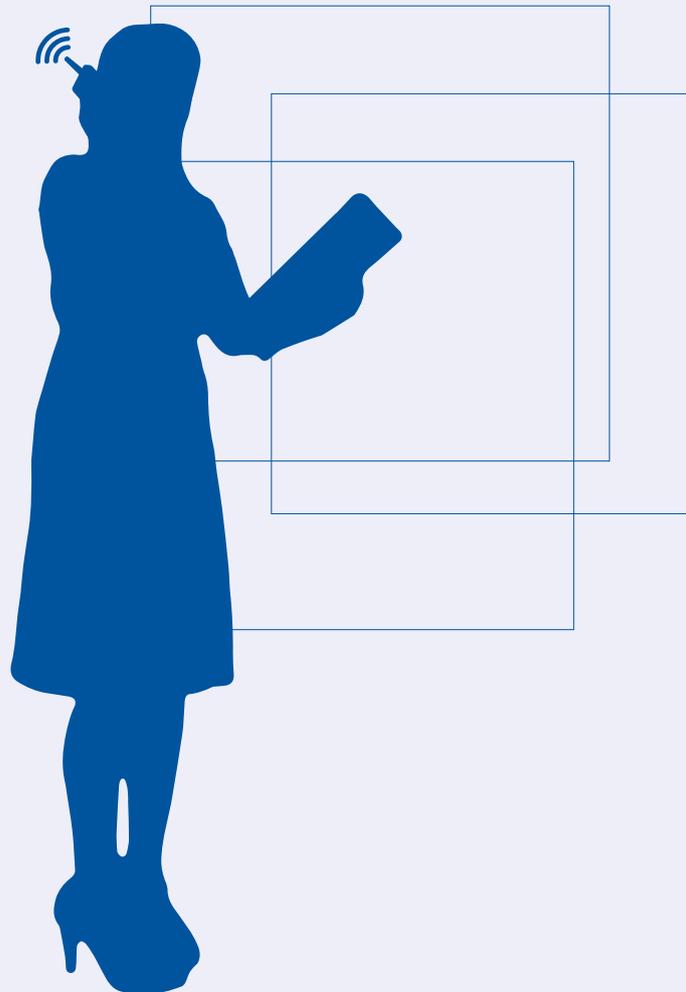




International
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MANAGING RECEPTION & HOUSEKEEPING

GUESTHOUSE OPERATORS TOURISM TRAINING | **MODULE 3**



TRAINER – RESOURCES 1

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TIMETABLE

Day 1	
Session 1 – Communication systems	1.5 hrs
Break	
Session 2 – Communication systems	1.5 hrs
Lunch	
Session 3 – Booking procedures	1.5 hrs
Break	
Session 4 – Booking procedures (Cont'd)	1 hr
Finish	
Day 2	
Session 1 – Booking procedures (cont'd)	1.5 hrs
Break	
Session 2 – Booking procedures (cont'd)	1.5 hrs
Lunch	
Session 3 – Guesthouse pricing	1.5 hrs
Break	
Session 4 – Record guest consumption	1 hr
Finish	
Day 3	
Session 1 – Managing optional item sales	1.5 hrs
Break	
Session 2 – Check-in/check-out procedures	1.5 hrs
Lunch	
Session 3 – Check-in/check-out procedures (cont'd)	1.5 hrs
Break	
Session 4 – Providing guest information	1 hr
Finish	

Day 4	
Session 1 – Housekeeping	1.5 hrs
Break	
Session 2 – Housekeeping: bedrooms	1.5 hrs
Lunch	
Session 3 – Housekeeping: bathrooms	1.5 hrs
Break	
Session 4 – Housekeeping: general areas interior and exterior	1 hr
Finish	
Day 5	
Session 1 – Identify and resolve maintenance issues	1.5 hrs
Break	
Session 2 – Identify and plan property improvements	1.5 hrs
Lunch	
Session 3 – Property presentation	1 hr
Break	
Session 4 – Presentation certificates	1 hr
Finish	

LEARNING OUTCOMES

1. Communication systems

- 1.1. Participants can understand and describe the key elements that make up a communication system.
- 1.2. Participants can understand and explain the importance of a functional and effective communication system in running a successful guesthouse.
- 1.3. Participants can identify and describe strategies to target and communicate their business and its services (accommodation) to potential guests.
- 1.4. Participants can identify the necessary features of well-functioning communications system.
- 1.5. Participants can understand and explain who their guests are (people from somewhere else), and how they will know about their guesthouse (pre-bookings, word-of-mouth sales, walk-ins etc). They can describe strategies for improving their communication systems so these guests can contact them.
- 1.6. Participants can identify ways that they can improve the communications systems of their guesthouse.

2. Booking procedures and handling booking enquiries

- 2.1. Participants understand and can explain the steps they need to take when they receive a booking request.
- 2.2. Participants can describe and demonstrate appropriate methods for receiving a booking from a guest.
- 2.3. Participants understand and can identify the equipment and resources required to manage reservations effectively.
- 2.4. Participants understand and can explain appropriate processes for responding for booking adjustments such as cancellations, changes and extensions.
- 2.5. Participants understand and can explain an appropriate response to a guest in the event of a communication issue.

3. Check-in/check-out procedures

- 3.1. Participants explain and use a daily arrivals and departures list to plan and manage guests on a day-to-day basis. They can explain the importance of planning and preparing properly for a guest's arrival.
- 3.2. Participants understand and can describe the steps they need to take in order to ensure that rooms are ready when their guests arrive, and that guest are made to feel welcome.
- 3.3. Participants can demonstrate appropriate ways to greet and farewell guests on arrival and departure.
- 3.4. Participants can explain the key features of their guest house that a guest would expect to be informed of upon arrival e.g. meal times, keys, housekeeping, laundry service.

- 3.5. Participants can explain and demonstrate the key steps that they need to take when checking a guest out of their guest house e.g. room status, payments and extras, keys, assistance with transport and luggage, and fare-welling a guest appropriately.

4. Providing guest information

- 4.1. Participants understand and can explain the importance of providing guests with information.
- 4.2. Participants can identify and describe some of the applicable features of a guest information book that they could appropriately include in a guest house information book for their own establishment e.g. emergency contacts, meal times and costs, water use, cultural and environmental information, nearby sights and activities, helpful phrases, property history, local products.

5. Guest House pricing

- 5.1. Participants can describe and quantify in basic terms the costs that are incurred in providing an overnight stay to a guest.
- 5.2. Participants can identify and explain the key factors that should be considered when determining the price of an overnight stay for a guest (e.g. competition, value, inclusions, guest expectations, target market, business strengths).
- 5.3. Participants can understand and explain the considerations, benefits and drawbacks of different guesthouse pricing systems (e.g. per person, per room, choosing to include meals etc.).

6. Recording guest consumption, preparing bills and handling optional item sales

- 6.1. Participants understand and can explain the importance of having an effective system to track guest consumption and calculate how much a guest should pay.
- 6.2. Participants can explain and demonstrate an effective method for calculating additional charges.
- 6.3. Participants can describe effective strategies for ensuring guests bills are calculated accurately e.g. template, details of items, calculated in advance of guest departure.
- 6.4. Participants understand and can describe possible systems for recording guest consumption e.g. tracking sheets, honesty systems tallying guest consumption etc.
- 6.5. Participants understand and can outline the benefits of networking with other local businesses, referring guests to their services and offering additional services to guests in order to increase the amounts they spend during their stay.

7. Basic Housekeeping

- 7.1. Participants can describe and demonstrate appropriate methods for cleaning and preparing guest bedrooms, ensuring hygiene and safety for themselves and their guest.
- 7.2. Participants can describe and demonstrate appropriate methods for cleaning and maintaining guest bathrooms, taking appropriate hygiene and safety precautions.
- 7.3. Participants can identify other areas in their guesthouses that require regular cleaning e.g. public areas, entrances and shared guest areas such as sitting rooms. They can describe and demonstrate appropriate methods for ensuring these spaces are cleaned effectively and safely.
- 7.4. Participants understand and can describe ways to implement appropriate processes for ensuring security of guest rooms e.g. managing keys, allowing access to guest rooms only to guests or authorised persons.
- 7.5. Participants understand and can demonstrate appropriate processes for entering a guest room e.g. knocking and announcing housekeeping before entering.

8. Maintenance issues, identifying improvements and property presentation

- 8.1. Participants understand and can explain the importance of maintaining a guest house that is neat, tidy and inviting to potential guests.
- 8.2. Participants understand the need to maintain a safe and functional property, and can describe some of the common areas in their guesthouses where regular maintenance is required.
- 8.3. Participants can design a basic maintenance schedule to ensure all aspects of their properties are checked and maintained regularly.
- 8.4. Participants can identify and describe some common safety hazards that they should be mindful of in their properties (e.g. lighting, footpaths, handrails, security).
- 8.5. Participants can identify and describe some potential improvements to their own guest houses that would improve a guest's experience and comfort (e.g. comfortable furniture, safety hazard reductions, hygiene standards). They can describe the necessary steps to undertaking these improvements.
- 8.6. Participants understand and can describe some simple techniques for improving the decorative aspects of their external property e.g. garden beds, signage and tidiness.
- 8.7. Participants understand and can describe some simple techniques for improving the decorative aspects of guest space such as bedrooms and sitting areas e.g. adequate lighting, cleanliness and decorative pictures, flowers etc.

HOW TO USE THIS TRAINING PACKAGE

Welcome to the Guesthouse Operators Tourism Training package. This training program has been designed to be used by training professionals to deliver skills-based tourism training in remote parts of Timor-Leste.

The training program

The training program consists of three modules. Each module is centered on a different theme, and builds on the skills and knowledge of the previous modules. The modules are:

- **Module 1:** Understanding tourists and tourism
- **Module 2:** Food hygiene and preparation
- **Module 3:** Managing reception and housekeeping

Course resources

Each module contains all the resources required to deliver the training course. For each module you will find:

- **A course timetable:** a suggested format for how the training could be delivered, which matches the layout of the lesson plans. If you wish to locate individual sessions, you will find it's easiest to consult the course timetable.
- **Learning outcomes:** these have been numbered and themed for your reference. The learning outcome numbers match the references in the lesson plans.
- **Lesson plans:** sessions are grouped into days based on the course timetable. Each day has a lesson plan detailing how each session should be delivered, suggested timing, and the resources required. Timings can be adjusted to suit the strengths of your training group.
- **Activity guide:** lesson plans refer to numbered activities. You can consult the activity cards for each day to find out how activities are delivered. Any handouts, questions or game cards mentioned in the lesson plans can be found in the related activity card.
- **Participant manual:** participant manuals have been designed to provide participants with a take away resource that they can continue to refer to, and share with others in their community. You will also find that some activities will refer to corresponding sections of the participant manual. Each lesson plan refers to the relevant section of the participant manual that the trainer should read to prepare for the lesson. A separate trainer manual has not been provided. All required material can be found in the participant manual.

Learning outcomes

Learning outcomes are numbered for your quick and easy reference. If you are not delivering a training package in its entirety, you can use these numbers to identify the sessions you need to conduct in order to achieve your training goals. These outcomes will also help you to understand the level of understanding that participants should have achieved by the completion of the session or the day.

Lesson plans

All sessions within each lesson plan are assigned a difficulty rating from 1 to 3.



Difficulty level 1: a level 1 session focuses on a general topic that should not be difficult for a qualified professional trainer to understand. A trainer does not need a specialist skillset to be able to understand, prepare and deliver this session effectively.



Difficulty level 2: a level 2 session will require substantial reading, preparation and practice for any professional trainer. A trainer does not necessarily need a specialist skillset to be able to understand, prepare and deliver this session effectively, though it would be an advantage. If this session is being delivered by a trainer that does not hold a hospitality or tourism qualification, significant background reading, preparation and practice is recommended prior to delivering this session.



Difficulty level 3: a level 3 session should only be delivered by a trainer with professional tourism or hospitality qualifications, preferably with management experience. The material in this session is of a technical nature, and may at times be difficult for participants to understand, and difficult for trainers to explain. Level 3 sessions often require advanced mathematic skills, and require trainers to be able to make accurate calculations on their feet throughout the session. A suitably qualified trainer should spend time practicing the delivery of level 3 sessions.

Activities

You will notice that each activity in each lesson plan has been assigned an individual reference number. This is to make it easy for you to locate the matching activity description in the activity guide. The activity reference number tells you the day, session and place within the session of any given activity. For example, an activity with the reference **1.2.3** would be delivered on **day 1**, **session 2**, and the **third activity** within that session.

Activities have all been assigned quick references so you can easily see if they are small group, pair, individual or large group exercises.

Lesson plan

DAY 1

TOPICS COVERED

Communication systems, booking procedures.

LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 1.1. Understand and describe the key elements that make up a communication system (e.g. phone, email, face-to-face contact, SMS).
- 1.2. Understand and explain the importance of a functional and effective communication system in running a successful guesthouse.
- 1.3. Identify the necessary features of functioning communications system.
- 1.4. Explain and demonstrate appropriate ways to communicate with guests in a variety of common situations.
- 1.5. Identify ways that they can improve the communications systems of their guesthouse.
- 2.1. Explain the steps they need to take when they receive a booking request.
- 2.2. Describe and demonstrate appropriate methods for receiving a booking from a guest.
- 2.3. Identify the equipment and resources required to manage reservations effectively.

SESSION 1 & 2	What is a communication system?
Duration	3 hrs
Participant manual	1.1, 1.2, 1.3, 1.4, 1.5, 1.6



INTRODUCTION

Instructions

- Welcome participants, complete attendance sheets as required, distribute nametags, pens and manuals as required, briefly outline the topics that will be covered today, discuss key learning outcomes for this session (above).
- **Icebreaker:** introducing each other.
 - Participants break into pairs and learn three things about the other person. They then present this information back to the group.



Resources

- Participant nametags / pens / participant manual

Learning outcomes

- N/A

ACTIVITY 1.1.1 – Communicating clearly

Instructions

- One trainer leads the group in the paper-folding game to illustrate the importance of effective communication. Participants follow his instructions for folding the paper while their eyes are closed. At the end of the instructions, participants can open their eyes and compare their folded pieces of paper. Inevitably they will be different to one another.



Resources

- Activity 1.1.1. Instructions – communicating clearly / whiteboard / markers

Learning outcomes

- 1.2, 1.3

DISCUSSION 1.1.1 – Communicating clearly

Instructions

- What happened even though everyone was listening closely?
- What does this tell us about communication?
 - Participants to discuss. We can see that when we have a detailed system to follow, results will be consistently the same. When there is not enough communication, results will be different.



Resources

- Activity 1.1.1. Instructions – communicating clearly / whiteboard / markers

Learning outcomes

- 1.2, 1.3

DISCUSSION 1.1.2 – What is a communication system?**Instructions**

- Trainer to introduce concept of a communication system and what makes up a communication system.
- Then discuss the following questions with participants, sharing ideas and responses:
 - How can our guests contact us?
 - Why is it important that our guests can get in touch with us when they want to?
 - How do our guests find out how to contact us?
- Trainer to record key points on the whiteboard.

**Resources**

- Participant manual / communication scenario cards / flipchart / whiteboard / markers

Learning outcomes

- 1.1, 1.2, 1.3

ACTIVITY 1.1.2 – Communication problem solving**Instructions**

- Participants to break into groups. Trainer gives each group a scenario where there is a communications issue. Participants work together to answer the following questions and then present back to the group:
 - What is the communication problem?
 - How can this problem be fixed?

**Resources**

- Participant manual / communication scenario cards / flipchart / whiteboard / markers

Learning outcomes

- 1.1, 1.2, 1.3

DISCUSSION 1.1.3 – Good communications management

Instructions

- Trainer to lead a discussion and participants to share responses to the following questions:
 - Which guesthouses can be contacted in a way other than phone?
 - What should we do if we miss a call?
 - How can we plan so that we always have enough pulsa?
 - What can we do if we cannot understand a guest?
 - What can we do if a guest cannot understand us?
- Trainer to record key points, and provide extra suggestions as required.



Resources

- Participant manual / whiteboard / markers

Learning outcomes

- 1.2, 1.4

ACTIVITY 1.1.3 – Sharing tips for good communications management

Instructions

- Participants break into groups of approx. 4. Trainer gives each group a sheet of flipchart to record some ideas to improve communication in their guesthouse.
- Present back to group.
- Trainer to supplement responses as required and summarize.



Resources

- Butcher's paper / markers

Learning outcomes

- 1.5

SESSION 3 & 4	Booking procedures
Duration	3 hrs
Participant manual	2.1, 2.2, 2.3, 2.4, 2.5, 2.6



INTRODUCTION

Instructions

- Trainer to lead quick warm-up game with the participants.

Resources

- None needed

Learning outcomes

- N/A



DISCUSSION 1.3.1 – Bookings/reservations

Instructions

- **Opening review:** in last session, discussed importance of good communication in our guesthouses.
- Why is good communication important when receiving a booking or reservation?
- Trainer to facilitate a discussion between participants on the following questions:
 - What is a booking/reservation?
 - Who is responsible for receiving bookings at your guesthouse?
 - What are the steps we take when receiving a booking?
- Trainer to outline the end-to-end steps we need to take when receiving a booking (see manual), then explain that we will now go through each of these steps in detail.
- Trainer to introduce participants to the **booking enquiry form**, and explain its use.



Resources

- Booking forms / participant manual

Learning outcomes

- 2.1

ACTIVITY 1.3.1 – Receiving a booking



Instructions

- Trainer to break participants into groups and pass out information cards with reservations details.

- Participants work together to use these details to fill in a booking enquiry form.
- **Important skills:** collecting key information and recording accurate details.

Resources

- Booking information cards / booking forms x 3 each

Learning outcomes

- 2.1

DISCUSSION 1.3.2 – Ways we can receive a booking

Instructions

- Initial discussion with participants:
 - What are the different ways we can receive a booking?
- Trainer to explain the different features of receiving a booking in each of the following ways:
 - Telephone
 - Text message
 - Email
 - Walk-in



Resources

- Whiteboard / participant manual / markers

Learning outcomes

- 2.1, 2.2

ACTIVITY 1.3.2 – Receiving a booking (telephone)

Instructions

- Participants break into pairs to practice role-plays of receiving a booking via telephone.
- They are given scenarios to practice with.
- Trainer observes and corrects as necessary. Discuss any issues/ challenges with the participants.



Resources

- Booking scenarios / booking forms x 2 for each group

Learning outcomes

- 2.2

ACTIVITY 1.3.3 – Receiving a booking (SMS/email)**Instructions**

- Participants break into groups to practice responding to an email and an SMS.
- They are given the booking enquiry and need to work together to compose an appropriate response. Trainer to discuss answers with the groups, and any issues raised.

**Resources**

- Email booking scenarios A and B / whiteboard

Learning outcomes

- 2.2

ACTIVITY 1.3.4 – Receiving a booking (walk-in)**Instructions**

- Participants to break into pairs to practice receiving a walk-in guest that wishes to see a room. Take turns being the guest and the guesthouse owner. Discuss any issues or challenges with doing this.

**Resources**

- Scenario cards (from activity 1.3.3)

Learning outcomes

- 2.2

Lesson plan

DAY 2

TOPICS COVERED

Booking procedures, guest house pricing, recording guest consumption and handling optional item sales.

LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 2.2. Describe and demonstrate appropriate methods for receiving a booking from a guest.
- 2.3. Identify the equipment and resources required to manage reservations effectively.
- 2.4. Understand and explain appropriate processes for responding to booking adjustments such as cancellations, changes and extensions.
- 2.5. Understand and explain an appropriate response to a guest in the event of a communication issue.
- 5.1. Describe and quantify in basic terms the costs that are incurred in providing an overnight stay to a guest.
- 5.2. Identify and explain the key factors that should be considered when determining the price of an overnight stay for a guest (e.g. competition, value, inclusions, guest expectations, target market, business strengths).
- 5.3. Understand and explain the considerations, benefits and drawbacks of different guesthouse pricing systems (e.g. per person, per room, choosing to include meals etc.).
- 6.1. Understand and explain the importance of having an effective system to track guest consumption and calculate how much a guest should pay.
- 6.2. Explain and demonstrate an effective method for calculating additional charges.
- 6.3. Describe effective strategies for ensuring guests bills are calculated accurately e.g. template, details of items, calculated in advance of guest departure.

SESSION 1	Booking procedures
Duration	1.5 hrs
Participant manual	2.7, 2.8



DISCUSSION 2.1.1 – How can we manage our bookings effectively?

Instructions

- Participants to share ideas on how they currently record and manage bookings.
 - Do they use a diary/calendar?
 - If not, how do they keep track of who is coming and when?
 - Have they had problems where a booking has not been recorded or not been recorded directly? What happened?



Resources

- Whiteboard / markers

Learning outcomes

- 2.3

DISCUSSION 2.1.2 – Using the booking log

Instructions

- Trainer to introduce concept of using an **accommodation and booking log** for managing bookings and discuss its features (page for each month, divided into the rooms, with the days of the month across the top of the page).
- Trainer to distribute **accommodation and booking log** template and demonstrate how to enter a booking in the template, using the **booking enquiry form** from the previous session.



Resources

- Whiteboard / markers

Learning outcomes

- 2.3

ACTIVITY 2.1.1 – Using the bookings log

Instructions

- Participants work together to use worksheet to practice transferring information from the booking enquiry form and into an accommodation and booking book.
- Allow time to discuss any issues/challenges arising from this activity.



Resources

- Participant manual / booking forms completed in the previous session / booking logs forms

Learning outcomes

- 2.2, 2.3

ACTIVITY 2.1.2 – Managing bookings**Instructions**

- Participants use the worksheet to record a list of bookings for their accommodation.
- They need to figure out the best way to fit the bookings into the accommodation. Some of the bookings will not fit, and they need to identify which bookings these are.

**Resources**

- Participant manual / worksheets

Learning outcomes

- 2.4

SESSION 2	Booking procedures
Duration	1.5 hrs
Participant manual	2.8, 2.9



DISCUSSION 2.2.1 – Handling changes to a booking and understanding guest needs – extensions, cancellations, number of guests

Instructions

- What kinds of changes do guests make to their bookings?
- What do we need to do when a guest wants to change their booking?
- Trainer to facilitate discussion.



Resources

- Whiteboard / markers

Learning outcomes

- 2.4

ACTIVITY 2.2.1 – Problem solving bookings

Instructions

- Participants to break into groups. Each group is presented a scenario when a guest wishes to make a change to their booking. Decide together and write down what they would do. This is then presented back to the group for discussion.



Resources

- Scenario activity cards / flipchart / markers

Learning outcomes

- 2.5

DISCUSSION 2.2.2 – What will we need to manage our bookings effectively?

Instructions

- Participants to discuss the equipment they will need to manage the bookings process (phones, pulsa, one booking book kept in one place, list of rooms and prices, calculators etc.).



Resources

- Whiteboard / markers

Learning outcomes

- 2.3, 2.5

ACTIVITY 2.2.2 – Designing a list of prices and policies – what information should we include?

Instructions

- Split participants into small groups.
- Ask them to work together to create a list of the prices and policies they would need to have on hand when receiving a booking enquiry (these will be things such as list of room rates, cancellation policies, directions, contact numbers, etc.).



Resources

- Markers / whiteboard

Learning outcomes

- 2.3, 2.5

SESSION 3	Guest house pricing
Duration	1.5 hrs
Participant manual	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7



DISCUSSION 2.3.1 – What are the costs that go into providing a room to a guest?

Instructions

- Trainer to facilitate discussion and provide prompts as needed so as to list all of the costs that go into providing a room.



Resources

- Whiteboard / markers

Learning outcomes

- 5.1

ACTIVITY 2.3.1 – Role-play: deciding price

Instructions

- Trainer to choose four volunteers to participate in a role-play. Three are the owners of different guesthouses with different features, that are priced differently.
- They each have a turn to convince the tourist (1 volunteer) that they should stay at their guesthouse.
- Participants to observe and then discuss which guesthouse they think the tourist will choose. Why do they think this?



Resources

- Guesthouse owner information cards / prizes / whiteboard / markers

Learning outcomes

- 5.2

DISCUSSION 2.3.2 – What are the factors we need to consider when deciding the price of our accommodation?

Instructions

- Trainer to facilitate a discussion that considers:
 - Cost
 - Inclusions
 - Competition
 - Value



Resources

- Whiteboard / markers

Learning outcomes

- 5.2

ACTIVITY 2.3.2 – Deciding a price structure**Instructions**

- Trainer to lead participant through the scenario activity of different types of guests coming to the area to find accommodation. Discuss which of the available guesthouses they will choose and why.
- Who will have the most guests?
- Who will spend the most on electricity and water?
- Who will have the most money left over?

**Resources**

- Markers / whiteboard / participant manuals

Learning outcomes

- 5.3

DISCUSSION 2.3.3 – Choosing a pricing model**Instructions**

- Trainer to facilitate a discussion on the benefits and drawbacks of different pricing models. I.e. charging a guest per person or per room? Including meals or not? Offering additional services or not?
- Trainer to introduce key concepts that will affect this decision e.g. value proposition to guests, competition, guest expectations, staffing levels etc.

**Resources**

- Markers / whiteboard / participant manuals

Learning outcomes

- 5.3

SESSION 4	Recording guest consumption
Duration	1 hr
Participant manual	4.1



ACTIVITY 2.4.1 – Role-play: presenting a bill

Instructions

- Role-play of guest and guesthouse owner, demonstrating what happens when a guesthouse owner presents an untidy bill, with the wrong details and doesn't know the right prices.
- Afterwards, participants to share their impressions of why this happened and what the guesthouse owner needs to fix.



Resources

- Role-play script / example poorly presented bill

Learning outcomes

- 6.1

DISCUSSION 2.4.1 – Why is it important to have a proper system for calculating how much your guests need to pay?

Instructions

- Discuss why it is important to the **guests**, and also why it is important for the **guesthouse owner**. These will be different reasons.
- Trainer to facilitate a discussion and supplement participant ideas as required – leaving a good impression for guests, helps with understanding expenses, tracking earnings.



Resources

- Whiteboard / markers

Learning outcomes

- 6.1

DISCUSSION 2.4.2 – How to prepare a guest bill

Instructions

- Trainer to present example simple guest bill showing items, no. of nights etc.
- Discuss the features of the bill, and go through the calculations used to reach the final figure.
- Trainer to discuss any questions participants have about the bill.



Resources

- Example guest bill / whiteboard / markers / calculators / participant manual

Learning outcomes

- 6.1, 6.3

ACTIVITY 2.4.2 – Preparing guest bills**Instructions**

- Participants to practice preparing bills for guests based on the information they are provided about their stay.
- Do the first example together as a group, and then let the participants work out the remaining activities either alone or with another participant as they choose.
- Continuously discuss any issues in figuring out the final figure.

**Resources**

- Calculators / participant manual

Learning outcomes

- 6.2, 6.3

DAY 3

TOPICS COVERED

Recording guest consumption, check-in/check-out procedures, providing guest information.

LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 3.1. Explain and use a daily arrivals and departures list to plan and manage guests on a day-to-day basis. Explain the importance of planning and preparing properly for a guest's arrival.
- 3.2. Understand and describe the steps they need to take in order to ensure that rooms are ready when their guests arrive.
- 3.3. Demonstrate appropriate ways to greet and farewell guests on arrival and departure
- 3.4. Explain the key features of their guesthouse that a guest would expect to be informed of upon arrival e.g. meal times, keys, housekeeping, and laundry service.
- 3.5. Explain and demonstrate the key steps that they need to take when checking a guest out of their guesthouse e.g. room status, payments and extras, keys, assistance with transport and luggage.
- 4.1. Understand can explain the importance of providing guests with information.
- 4.2. Identify and describe some of the applicable features of a guest information book that they could appropriately include in a guest house information book for their own establishment e.g. emergency contacts, meal times and costs, cultural information, nearby sights and activities, helpful phrases.
- 6.2. Explain and demonstrate an effective method for calculating additional charges.
- 6.3. Describe effective strategies for ensuring guest bills are calculated accurately e.g. templates, details of items, calculated in advance of guest departure.
- 6.4. Understand and describe possible systems for recording guest consumption e.g. tracking sheets, honesty systems tallying guest consumption etc.
- 6.5. Understand and outline the benefits of networking with other local businesses, referring guests to their services and offering additional services to guests in order to increase the amounts they spend during their stay.

SESSION 1	Handling optional item sales
Duration	1.5 hrs
Participant manual	4.2, 4.3, 4.4



DISCUSSION 3.1.1 – Monitoring additional item sales

Instructions

- We already understand how to calculate the final bill for our guests, and we know how long they have stayed for, but **how do we know** what else we need to charge them for?
- We need a **system** for tracking the additional items, so that we can always present our guests with an accurate bill.



Resources

- Whiteboard / markers

Learning outcomes

- 6.4

DISCUSSION 3.1.2 – Selling extra items to our guests

Instructions

- Trainer to facilitate a discussion with participants on the following questions:
 - What extra items does your guesthouse currently sell to guests?
 - Why do you sell these items?
 - What are the benefits?



Resources

- Whiteboard / markers

Learning outcomes

- 6.5

DISCUSSION 3.1.3 – Using an honesty system for additional items, and other ways to track spending

Instructions

- Trainer to present participants with example of a tracking sheet on which guests would write down each time they have food/drinks. Trainer to explain the features of this sheet.
- Discuss:
 - What are the benefits of using this system?
 - What are the potential drawbacks?



- Trainer and participants to discuss other systems that may be used. Such as notebook for recording what guests consume.
 - Ask participants if they are using a different method? How does it work?
 - What are the benefits and drawbacks of these systems?
- Participants have time to complete some simple calculation activities.

Resources

- Example honesty system sheet / example notebook tracking sheets

Learning outcomes

- 6.2, 6.3. 6.4

DISCUSSION 3.1.4 – Working together to give tourists a good experience

Instructions

- How can we work together to make sure that visitors know about all the activities/transport options/souvenirs that are available?
- What are the benefits of offering these extra services, or being able to refer a guest to a place where they can find them?
- Trainer to facilitate discussion, and supplement responses as necessary.



Resources

- Flipchart / markers / participant manuals

Learning outcomes

- 6.5

ACTIVITY 3.1.1 – How much do we know about our area?

Instructions

- Participants break into groups and fill in activity answering common tourist questions and providing correct advice on how to do/find things in the local area. Each group presents back to the class.



Resources

- Flipchart / markers / participant manuals

Learning outcomes

- 6.5

SESSION 2	Check-in / check-out procedures
Duration	1.5 hrs
Participant manual	5.1, 5.2, 5.3



DISCUSSION 3.2.1 – Welcoming guests to your guesthouse

Instructions

- Trainer to facilitate a discussion about the things we need to make sure we do when welcoming a guest.



Resources

- Whiteboard / markers

Learning outcomes

- 3.3

ACTIVITY 3.2.1 – Welcoming guests

Instructions

- Participants split into pairs and practice welcoming each other to the guesthouse.



Resources

- Whiteboard / markers

Learning outcomes

- 3.3

DISCUSSION 3.2.2 – Using a daily arrivals and departures list

Instructions

- Trainer to introduce the concept of a **daily arrivals and departures list** and provide an example to participants.
- Discuss the features of the list (prepared from the **bookings and accommodation log** and **guest booking forms**), and how it can be used (e.g. planning cleaning, ensuring rooms are ready, coordinating transport, greeting guests).
- Participants to discuss their impressions of the daily arrivals and departures list and whether they think this would be useful to them:
 - How do they currently manage the arrival/departure of their guests?



Resources

- Daily arrivals and departures list sample / whiteboard / markers

Learning outcomes

- 3.1

ACTIVITY 3.2.2 – Preparing a daily arrivals and departures list

Instructions

- Participants split into groups, where they are given a bookings calendar and guest booking forms. They need to use this information to prepare the daily arrivals and departures list.
- Discuss any challenges they had in doing this, and any further questions.



Resources

- Sample bookings calendars and guest info forms / participant manuals

Learning outcomes

- 3.1

DISCUSSION 3.2.3 – Checking guests in

Instructions

- What do we need to do when checking a guest in?
- Trainer to facilitate discussion and supplement responses as required. Introduce concept of guests paying in advance for the room and providing a **guest receipt**. Discuss the benefits of having your guests pay in advance for their stay.



Resources

- Sample guest receipt / markers / whiteboard

Learning outcomes

- 3.2, 3.3, 3.4

SESSION 3	Check-in / check-out procedures
Duration	1.5 hrs
Participant manual	5.4, 5.5, 5.6



DISCUSSION 3.3.1 – Explaining your guesthouse features

Instructions

- What are the key things that your guests need to know when they are staying with you?
- Trainer to facilitate discussion and supplement responses as required. E.g. meal times, keys, housekeeping, laundry, safe place for valuables, beverages/snacks available, transport/rentals.



Resources

- Whiteboard / markers / participant manuals

Learning outcomes

- 3.4

ACTIVITY 3.3.1 – Explaining your guesthouse to a guest

Instructions

- Participants to record the key things they would explain to a guest staying with them.



Resources

- Whiteboard / markers / participant manuals

Learning outcomes

- 3.4

ACTIVITY 3.3.2 – Explaining your guesthouse features

Instructions

- Participants split into pairs and practice being the guest and the guesthouse owner. The guesthouse owner must explain the guesthouse features to the guest. Then swap over.
- Trainer can observe and choose some participants to demonstrate to the group.
- Discuss why this is a good example (and some of the features of good customer service).



Resources

- Participant manuals

Learning outcomes

- 3.4

DISCUSSION 3.3.2 – Showing a guest to their room

Instructions

- Why is it always good to show guests to their room?
- Trainer to facilitate discussion (good customer service, opportunity to ask questions, check guest satisfaction with room and resolve any issues).



Resources

- Whiteboard / markers

Learning outcomes

- 3.2, 3.4

DISCUSSION 3.3.3 – Assisting your guests during their stay

Instructions

- What are some common questions our guests ask during their stay?
- Other ways we can help our guests?
- Trainer to introduce concepts of **lost and found** and systems for **storing valuables**.
- Discuss:
 - Are there any guesthouses that already help their guests with these things?
 - If so, what do they currently do?
 - What should we do if we find guest belongings in a common area, or after they have left? (Trainer to show example of a lost and found log book).
 - What kind of system can we use for safeguarding our guests belongings? E.g. passports, money etc.



Resources

- Lost and found log book example / participant manuals / whiteboard / markers

Learning outcomes

- 3.4

DISCUSSION 3.3.4 – Checking guests out

Instructions

- What are the key things we need to check when a guest is checking out?
 - Have they left anything behind?
 - Have they paid for everything?
 - Have they returned the keys?
 - Do they need help with luggage and transport?
 - Feedback/guest log book



Resources

- Whiteboard / markers

Learning outcomes

- 3.5

ACTIVITY 3.3.3 – Checking guests out

Instructions

- Participants to practice the checkout process, including providing guest bill, in pairs.



Resources

- Whiteboard / markers

Learning outcomes

- 3.5

SESSION 4	Providing guest information
Duration	1 hr
Participant manual	6.1, 6.2, 6.3



DISCUSSION 3.4.1 – What information might our guests need?

Instructions



- Where can your guests find this information?
- How can they find your guesthouse?
- How do they know where things such as the toilets/showers or dining room are?
- How do they know how much things cost?
- What are the benefits of providing this information to our guests?
- Trainer to facilitate discussion, covering the different ways we can provide information to guests (signage, compendiums, keeping a guest logbook for feedback).

Resources

- Whiteboard / markers

Learning outcomes

- 4.1

ACTIVITY 3.4.1 – Preparing a guest information folder

Instructions



- Participants to look at an example guest information folder and discuss its features.
- Participants then use the guest information book template provided to record as much information for their guests as they can under each of the headings. They can work together if they are not sure.
- Participants can share back to the group about what they have recorded for their guests' information.

Resources

- Example guest information book / guest information book template

Learning outcomes

- 4.1, 4.2

Lesson plan

DAY 4

TOPICS COVERED

Housekeeping for bedrooms, bathrooms and general interior/exterior areas.

LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 7.1. Describe and demonstrate appropriate methods for cleaning and preparing guest bedrooms, ensuring hygiene and safety for themselves and their guests.
- 7.2. Describe and demonstrate appropriate methods for cleaning and maintaining guest bathrooms, taking appropriate hygiene and safety precautions for themselves and their guests.
- 7.3. Identify other areas in their guesthouses that require regular cleaning e.g. public areas, entrances and shared guest areas such as sitting rooms. They can also describe and demonstrate appropriate methods for ensuring these spaces are cleaned effectively and safely.
- 7.4. Understand and can describe ways to implement appropriate processes for ensuring security of guest rooms e.g. managing keys, allowing access to guest rooms only to guests or authorized persons.
- 7.5. Understand and can demonstrate appropriate processes for entering a guest room e.g. knocking and announcing housekeeping before entering.
- 8.1. Understand and explain the importance of maintaining a guesthouse that is neat, tidy and inviting to potential guests.

SESSION 1	Housekeeping
Duration	1.5 hrs
Participant manual	7.1, 7.3, 7.4, 7.5, 7.6



DISCUSSION 4.1.1 – Selecting and using cleaning products & equipment

Instructions

- Trainer to facilitate a discussion between participants:
 - What are the common cleaning products and equipment that we use and what do we use them for?
 - Why is it important to use the correct cleaning products and equipment at your guesthouse?
 - Why is important to know how to use the product? (E.g. how much you will need, what process to follow)



Resources

- Some example cleaning products and equipment / flipchart / markers / whiteboard

Learning outcomes

- 7.1, 7.2

ACTIVITY 4.1.1 – Choosing cleaning products and equipment

Instructions

- Participants are split into groups and presented with a few different cleaning tasks. They need to work together to decide what cleaning products and equipment they would need for the tasks. Answers are presented back to the group and discussed.



Resources

- Some example cleaning products and equipment / flipchart / markers / whiteboard

Learning outcomes

- 7.1, 7.2

DISCUSSION 4.1.2 – Maintaining and storing cleaning products & equipment

Instructions

- Trainer to facilitate a discussion between participants:
 - Why is it important to care for and store our cleaning products and equipment?
 - Where do you keep your cleaning products and equipment? Does this need to change?



Resources

- Some example cleaning products and equipment / flipchart / markers / whiteboard

Learning outcomes

- 7.1, 7.2

DISCUSSION 4.1.3 – Health & safety while undertaking housekeeping tasks**Instructions**

- Why is it important to keep ourselves and our guests safe when undertaking housekeeping tasks?
- What are some simple measures we can use to ensure hygiene, health and safety for our guests and ourselves?
- Trainer to facilitate discussion and supplement responses as required. Introduce concepts such as different colored cloths for toilets, bathrooms and kitchens, and signage to inform guests when an area is being cleaned, protective equipment etc.

**Resources**

- Example signs and protective equipment / flipchart / markers / whiteboard

Learning outcomes

- 7.1, 7.2

ACTIVITY 4.1.2 – Identifying hazards and risks**Instructions**

- Participants split into groups. Each group is given a different area of the guesthouse, and need to work together to identify some of the hazards they would need to be mindful of when cleaning this area. For each hazard, they should also list a response to help minimize the hazard.

**Resources**

- Example signs and protective equipment / flipchart / markers / whiteboard

Learning outcomes

- 7.1, 7.2

DISCUSSION 4.1.4 – Ensuring guest security**Instructions**

- Why is it important that our guests feel safe at our guesthouse?
- What are some things we can do to make sure guest rooms are secure?
- How can we manage room keys for our guests' security?



- Trainer to facilitate discussion, ensuring some of the key security points are discussed (i.e. managing keys and not letting unauthorized people into guest rooms, ensuring locks work, advising guests on whether they should close windows etc. when leaving their rooms).

Resources

- Markers / whiteboard

Learning outcomes

- 7.4

DISCUSSION 4.1.5 – Housekeeping policies for our guests

Instructions

- What are some of the policies we should have to help keep our guesthouses nice for all our guests? (E.g. no smoking in rooms, discouraging food in room etc.)
- What are some ways we can inform our guests about our policies?
- Trainer to facilitate discussion on managing guests politely with these policies and ensuring they can still do the things they want to (e.g. smoking areas, places to store food etc.).



Resources

- Markers / whiteboard

Learning outcomes

- 7.4

DISCUSSION 4.1.6 – How can we care for the environment while keeping our guesthouses hygienic and safe?

Instructions

- Participants to discuss some of the ways we can care for the environment while also keeping a guesthouse clean. Trainer to facilitate the discussion.



Resources

- Markers / whiteboard

Learning outcomes

- 7.4

ACTIVITY 4.1.3 – Reducing water wastage

Instructions

- Participants to work in pairs to come up with 2 ideas for ways they can reduce the amount of water their guesthouse uses while cleaning, reduce the amount of electricity their guesthouse uses, and/or ideas for re-use/recycling. Share these ideas back with the group.



Resources

- Markers / whiteboard

Learning outcomes

- 7.4
-

SESSION 2	Housekeeping for bedrooms
Duration	1.5 hrs
Participant manual	7.7



DISCUSSION 4.2.1 – Setting up a guest bedroom

Instructions

- What things do our guests expect to be provided with in a bedroom?



Resources

- Whiteboard / markers / daily arrivals and departures activity sheet

Learning outcomes

- 7.1

DISCUSSION 4.2.2 – Providing linen and towels

Instructions

- Should we have different pricing levels for guests who bring their own linen and towels, and guests that wish to have this provided for them?
- What would be the benefits and drawbacks of doing this?



Resources

- Whiteboard / markers / daily arrivals and departures activity sheet

Learning outcomes

- 7.1

ACTIVITY 4.2.1 – Preparing to clean guest rooms

Instructions

- Participants to use a daily arrivals and departures list to identify the most logical order in which to clean their rooms for the day. Discuss answers as a group



Resources

- Whiteboard / markers / daily arrivals and departures activity sheet

Learning outcomes

- 7.1

ACTIVITY 4.2.2 – Entering a guest bedroom



Instructions

- Trainers demonstrate the process for entering a guest bedroom as described in the participant manual.
- Participants break into groups to practice entering a guest bedroom.

Resources

- Whiteboard / markers / example do not disturb signs

Learning outcomes

- 7.5

DISCUSSION 4.2.3 – Various scenarios for housekeeping when entering a guest room



Instructions

- Participants first to discuss the use of a sign for guest rooms “please clean my room/please do not disturb”.
- Then discuss what to do for the following scenarios:
 - If guests are in the room.
 - If a “do not disturb” sign is on the door.
 - If a “please clean the room” sign is on the door.

Resources

- Whiteboard / markers / example do not disturb signs

Learning outcomes

- 7.5

DISCUSSION 4.2.4 – Cleaning and tidying a guest room



Instructions

- Participants discuss the things that they need to do at each stage of cleaning and tidying a guest room:
 - Preparing to clean guest rooms
 - Entering the room
 - Airing the room
 - Checking furniture and equipment
 - Removing soiled laundry – explaining cleaning a stay over room can be different.
 - Clean the room
 - Make the bed
 - Securing the guest room on exit

Resources

- Cleaning checklist / cleaning products and equipment / bed linen

Learning outcomes

- 7.1

ACTIVITY 4.2.3 – Making a guest bed

Instructions

- Participants to observe trainer explanation and demonstration of making up a guest bed. They will have an opportunity to practice this in the next activity.



Resources

- Cleaning checklist / cleaning products and equipment / bed linen

Learning outcomes

- 7.1

ACTIVITY 4.2.4 – Cleaning and tidying a guest room

Instructions

- Participants break into groups to practice cleaning and tidying a guest room. Trainers observe and provide guidance as necessary. *Participants to clean and tidy guest bedrooms only. Bathrooms is a separate session.* (n.b multiple guest rooms is preferred for this activity if possible)



Resources

- Cleaning checklist / cleaning products and equipment / bed linen

Learning outcomes

- 7.1

SESSION 3	Housekeeping for bathrooms
Duration	1.5 hrs
Participant manual	7.8



DISCUSSION 4.3.1– Guest expectations of bathrooms

Instructions



- Clean bathrooms are one of the most important things for many tourists. Why do you think this is?
- What are some common things guests complain about?
- What do guests expect in our bathrooms?
- What things should we provide in our bathrooms? (e.g. hand soaps, toilet paper etc.)
- What things do our guests need to know about using our bathrooms?
- Trainer to facilitate discussion, focus on what needs to be provided, and ensuring guests know how to use the bathroom e.g. inform if you don't want them to flush toilet paper, some might not know how to use a mandi etc.).

Resources

- Whiteboard / markers / some example pictures

Learning outcomes

- 7.2

ACTIVITY 4.3.1– Guest bathrooms

Instructions



- Participants break into groups to look at a picture of a poorly set up and dirty bathroom. They work together to make a list of the things that need to be cleaned and improved in the bathroom. Present back to the group and discuss.

Resources

- Bathroom picture / flipchart / markers

Learning outcomes

- 7.2

DISCUSSION 4.3.2 – Cleaning guest bathrooms



Instructions

- Trainer to discuss and walk-through each of the stages of cleaning a bathroom, the products and equipment needed for each step as well as health and safety implications.

- This should include:
 - Cleaning ceiling and walls
 - Removing mold
 - Cleaning shower/mandi
 - Cleaning the toilet
 - Cleaning the mirror
 - Cleaning shelves and soap dishes
 - Cleaning the sink
 - Emptying bins
 - Restocking items

Resources

- Cleaning products and equipment

Learning outcomes

- 7.2

ACTIVITY 4.3.2 – Cleaning guest bathrooms

Instructions

- Participants break into groups to practice cleaning guest bathrooms. Trainer to observe groups and provide guidance as needed.



Resources

- Cleaning products and equipment

Learning outcomes

- 7.2

SESSION 4	Housekeeping for general interior & exterior areas
Duration	1 hr
Participant manual	7.2, 7.4, 7.9



DISCUSSION 4.4.1 – Cleaning common interior and exterior areas

Instructions

- What are some common spaces in our guesthouses that need to be cleaned regularly?
- Why is it important to keep these areas clean for our guests?
- What are the steps we should take when cleaning a common area?
- Trainer to facilitate participant discussion, and assist in identifying areas for cleaning.



Resources

- Whiteboard / markers / flipchart

Learning outcomes

- 7.3

ACTIVITY 4.4.1 – Identifying interior areas for cleaning

Instructions

- Participants break into groups and spend a few minutes touring the guesthouse. They then work together to record 2 interior areas (that are not bedrooms or bathrooms) that would need to be cleaned regularly. They should describe how they would clean the area or a similar space in their own guesthouse.



Resources

- Whiteboard / markers / flipchart

Learning outcomes

- 7.3

DISCUSSION 4.4.2 – Health and safety: Avoiding guest inconvenience

Instructions

- How can we plan our cleaning so that guests are not inconvenienced?
- Trainer to explain health and safety implications of cleaning wet floors and strategies to make sure guests are made aware when floors are being cleaned so they will not hurt themselves. Show example of a wet floor sign, and discuss ways to block off a wet floor.



Resources

- Example wet floor sign / whiteboard / markers

Learning outcomes

- 7.3

ACTIVITY 4.4.2 – Role-play: managing common spaces

Instructions

- Role-play of participants/trainers in which one person is a guest recently arrived and the others staff/family members at a guesthouse. The staff/family members do various things that make the guest uncomfortable e.g. invading personal space, staring, giggling, playing loud music etc.
- Participants to discuss:
 - What is the problem? How will the guest feel?
 - How can we manage this problem?



Resources

- Role-play activity cards / whiteboard / markers

Learning outcomes

- 7.3

DISCUSSION 4.4.3 – Managing common spaces

Instructions

- How do our guests know which spaces they can relax in, and which ones are your private space?
- How can we manage our guests and our staff/family to make sure spaces are separate, and our guests are comfortable?
- Participants to share their ideas. Trainer to facilitate this discussion.



Resources

- Role-play activity cards / whiteboard / markers

Learning outcomes

- 7.3

DISCUSSION 4.4.4 – Creating comfortable areas for our guests to relax

Instructions

- Why is it important for outdoor areas to be places our guests can relax?
- What kinds of things do our guests enjoy doing?
- How can we create spaces where they can do these things?



- Trainer to introduce this concept and discuss the ways housekeeping can impact our guest experience as this relates to exterior areas. This is a fairly brief discussion, sharing ideas for making the outdoor environment more comfortable. Creating functional spaces for guests to relax in is discussed in more detail in day 5 so here it is introduced as something to keep in mind when doing housekeeping.

Resources

- Whiteboard / markers

Learning outcomes

- 8.1
-

Lesson plan

DAY 5

TOPICS COVERED

Identify and resolve property maintenance issues, identify and plan property improvements, presentation/decoration of property.

LEARNING OUTCOMES

By the end of the day, participants should be able to:

- 7.3. Identify other areas in their guesthouses that require regular cleaning e.g. public areas, entrances and shared guest areas such as sitting rooms. They can describe and demonstrate appropriate methods for ensuring these spaces are cleaned effectively and safely.
- 8.1. Understand and explain the importance of maintaining a guesthouse that is neat, tidy and inviting to potential guests.
- 8.2. Understand the need to maintain a safe and functional property, and describe some of the common areas in their guesthouses where regular maintenance is required.
- 8.3. Design a basic maintenance schedule to ensure all aspects of their properties are checked and maintained regularly.
- 8.4. Identify and describe some common safety hazards that they should be mindful of in their properties (e.g. lighting, footpaths, handrails, security).
- 8.5. Identify and describe some potential improvements to their own guesthouses that would improve a guest's experience and comfort (e.g. comfortable furniture, safety hazard reductions, hygiene standards). They can describe the necessary steps to undertaking these improvements.
- 8.6. Understand and describe some simple techniques for improving the decorative aspects of their external property e.g. garden beds, signage and tidiness.
- 8.7. Understand and can describe some simple techniques for improving the decorative aspects of guest space such as bedrooms and sitting areas e.g. adequate lighting, cleanliness and decorative pictures, flowers etc.

SESSION 1	Identify and resolve property maintenance issues
Duration	1.5 hrs
Participant manual	8.1, 8.2, 8.3



DISCUSSION 5.1.1 – Developing a maintenance schedule

Instructions

- What are the parts of our guesthouse that need to be checked and maintained regularly?
- Participants to brainstorm this together and come up with as many as they can. Trainer to facilitate and guide discussion.



Resources

- Whiteboard / markers / maintenance schedule template for activity

Learning outcomes

- 8.1, 8.3

ACTIVITY 5.1.1 – Developing a maintenance schedule

Instructions

- Using the list developed in the group discussion (above) participants break into groups and spend a few minutes touring the guesthouse. They then work together to record 2 interior areas (that are not bedrooms or bathrooms) that would need to be cleaned regularly. They should describe how they would clean the area or a similar space in their own guesthouse.



Resources

- Whiteboard / markers / maintenance schedule template for activity

Learning outcomes

- 8.1, 8.3

DISCUSSION 5.1.2 – Health and safety hazards

Instructions

- What kinds of things might be unsafe for our guests?
- What should we do when we see that something in our guesthouse is broken/presents a hazard to our guests?
- If we see a hazard, and we can't fix it straight away, how can we make sure that our guests are aware of it?
- What can we do if do not know how to resolve the issue?
- Trainer to facilitate discussion and provide guidance as needed.



Resources

- Whiteboard / markers / flipchart

Learning outcomes

- 8.2, 8.4

ACTIVITY 5.1.2 – Hazard and risk assessment**Instructions**

- Participants to split into groups and survey different parts of the training center, looking for hazards that need to be addressed, and other maintenance issues. Groups record their findings, and make recommendations for how each of these issues could be fixed. Present findings back to the group and discuss.



Note: this activity may need to be adjusted as required depending on the training venue.

Resources

- Whiteboard / markers / flipchart

Learning outcomes

- 8.2, 8.4

DISCUSSION 5.1.3 – Planning and following up maintenance**Instructions**

- How can we make sure that we don't forget about the maintenance that needs to be done on our properties?
- Who can be responsible for following up maintenance issues at our guesthouses?
- Trainer to facilitate this discussion. Provide extra ideas to guide the conversation as needed e.g. having a maintenance records book, setting aside time each week to check the property, writing things down as you see them, and setting a time plan to action these issues.

**Resources**

- Whiteboard / markers

Learning outcomes

- 8.3

DISCUSSION 5.1.4 – Property security**Instructions**

- Why is important that our property is secure?
- What kind of things can we put in place to make sure our property is secure and our guests are safe?



- Trainer to facilitate this discussion and provide extra guidance where needed. Focus discussion on guest safety and the importance that guests feel safe e.g. does a property need to be fenced? Is there adequate lighting etc? Emphasize that tourists do not live in the area and may not know what to expect.

Resources

- Whiteboard / markers

Learning outcomes

- 8.4
-

SESSION 2**Identify and plan property improvements****Duration****1.5 hrs****Participant manual****8.4, 8.5, 8.6****DISCUSSION 5.2.1 – Property layout and planning for expansion****Instructions**

- When building extra structures or expanding our guesthouses, what are the things that we need to consider?
- What do guests expect about the way our guesthouses are set out?
- How can we plan for expansion of our guesthouses in the future?
- Participants to share their ideas. Trainer to facilitate this discussion, providing guidance as needed e.g. considering guest access to additional buildings, safety, light and air etc.

**Resources**

- Whiteboard / markers / guesthouse floor plan worksheets

Learning outcomes

- 8.5

ACTIVITY 5.2.1 – Mapping your guesthouse**Instructions**

- Participants work on drawing a simple floor plan of their own guesthouse that shows where all buildings and guest rooms currently are. Then consider two things: is there anything they need to change about the way the property is currently set out? If they were planning additional guestrooms, where would they put them? Why?
- Trainer to choose a few participants to present back to the group.

**Resources**

- Whiteboard / markers / guesthouse floor plan worksheets

Learning outcomes

- 8.5

DISCUSSION 5.2.2 – Simple improvements to property presentation**Instructions**

- What are some simple ways we can improve the presentation and functionality of our properties?
- What are the benefits of our guests enjoying relaxing at our guesthouse instead of only returning to eat or sleep?
- How can we create relaxing spaces for our guests?



- Participants to share their ideas. Trainer to facilitate this discussion. Focus on functional improvements to guesthouses as distinct from decorative e.g. chairs to sit in, comfortable places to relax, spaces with plants/flowers etc.

Resources

- Whiteboard / markers / example pictures

Learning outcomes

- 8.6

DISCUSSION 5.2.3 – Functional improvements to rooms and bathrooms

Instructions

- Aside from a bed, what are the things our guests need in their rooms?
- Have there been occasions where our guests have asked for extra things? E.g. chair, light etc.
- What are the benefits of a guest having everything they need in their room?
- Participants share ideas on these questions. Trainer to facilitate the discussion, focusing on the things guests do in their rooms, and what extra things they might need e.g. hooks or clothes line, chair, light, table etc.



Resources

- Whiteboard / markers / improvements activity

Learning outcomes

- 8.5

ACTIVITY 5.2.2 – Functional improvements to rooms & bathrooms

Instructions

- Participants complete room improvements activity where they think about their own guest rooms and consider its functional aspects. They record possible improvements they could make to their guest rooms and how they would do this. Volunteers can present their responses back to the group.



Resources

- Whiteboard / markers / improvements activity

Learning outcomes

- 8.5

DISCUSSION 5.2.4 – Separating public and private areas

Instructions

- Are there areas of our guesthouses that anyone (i.e. members of the public/community) can use, and other spaces that belong to us?
- How do we make sure that the community is aware of which spaces we wish to keep private for the use of our guests only?
- What are some strategies for making sure we do not upset our neighbors/community when we create these private areas?
- Participants to share their ideas, and trainer to facilitate a discussion.



Resources

- Whiteboard / markers

Learning outcomes

- 8.5
-

SESSION 3	Presentation / decoration of property
Duration	1 hr
Participant manual	8.7



DISCUSSION 5.3.1 – How can we make our properties more inviting to our guests?

Instructions

- How do our guesthouses look from the street?
- How do our guests know that our property is a guesthouse?
- How can we make our guesthouse inviting to people passing by?
- Why is it important that our guesthouse looks like it is well taken care of?



- Participants to share their ideas. Trainer facilitates this discussion. This discussion is more focused on the decorative aspects of the outside of a guesthouse and how it would look from the street. This is an important aspect of attracting guests.

Resources

- Whiteboard / markers

Learning outcomes

- 8.6

DISCUSSION 5.3.2 – What are some low-cost ways to decorate a guesthouse?

Instructions

- Using picture resources, trainers introduce and discuss various ideas for decorating guesthouses.
- Participants discuss each of these ideas, and share their own ideas for ways that decorative aspects of their guesthouses can be improved.



Resources

- Guesthouse decoration pictures / whiteboard / markers

Learning outcomes

- 8.7

ACTIVITY 5.3.1 – Decorating a guesthouse



Instructions

- Participants split into groups and are presented with a picture of a basic guesthouse area.

- They work together to identify some ways to improve the area and write down how they could do this. Answers are presented back to the group.

Resources

- Guestroom pictures / flipchart / markers

Learning outcomes

- 8.7
-

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