would you turn to? **Page 14**
2. Where would you start to look if you wanted to know what to do about a fellow worker who was making rude comments all the time? **Page 16**
3. Where would you start to look if you wanted to know about specific jobs you would be expected to do? **Page 7**
4. Where would you start to look if you wanted to know about the dress code for work? **Page 2**

Learning about reading notices and bulletins

Draw the learners' attention to the differences between the two bulletin boards in the photographs. Not every workplace keeps information neatly and in order like the picture on the right. What does that mean for employees? What are some strategies employees need for finding information on the bulletin board? These are good questions to discuss.

In order to enhance learning about reading notices and bulletins, devote some part of your program bulletin board to notices for learners. Encourage learners to locate and keep up-to-date about certain information through reading notices posted there for them. Change notices frequently so learners often have a reason for re-checking.

What you need to know about reading notices and bulletins:

To expand understanding of information in this chart, ask learners to add an example to each statement on the right. For example:

A bulletin or a notice on the bulletin board may be important information for you or it may not be.	If you can quickly tell that the notice has nothing to do with you, you know you do not have to read it.
---	--

"If you can quickly tell that the notice has nothing to do with you, you know you do not have to read it. For example, the notice might have the title, "Attention Managers". If you are not a manager, then you don't have to read that notice."

Additional or Alternative Learning Activity:

After reading the section on how to go about reading notices, you may ask the learners to work in pairs to create a notice to be posted on the bulletin board. They could choose a topic from the Types of Notices provided.

Learning Activity #1 – Key Words

Learners are to look at this list of key words that are sometimes used in bulletins and notices and for each one, discuss and answer the following three questions:

- Why do you think these words and phrases qualify as key words?
- What kind of information do you think might follow these key words?
- Why would that information be important to the reader?

Some commonly used “KEY” words and phrases

- Important...**tells you outright that what comes next is important so the reader should pay attention.**
- It has come to our attention that... **indicates that something has changed or become a problem and that is the reason for the notice. The reader can expect to see what the problem is and what is expected as a result.**
- Because of the recent ...**same comment as above.**
- Due to.... **same comment as above.**
- This notice is to...**this prepares the reader to hear why the notice was posted and what is expected of employees. It may be for information only or it may be giving instruction.**
- For that reason...**this may follow a description of something that has happened or something that has changed and leads the reader to expect information about what the direct results are going to be.**
- First...**indicates the beginning of a list. The reader can now look for other points to follow. Numbered points will help the reader remember what the notice says or steps that are to be taken.**
- Lastly...**this wraps up the list or the information and creates a pause whereby the reader can go back over the list if he wishes to make sure he got everything.**
- Always...**indicates frequency and a requirement i.e. each and every time. The reader will expect an imperative to follow that he must do.**
- Attention...**may next indicate specific people who are to read the notice. May be used to announce an important statement to follow.**
- Note.... **used to announce an important statement to follow.**

- N.B. stands for “nota bene”, note well and means the same as, “Note”.
- Be advised....a formal term to announce something that will happen – a warning or an important required behaviour.

Learning Activity # 2 – If you take my advice...

In this activity, the learner will give advice to a fellow employee who does not have good skills for reading notices. The learner’s advice should go something like this:

1. That’s awful. I’m so sorry that happened. Maybe next time you should check the date to see if the notice is current or out-of-date.
2. That’s awful. I’m so sorry that happened. Maybe next time you should not assume that everything on the bulletin board is for you. I always check first to see who the notice is for.
3. That’s awful. I’m so sorry that happened. Maybe next time you should be careful to read the whole notice and not assume some parts are unimportant.

Learning Activity #3 - Did you see the notice?

Using the sample notice printed earlier in tiny print, the learners are asked to read the notice, circle any key words or phrases and underline the key messages.

They should indicate that the notice is **extremely important** and affects the efficiency and effectiveness of procedures as well as the general tone or mood of employees

ATTENTION: All Employees

Due to the recent SARS outbreak, there will be high level security and surveillance in effect for all people entering and leaving the hospital. A security clearance team will be stationed at every entrance. Be prepared to show your hospital ID badge and possibly a second photo ID on entering and leaving the hospital. Information will be required about your job and where in the hospital you work. If asked, give your employee ID number and your supervisor's name. Be prepared to wait while this information is verified.

Your temperature will be taken every day upon arrival and you will be required to use the antibacterial hand wash. If you have a fever, you will not be allowed to enter the hospital. If you have a slight cough, do not come to work. Follow normal call-in-sick procedures.

If you leave the hospital premises for any reason during the day, be prepared to go through the entrance security procedures when you return. Nose and mouth masks are highly recommended but not mandatory.

We understand these procedures add a measure of inconvenience but they are necessary for your health and safety protection. Rules apply to everyone. No exceptions. When starting your shift, please allow extra time for clearance procedures.

Thank you for your understanding and cooperation. Your compliance and patience will go a long way to ease the anxiety of others at this time.

NOTE: Be advised these procedures are in effect until further notice.

Date: January 14, 2007

Signed: _____
Hospital Administrator



Let's talk a bit more about this.

Learners are to read a story and talk with a partner or others in a small group about the importance of reading notices and bulletins when they are posted. The information is quite self-explanatory but make sure the learners do not overreact to the story details and become melodramatic. Try to keep them thinking of realistic reactions and repercussions.

Learning about reading bulletins

This section introduces a lot of new vocabulary and some difficult terms. I would recommend some time spent on vocabulary development before the reading – or have the learners do a preliminary reading for the purpose of identifying difficult words and terms they don't know.

In this section, learners are given the opportunity to look for more about Materials Safety Data Sheets on the Internet.

<http://ccinfoweb.ccohs.ca/help/msds/msdsCDN GUIDE.html>

This first link gives about everything you would want to know about WHMIS and Canadian MSDS but learners may find the text a bit dense. You may want to cut and paste parts in larger font for additional reading.

<http://www.hescoinc.com/Msds/lysol.html>

This link gives MSDS for various Lysol products.

Learning Activity #4 – Get that MSDS

This is a computer activity to practise locating MSDS on the Internet and checking for specific information. You may have to provide some extra guidance with this activity because learners will find several links in a Google search such as this, and some will be better than others.





Reading Skill #2: - Reading and understanding information in signs, symbols and labels

Signs, symbols and labels in this section focus on safety in the workplace and again there is some difficult but necessary vocabulary, e.g. “precautionary measures, hazardous materials”. Vocabulary preview is recommended. When you deal with the WHMIS symbols, take the time you need to develop the learners’ understanding of words relating to specific dangers and hazardous affects such as, toxic, corrosive, suffocating, flammable, combustible etc.

It is important to spend some time on this section dealing with WHMIS symbols because part of the exit demonstration deals with recognizing these symbols and understanding precautionary measures. While the purpose here is not to teach a WHMIS course, this preparatory reading and learning of symbols will be a great help when learners do eventually get a job and take the training.

Learning Activity # 5 – Taking the necessary precautions

In this activity, learners will sketch a WHMIS symbol that matches the descriptions provided. They will complete the left hand column.

SYMBOL	DANGERS	PRECAUTIONS
	<ul style="list-style-type: none"> • Contents harmful • Dangerous fumes form when mixed with other chemicals • Toxic effects may include 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
	<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
	<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
	<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

Learning Activity #6 – Chemicals we choose to use

Encourage learners to start collecting a few empty containers of different cleaning products they use at home. Once you have several containers on hand, have the learners work together and use the chart provided to record their findings. They are to

- check and compare labels
- look for examples of proper product labeling.
- identify any WHMIS symbols
- find the safety precautions on the label

Spend some time providing an orientation to working with information in table format. This will be useful because you will build on that knowledge and experience in the next section.



Let's talk a bit more about this.

Here learners will see a list of safety measures that they might find on a MSDS for controlled products. They are to read each example, add the words, “because this product...” and finish the sentence in their own words. Their sentences should explain the dangers that make these safety measures important and they will be something like this:

- Keep container dry because this product reacts when in contact with water.
- Keep container in a well-ventilated place because this product emits fumes which are toxic
- Keep away from sources of ignition because this product is highly combustible
- Keep away from combustible material because this product may cause fires easily
- Handle and open container with care because this product is a fine powder which burns if breathed in.
- When using do not smoke because this product is highly flammable
- Do not breathe dust because this product has toxic effects on lungs
- Do not breathe vapour because this product has toxic effects on lungs
- Avoid contact with skin because this product is corrosive and will damage skin
- Never add water to this product because this product reacts with water

- Wear suitable gloves because this product is corrosive and can damage skin
- Wear eye / face protection because this product can damage skin, and eyes on contact

Reading Skill #3: Reading and understanding information in schedules and on forms

Schedules of course use tables to display information so if the learners did well with the last activity, they will be more than ready to work on schedules. You may need to remind them of the conventions of schedules – the purpose of the title, rows and columns, headings and sub-headings. Abbreviations enter the discussion here.

Monday	Mon., M.	Hour	Hr., h.
March	Mar.	Minute	Min., m.
January	Jan.	Example	Ex., e.g.
September	Sept.	Employee	Emp., em.
Saturday	Sat., S.	Afternoon	PM, p.m.
November	Nov.	Morning	AM a.m.
Thursday	Thurs., Th.		



Re: the work schedule for employees in housekeeping services at the Best Western Inn in Brockville Ontario.

1. On Monday, Kayla calls in sick. Who will cover for her? **Tammy**
2. Next Wednesday morning, Kelli has a dentist appointment. She would like to trade shifts with someone on Tuesday. Who could she call?
Tammy or Melanie
3. Tammy would like to request a Friday off. She is willing to switch shifts with someone else. Who would be the first person she should ask?
Sharon (because they both have shifts that start at 8:00.)

Learning more about reading forms

Learners spent a lot of time on forms in the earlier chapter on writing (Chapter 3). At that time they received a lot of the basic information they need in order to read forms successfully. As a result, this section is very short and simply asks the learners to go back to Chapter 3 and check to make sure they remember the basics.

If you can, bring in a number of sample forms that learners can look at. The purpose is to try to identify the same various parts of a form, on forms that look very different. Review the steps for navigating a form and have the learners follow the steps with different-looking forms. The more opportunities the learners have to look at different forms and identify main features, the more comfortable they will be when called upon to work with forms on their own.

Reading Skill #4: Reading and understanding written instructions

Again the instructional notes are all fully embedded in the learners' readings. Learners will benefit from hearing examples or stories you can offer on the importance of following instructions step-by-step. As an enrichment activity, you might consider having learners in groups put together skits that demonstrate the value of instructions and following instructions as they are written. Provide a number of scenarios and let the learners choose one to develop.

The Village Manor Housekeeping Duty Sheet is an authentic document and one that turns up again in the final exit demonstration. For that reason, you may want the learners to get a good grasp of the content in this document. There is probably vocabulary the learners will want to have explained.

Learning Activity # 7 - What's first and what comes next?

Learners can do this activity individually or with a partner. They are to read the duty sheet over and answer the following questions. They can answer the questions in written form if need be, but talking about the questions and answering them orally is better.

- When you clean a suite, what room do you clean first? –
 - **the Bathroom**
- What do you need to remember about washing cloths?
 - **Always use separate washing cloths for the bathroom and the bedroom**
- What do you do next after the dusting?
 - **Use the thin slit tool on the vacuum, and go around the perimeter of the room, including the bathroom, and the baseboards**
- Where do you put the dirty towels and sheets?
 - **In the laundry baske**

- What do you do in the Kitchenettes?
 - **Wash counter tops and around the base of the microwave and refrigerator.**
- When do you make up the bed?
 - **After you clean the bathroom**
- What do you do about bad carpet stains?
 - **If they are really bad, fill out a report for steam cleaning, otherwise, use stain remover.**

Check-up #2

This final check-up is very similar to the one at the beginning of this lesson. This is an opportunity to see if learners think they have increased their reading skills at all. Have the learners complete this check-up and compare the results with the check-up they did at the beginning. Discuss any changes in self-assessment. If the learner asks, plan for some time to go back and review sections in this chapter.

Summary Comments

This is the time to remind the learners of the specific reading skills they worked on and help them see how these skills were embedded in the various learning activities. Perhaps ask them to show you an example of an activity for each skill. Encourage the learners to express what they think about the lesson and to write their comments in the box provided.

This is the time for a final discussion on the significance and relative importance of particular skills to an employee's overall success at work. Because employers weigh different skills differently, it's impossible to place a definitive value on the importance of each skill, but learners should be aware that skills do vary in importance and have some sense of what is more important than something else. Use the questions provided to guide the discussion.

Final Note:

The key to success in any curriculum is recognition on the part of the learner of the relevance of what is being learned. The skills that learners have been working on in this resource lend themselves very well to mirrored expectations, activities, tasks, responsibilities and duties within the LBS program. Practitioners are encouraged to embed these skills and tasks in as many ways as possible in the daily life of the program.

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