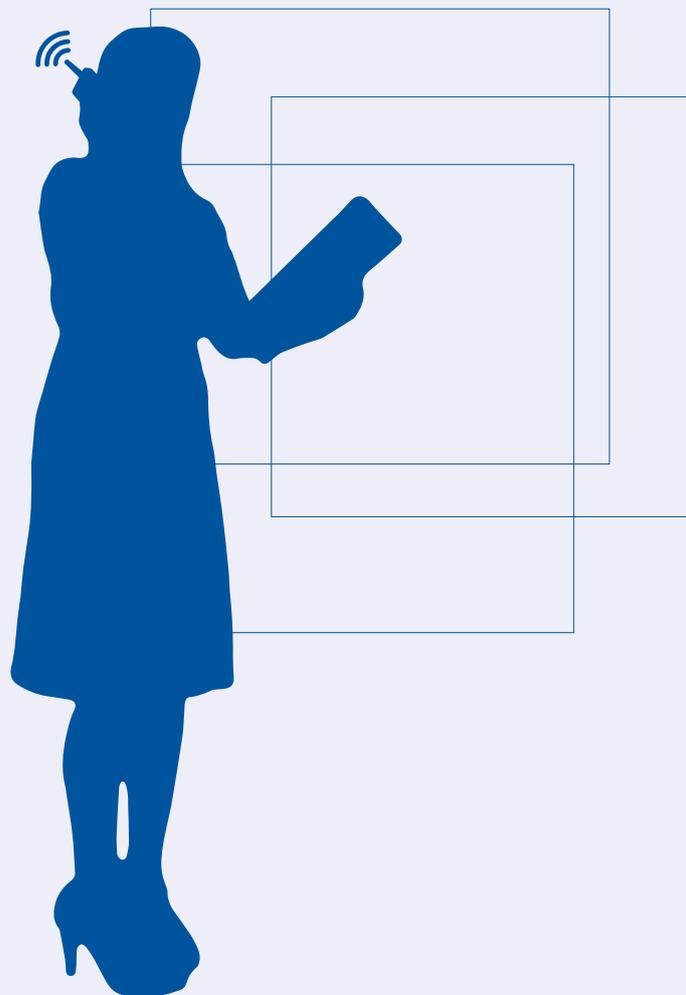




International
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MANAGING RECEPTION & HOUSEKEEPING

GUESTHOUSE OPERATORS TOURISM TRAINING | **MODULE 3**



TRAINER – RESOURCES 2

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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.

Activities

DAY 1

SESSION 1

ACTIVITY 1.1.1 – Communicating clearly



Activity Type

- Large group

You will need

- 2 pieces of A4 paper for each participant

Instructions

- Give each participant a piece of A4 paper. Tell all participants they need to close their eyes and then follow your directions. They are not allowed to open their eyes again until you tell them to.
- Give the directions as follows:
 - Hold the paper in both hands.
 - Fold the paper in half.
 - Tear off the lower left-hand side of the paper.
 - Fold it in half again.
 - Tear off the upper right-hand side of the paper.
- Then, say, “if you did a good job of listening and I was effectively communicating, all of our papers should look the same. Now, open your eyes.” Inevitably, everyone’s papers will look completely different.
- Repeat if you have time, giving the participants the opportunity to listen as closely as possible to the instructions.
- Now, ask participants to tell you why they think everyone’s paper is being folded differently? What happened even though everyone was listening closely?

Guidance for the trainer

- Allow participants to work through the activity and observe the results. We want them to draw the conclusion that when we do not communicate clearly, or provide enough information to others, we cannot be certain of what the results will be. This tells us that communication is very important, and only when we do it properly can we achieve the outcome that we want.
- We need to have a communication system which is always consistent and accurate.
- Poor or lazy communication reduces the amount of control we have. So we need to have good systems in place to make sure that communication always takes place in the way that we want it to.

SESSION 1

ACTIVITY 1.1.2 – Communication problem solving



Activity type

- Small group

You will need

- Communication problem solving scenario cards (4) / flipchart / markers

Instructions

- Explain the activity to participants – we are going to break into groups to practice solving some common communication problems. Each group will have a different problem that you need to work through and solve together.
- Break participants into groups of 4-5 (there should be 4 groups in total). Give each group one of the problem solving scenario cards and ask them to read the card and then answer the following questions:
 - What is the communication problem?
 - How can this communication problem be resolved?
- They should discuss the problem together and then record their answers on the butcher's paper provided. Allow them about 10-15 minutes to work through the problems, and then ask one person from each group to present the problem and their solution back to the group. Allow time to discuss each solution and give other participants the opportunity to present alternative solutions if they have them.

Scenario 1: Maria's guesthouse

- Maria's guesthouse has a few different phone numbers that people call to make a booking. Sometimes, guests call Maria, but sometimes they also call her former staff or her relatives to make a booking. Usually when this happens, the former staff or relatives take the booking for Maria and then let her know that guests will be coming to stay.

Recently, Maria has been receiving complaints. She has raised the price of an overnight stay at her guesthouse, but guests are still being told the old prices by her former staff and relatives when they book. This means they are often not happy when they find out that the price is more than they thought it would be.

Maria doesn't want her guests to be unhappy, so she needs her guests to be given the correct information when they make a booking.

- What is the communication problem?
- What should Maria do?

Scenario 2: Jose's guesthouse

- Last year, Jose's guesthouse was very successful and was expanding. To make it easier for him to receive some guests' bookings, Jose bought a computer and set up an email address for his guests to contact him to make bookings. This was very popular with Jose's guests, and many preferred to contact him by email for bookings. However, earlier this year Jose's brother died, and he needed to sell the computer to pay for his contribution to the funeral.

Now, Jose cannot use his computer to receive emails, but many of his guests don't know this. This is causing many problems. Some guests are arriving and Jose's guesthouse does not know they are coming and have not prepared rooms or food for them. Now, some guests are not coming anymore because of the problems when they arrive, or because they do not receive any response to the email booking enquiries. Jose really wants to continue to run a successful guesthouse.

- What is the communication problem?
 - What should Jose do?
-

Scenario 3: Filomena's guesthouse

- Five years ago, Filomena started a guesthouse on her family property. The guesthouse was very successful, and Filomena managed all of the communications and bookings. Filomena was able to accept bookings from many foreign tourists because she can speak English so she can understand them easily. Recently, however, Filomena has become sick. She is too unwell to continue to manage the guesthouse bookings. The family needs the income from the guesthouse business to pay for Filomena's medicine and trips to Dili for treatment. Filomena's daughter, Elsie, is now running the guesthouse and managing all the bookings. However, Elsie cannot speak good English, and so she cannot understand many of the foreign tourists who call to make bookings. This is causing confusion and frustration for the guests, who cannot be sure their booking has been received. Less and less foreign tourists are coming to the guesthouse because of this problem. Foreign tourists were the main source of income of Filomena's guesthouse.

- What is the communication problem?
 - What should Elsie do?
-

Scenario 4: Octavio's guesthouse

- Octavio operates a small guesthouse in Maliana. Octavio opened the guesthouse a few years ago and manages it on his own. When he first opened the guesthouse, Octavio rarely left Maliana. He was able to take calls and bookings himself, which he received on his personal phone. Recently, however, Octavio has been having problems receiving his guests' reservations. He has started helping his cousin on a building project near Suai, and often does not have his phone with him, or it is out of reception. This means that he misses the calls from his guests.

Often, at the end of the day, Octavio is too tired to return the calls he has missed. This has created problems. Sometimes, guests are arriving unexpectedly and their accommodation is not ready, Octavio is not there, and the family is not sure what

to do. Less and less guests are coming to the guesthouse because of this issue. Octavio really wants his guesthouse to be successful and his guests to be happy.

- What is the communication problem?
- What should Octavio do?

Guidance for the trainer

- Each scenario will have a different set of problems, so expect different answers from participants. For many of the scenarios, there are multiple correct answers, and you should encourage participants to be creative. As they present their answers, think about whether the entire problem is solved by their solutions. Usually, they will need to do a number of things to completely solve the problem.

Scenario 1

- Maria's problem is that there are too many people taking bookings and now they are not receiving the right information.
- This is not a good system – Maria should really only have one phone number for guests to contact her.
- She needs to ask relatives and staff to not receive bookings on her behalf anymore because this is causing problems.
- She should also ask relatives to pass on her contact details as the correct phone number rather than take the booking for her.
- If guests arrive that have been given the wrong price, Maria should apologize and explain the problem. She should make sure these guests have her contact phone number for future bookings.

Scenario 2

- Jose's problem is that he is not receiving his email bookings because he has no computer.
- There are many cheap ways Jose can still access his email.
- If he has a smart phone, or he has a friend with a smart phone he should still be able to read emails using the phone.
- If he cannot do this, Jose should borrow a friend's computer or phone, and set up an automatic response to all his emails that informs guests that the email inbox is not currently being monitored, and provides alternative ways to contact him.
- If Jose also has a website or a Facebook page he should post on the site/page that he currently cannot receive emails and provide the number to contact him by phone.

Scenario 3

- Elsie's problem is that she cannot speak English, and so cannot receive the phone bookings from foreign tourists.
- Ideally, Elsie should try and learn English, but this is not a good short-term solution as bookings are being lost now.
- Elsie needs to find a friend or family member who will be able to help her take bookings in English. Organize for this person to return the phone calls of English bookings at a certain time each day.

- Elsie should have this friend help her compose a English text message that she can send to the guests she cannot understand, explaining the problem, and that someone will call them back about their booking shortly.
- Elsie will need to follow up and make sure all the calls are returned.

Scenario 4

- Octavio's problem is that bookings are being missed because he cannot take them himself.
 - If Octavio plans to continue to help his cousin, he will need to train someone in his family to take bookings for him while he is away.
 - If this is too complicated for his family, Octavio should try and train someone to take down just the basic information so that he can return calls and manage bookings later. Or, he could hire and train a staff member to do this.
 - This also means Octavio will need to leave his phone with his family, so that they can receive the bookings, and get himself a new phone for his own personal use.
- The aim of this activity is to get participants to work through common, but difficult problems. These are not easy questions; so don't be surprised if participants don't come up with a good solution straight away. You'll need to monitor each group's progress as they work through this activity and give them some guidance if they need it to find a solution.
-

SESSION 1

ACTIVITY 1.1.3 – Sharing tips for good communications management



Activity type

- Small group

You will need

- Flipchart and markers for each group

Instructions

- Break participants into about 4 groups of 4-5 in each group and give them the flipchart and markers.
- Explain that we have spent this morning's session learning all about good communication and discussing ways to solve communication problems.
- Now, we are going to reflect on how we can make improvements to the communication of our own guesthouses.
- Each group needs to work together to come up with at least 3 ways that they can improve communication in their guesthouses.
- Give them 5 mins to do this.
- Choose one person from each group to present their answers back to the group.

Guidance for the trainer

- There are many good responses to improving guesthouse communications, so you should encourage participants to be as creative as possible in their responses.
- If you find that groups are having trouble coming up with any answers for this, you could give them a few hints/questions to think about:
 - Do their staff/family know how to answer the phone?
 - Do they have confusion with bookings/or room prices?
 - Do they ever miss out on bookings or have guests turn up unexpectedly who have tried to make a booking? Why?
- Some examples of ways to improve communications might be things such as:
 - Training staff to answer the phone and take a booking.
 - Creating a list of rooms and prices that everyone can access and use
 - Designating one/two phones as the guesthouse phone and not using these for personal reasons so you always know where they are.
 - Practicing English and getting help with responding to English booking requests.
- There are many more. The aim of this activity is to get participants to think about what they have learnt and how they would apply their learning to their own guesthouse. It doesn't matter if there are not many different responses, as long as participants are reflecting on what needs to happen in their own businesses.

SESSION 3

ACTIVITY 1.3.1 – Receiving a booking



Activity type

- Pair

You will need

- Booking information sheet for each participant (with the information as below) / 3 Booking forms for each participant (photocopied from the participant manual)

Instructions

- The participants have already learnt how to use a booking form in the previous session, now this activity is for them to practice.
- Break the participants into pairs and give them each a booking information sheet and the booking form.
- There are three scenarios on each information sheet and they need to complete a booking form for each one.
- Give the participants about 10 mins to complete the activity.
- Ask one participant to present the answer for each scenario.

Booking 1

- Jones is a couple (2 people). They wish to make a booking at your guesthouse. They will arrive at 3pm on 2 November, and leave again at 10am on 4 November. They have asked if you can please collect them from the ferry when they arrive. They would like a room with a double bed if possible.
Jones has given his contact phone number 7759 0859.

Booking 2

- Smith is a family of 4; they are 2 adults and 2 children. They will arrive on 1 November and stay for 5 nights. They do not know what time they will arrive or leave. They will come by car, so they do not need transport assistance. They want 2 rooms, 1 with a double bed, and 1 with 2 single beds. They would like the rooms to be next to each other if possible.
Smith contact phone number is 7765 4391.

Booking 3

- Jessie wants a booking for a group of friends, 4 women. They will arrive by bus at 12pm on 2 November, and stay for 2 nights. They are not sure what time they will leave. Jessie tells you they are happy to share rooms, but they wish to have a bed for each person.
Jessie's contact phone number is 7899 2699.

Guidance for the trainer

- The purpose of this activity is getting the participants to pick out the key information and transfer it to the form. It should not be too difficult, and they don't need to worry about filling in the availability or the confirmation steps in the form. Discuss any issues they have as a group.
-

SESSION 3

ACTIVITY 1.3.2 – Receiving a booking (telephone)



Activity type

- Pair

You will need

- Booking scenario hand-out (as below) / booking forms x 2 for each pair

Instructions

- This time, the participants are going to practice receiving their booking information by telephone.
- Break participants into pairs. Give each pair a set of scenarios and two booking forms to complete.
- Participants take it in turns to be the person calling the guesthouse, and the guesthouse owner.
- The guest calls the guesthouse owner and uses the information on their scenario card to make a booking. The guesthouse owner asks questions to collect all the information that they need and fills in a booking form.
- Trainers to demonstrate one scenario to begin with (don't use the ones below).

Booking 1

- Your name is Johns. You wish to make a booking for 2 people (2 singles) for 3 nights, arriving 1 November. You will be coming by car from Dili. You will arrive in the afternoon sometime after 5pm.

Booking 2

- Your name is Tracey. You are a single traveller and wish to make a booking to arrive 3 November and leave again 7 November. You would like a room with a double bed if possible. You will be coming from Dili on the bus, you're not sure what time it will arrive, but probably around 6pm, and you would like a lift from the bus station to the guesthouse if possible.
- Give participants 10 mins to complete the activity so that they both have time to practice being the guesthouse owner. Use any remaining time to discuss whether or not this activity was difficult for the participants.

Guidance for the trainer

- This is a role-play activity, so it should be fun, but we also want the participants to be learning some important skills. Make sure that everyone is actually practicing using the booking forms as well as carrying out the role-play. You will need to monitor groups and give tips to participants who may be struggling slightly. Give advice where necessary about speaking loudly enough, clearly enough, what kinds of questions are appropriate and answering and ending a call politely.

SESSION 3

ACTIVITY 1.3.3 – Receiving a booking (SMS/email)



Activity type

- Large group

You will need

- Email scenario hand-outs A and B (as below) / whiteboard or butcher's paper to write class email.

Instructions

- Give all the participants part A and read it out together.
- Class to work together to record a response to the email booking enquiry. Write the response on the whiteboard. Give participants enough time to write it down for themselves if they wish.
- Help the class to prepare an adequate response, providing a quote for the enquiry, confirming availability and asking if the guest would like to proceed with the reservation.
- Then present Part B of the email and read it out. In this reply email, the guest has confirmed she wishes to proceed and provided his contact details. Help the class to prepare a response replying to the email confirming the reservation.

Part A

- Dear Maria's Guesthouse,
My name is Julia. Do you have a room available for 2 people for 2 nights, arriving 3 November? What would the price be for 1 room with a double bed?
Thanks
Julia

Part B

- Hi Maria,
That sounds fine, thank you. Please reserve me a room.
My contact phone number is 7659 3834.
We will arrive around 3pm.
Thanks
Julia.

Guidance for the trainer

- Help the class to prepare a simple email. Don't worry about filling in the booking enquiry form for this activity as we have probably had enough practice with this for this session, but make sure that participants understand that they would then need to fill in a booking form after the guest has indicated they want to proceed with the reservation.

- In this session, we're practicing asking all the questions we need to ask to record a booking, and being polite to guests. We'll do it in Tetum, and they'll be provided Tetum and English examples in their manuals to take home so don't worry too much about the language, it's more about getting comfortable with the information we need, and being responsive.
-

SESSION 3

ACTIVITY 1.3.4 – Receiving a booking (walk-in)



Activity type

- Pair

You will need

- Scenario cards (same as **section 2.3**)

Instructions

- Break participants into pairs so they can practice receiving a walk-in booking. This is similar to the telephone booking, except it is face-to-face and the guest will also want to see a room before they make the booking.
- We will use the same scenarios as **section 2.3**, but participants swap scenarios so they are a different person than the one that they were before.
- The guesthouse owner should ask the necessary questions about the booking (assume the room requested is available), and then show the guest to the room, pointing out the features of the guesthouse that would make it more attractive.
- When they are participating in this role-play, participants should pretend that they are showing the guest to a room that is in their guesthouse (or the one that they work in).

Guidance for the trainer

- This is another role-play activity so it might be a bit distracting for participants, but it's good practice.
- It's important that they imagine showing the guest to a room in their own guesthouse so they are practicing a realistic scenario and thinking about how they would explain and 'sell' a room in their own guesthouse.

Activities

DAY 2

SESSION 1

ACTIVITY 2.1.1 – Using the bookings log



Activity type

- Small group

You will need

- The booking log handout template (from the back of the participant manual) / All of the previous booking forms from the earlier sessions

Instructions

- In the discussion before this activity, you will demonstrate to participants how to enter the information from the booking form into the bookings log.
- Now, the participants are going to break into groups (3-4 to a group) and practice entering the information from their booking forms into the booking log.
- Give each participant a booking log template, so they can work in groups to transfer the information from the forms onto the template.

Note: The template will be blank and so the participants will need to fill in the information of the month and the rm configurations first. Give them this information so they can record it on the sheet.

- In this scenario, they need to complete the booking log for 1 week, commencing November 1.
- Give the information about the guesthouse rooms as follows:
 - There are 8 rooms
 - Rm 1 & 2 both have 1 Double bed
 - Rm 3, 4 & 5 each have 2 Single beds
 - Rm 6 & 7 both have 1 Double bed and 1 Single Bed
 - Rm 8 has 1 Double bed
 - The rooms are next to each other in numerical order (e.g. rm 1 is next to rm 2, is next to rm 3 and so on)
- Give participants about 10 mins to do this, depending on how difficult they are finding the activity. Supervise and provide guidance as needed. Discuss any problems or challenges they had at the end.

Guidance for the trainer

- It's important to supervise properly how the participants set up the log correctly, or they will have problems completing this activity. Make sure you do a walk around at the beginning to ensure they have all filled in the dates and room configurations correctly.
- If possible, have participants use a pencil as they might find they need to move bookings around. However, all the bookings should fit easily.

SESSION 1

ACTIVITY 2.1.2 – Managing bookings



Activity type

- Small group

You will need

- Booking log template for each participant

Instructions

- Fill in the template details.
- In this scenario, they need to complete the booking log for 1 week, whilst solving some problems about how to fit everyone in.
- The Month is now December. The week commences on Monday December 1.
- The guesthouse is the same guesthouse from the previous activity:
 - There are 8 rooms
 - Rm 1 & 2 both have 1 Double bed
 - Rm 3, 4 & 5 each have 2 Single beds
 - Rm 6 & 7 both have 1 Double bed and 1 Single Bed
 - Rm 8 has 1 Double bed
 - The rooms are next to each other in numerical order (e.g. rm 1 is next to rm 2, is next to rm 3 and so on)
- Give participants the following information about the bookings they have received so far:
 - A booking for 2 couples (4 people altogether). Name is Soares. They require 2 rooms with double beds. They arrive Friday December 5 and leave Sunday December 7. You reserve them rooms 7 and 8 as these are the best rooms, and they are your first booking for that period.
 - You receive a booking from a family. Name is Hou. They will arrive Monday December 1 and leave Saturday December 6. They are two adults and 1 child. You reserve them room 6.
 - Next you receive a booking from a group travelling for business. The booking name is Matilde. They would prefer individual rooms. They are 3 people. They will arrive Wednesday December 3 and leave Saturday Decemeber 6. You reserve them room 1, 2, & 3.
- It is now 27th of November and you have received two more booking requests:
 - A couple. Name is Ximenes. They will arrive Friday December 5, and leave Sunday December 7.
 - A family. Name is Carvalho. They are 2 adults and 1 child. They wish to stay in 1 room. They will arrive Friday December 5 and leave Sunday December 7.

- Participants need to work in groups to figure out:
 - Will all the bookings fit?
 - What changes do we need to make?
 - Can you take any more bookings?
-

Guidance for the trainer

- All the bookings will fit. The best answer is to:
 - Move one of the Matilde group from Room 1 to Room 4
 - Move the Soares couple from Room 7 to Room 1
 - Put the Carvalho family in Room 7
 - Move another of the Matilde group from Room 2 to Room 5
 - Put the Ximenes couple in Room 2
 - Technically, the guesthouse still has two single beds free. So they could ask one of the Matilde group to share a room, and then they would have one room spare. The problem is that the group asked for individual rooms, and may not want to share. They would have to decide whether this is possible.
-

SESSION 2

ACTIVITY 2.2.1 – Problem solving bookings



Activity type

- Small group

You will need

- Problem scenarios / butchers paper and markers for each group

Instructions

- Break participants into 4 groups. Give one scenario to each group. They need to work together to resolve the problem. Ask them to read the scenario and then answer:
 - What is the booking problem?
 - What should the guesthouse owner do?

Scenario 1: Maria's guesthouse

- A few months ago, Maria received a large booking, which filled all of her guesthouse except one room. The booking was for 12 people, who said they wished to eat breakfast and dinner each day. On the day they were arriving, Maria went to the markets and purchased all the food she would need to prepare for them. It was expensive, but she figured she would get the money back when they arrived. Later that afternoon, the group arrived. However, they were only 4 people not 12. They apologised and said that some people had to cancel, and they had booked for a few more people than they would need. Maria is very upset as now she will not make any money for their stay, she had worked very hard to prepare, and also had turned away other bookings because she thought her guesthouse would be full.
- What should Maria do?

Scenario 2: Jose's guesthouse

- Jose had received a booking for 5 guests on a very busy weekend. The rest of his guesthouse is booked out. However, when they arrived, the group is 8 guests, not the 5 in the reservation. His guesthouse is completely full with no spare beds at all and he is not sure what to do. The group says they have bought a tent with them, and 2 are happy to camp outside. The other 1 person says they are happy to sleep on the floor of their group's room. They have said they will still pay Jose for the meals he prepares for them, but have not offered to pay for sleeping in tents or staying on the floor.
- What should Jose do?

Scenario 3: Filomena's guesthouse

- Filomena has had a family staying with her all week this week. They are 4 people, and are in 2 of her best rooms. They are supposed to leave on Friday, but on Friday morning they tell Filomena that they are having such a great time that they want to stay for the weekend. Filomena looks at her booking sheet and sees that she has already booked people into these rooms for the weekend. She could fit them in, but the rooms would not be as nice as the one they are currently staying. Filomena is worried, as she doesn't want to upset her guests.
- What should Filomena do?

Scenario 4: Octavio's guesthouse

- Octavio received a booking for a group of 4 to stay in his largest room, which has 2 double beds. The group arrived and he checked them in as normal. Later that evening, he notices an extra 2 people arrive and they also go into the room. They do not leave, and their car is still there when Octavio gets up early the next morning. He sees them go at about 8am. The group does not mention this to Octavio, and he knows they had more people in the room than there were beds to sleep in. The group is staying for another 2 nights. Octavio thinks that all guests should be paying, but he doesn't want to upset the group.
- What should Octavio do?

Guidance for the trainer

- There are multiple correct answers for each of these scenarios, so other responses are possible. Encourage participants to think through each problem, and discuss together what the solution could be. It is important that they try and figure out a solution that could use. Remember, they can recommend other accommodation if they really can't fit guests in, but this would be the last option, not the first. Some suggestions are provided below:

Scenario 1

- Maria's problem is that less guests have arrived than booked, and so now she has more food than she needs, and will probably lose some money.
- Maria should explain to her guests about the money that she has already spent on food, and politely inform them that they will need to pay a small fee for not cancelling their booking in advance. Maria should decide what this fee is, and make sure that it covers the cost of the food already bought.
- In future, especially for large bookings, Maria should try and confirm numbers and arrival times in the days leading up to the booking arriving.
- Maria should also create a policy for cancellations, which requires some payment, so she can explain the policy to guests when they make large bookings so they already know this. She can then use this policy if this situation happens again.
- Maria should be polite to her guests, but also firmly explain her position and the money her business will lose.

Scenario 2

- Jose's problem is he has extra guests, but they do not want to pay to stay at his guesthouse, because he does not have beds to provide for them.
- Jose should still receive money from these guests for staying on his property, even if he was not able to provide a bed. The guests only booked for 5 people, so they probably should have informed him that they were going to be more people.
- Jose should decide what the extra amount of money is, and inform his guests of the extra that they will need to pay. This amount should be less than it would cost for a bed, but still enough for Jose to make money.
- In future, Jose should have a policy for what the cost will be for extra guests to stay using their own tents or sleeping on the floor. However, the policy should also state that guests can only do this when there are no beds available.
- Jose should also try and confirm with his guests before they come, to make sure there have not been any changes to the size of the group. This will help Jose to manage his bookings well.

Scenario 3

- Filomena's problem is that now her guests want to stay longer, but the room they are already staying in is booked for the weekend.
- Filomena should try to accommodate her guests, because they will be happy if they can stay longer, and Filomena will also receive more money because of this.
- If it is possible, Filomena should try and keep her guests in the room that they like, and move other guests that are not staying as long into the rooms that are not as nice.
- If it is not possible to do this, Filomena should explain the situation to her guests, show them the other rooms and see if they are happy to stay in them. Filomena's guests will understand that they had not made an arrangement for extra nights, so will appreciate that Filomena's has tried to make room for them.

Scenario 4

- Octavio needs to speak to his guests about the extra people that are staying in the room. He should be polite, and explain that he has extra rooms available that they can stay in.
 - Octavio should also explain that his business needs to receive money from every guest staying with them, so extra guests are not able to stay for free.
 - In future, Octavio should have a policy that he can show his guests, about how many people can stay in each room, and what the costs will be for extra guests.
 - Octavio should also consider having a policy about how long extra people (that guests have invited over to socialise), who are not staying with them are allowed to be at the guesthouse each night. This will ensure that long parties don't happen where extra people do not want to pay for accommodation, or disturb other guests at the guesthouse.
-

SESSION 3

ACTIVITY 2.3.1 – Role-play: deciding price



Activity type

- Large group

You will need

- Role-play / 3 volunteers

Instructions

- Ask for 3 volunteers from the participants to act as guesthouse owners for this activity.
- The other participants will play the potential guest that is trying to decide which of the guesthouses they want to stay at tonight.
- Each guesthouse owner needs to explain their guesthouse and try to 'sell' their guesthouse to the guests.

Guesthouse owner 1

- The price of an overnight stay is \$20
- This price includes breakfast
- All rooms have Air Conditioning
- Bathrooms have hot water
- The guesthouse is very clean and nice

Guesthouse owner 2

- The price is \$35
- **But** this price includes all meals (breakfast, lunch and dinner)
- No hot water or AC
- The guesthouse is very clean and nice

Guesthouse owner 3

- The price is \$15
- No meals, no breakfast
- No hot water or AC
- No linen on the beds
- The guesthouse is a bit dirty

Ask the observing participants:

- Which guesthouse should the guest choose?
- Why?

Guidance for the trainer

- The point of this activity is to get the participants to understand that while price is one thing that a guest will think about, inclusions, presentation and value will all also matter to the guest, as well as the way it is 'sold' to them.
 - In fact, each of these guesthouses is probably around the right price for what it offers. So, it will depend on what the guest actually needs, wants and can afford. This is why it is so important to understand your market.
 - Lead a discussion with the participants on this topic, and guide them to understanding this idea.
-

SESSION 3

ACTIVITY 2.3.2 – Deciding a price structure



Activity type

- Large group

You will need

- Whiteboard / markers

Instructions

- Split the whiteboard into two. Label one side Guesthouse 1, and the other side Guesthouse 2.
- Guesthouse 1 has 8 bedrooms with 2 single beds in each room. The price is \$20 per person per night.
- Guesthouse 2 has 5 bedrooms with 2 single beds in each room. The price is \$30 per room per night.
- Draw the guest rooms on the whiteboard, showing a square for each room.
- Ask the participants imagine that some travellers are now coming to their area to stay for the weekend. For each of the following groups, the class needs to decide which guesthouse the travellers will choose:
 1. **5 single travellers** (*They will choose guesthouse 1 because they don't know each other and they want individual rooms so this will be the cheaper option for them*)
 2. **A couple** (*They will choose guesthouse 2 because it will be cheaper to pay for 1 room than individual*)
 3. **Family of 2 adults & 2 children** (*They choose Guesthouse 2 as they are happy to share rooms*)
 4. **Group of 4 backpackers** (*They have little money, are all friends and are happy to share – they choose Guesthouse 2*)
 5. **Family of 2 adults and 2 teenage children** (*They have to sleep in guesthouse 1 as guesthouse 2 is already full. They teenage children also decide they don't stay in the same room, as it will be the same price to sleep in separate rooms*)
- The guesthouse should now look as follows:
 - Guesthouse 1 has 9 people staying in 8 rooms
 - Guesthouse 2 has 10 people staying in 5 rooms
- Ask the participants:
 - How much money will each guesthouse receive for the night?
 - Imagine you are the owner of guesthouse 1. The teenage youth got up early and ate all of the available breakfast. What will you do?
 - Imagine now you are the owner of guesthouse 2. The backpackers got up early and ate all of the available breakfast. What will you do?

The point here is that sometimes these situations will be unavoidable and you will end up spending more money than planned on included meals.

- Now ask the participants:
 - Which guesthouse will cook the most food? (*Guesthouse 2*)
 - If each of the rooms in both guesthouses have one light in each room, which guesthouse will use the most electricity? (*Guesthouse 1*)
 - Which guesthouse will have the highest maintenance costs? (*Guesthouse 1*)
 - Which guesthouse will cost the most to build? (*Guesthouse 1*)
 - You now need to explain:
 - Neither structure is necessarily better than the other, as both will have benefits and disadvantages.
 - It is up to the guesthouse to understand what types of travellers come to the area, and decide which types of travellers that they are trying to attract. This will affect the price structure they choose.
 - Therefore, the more the you know about who comes to your area and what they need, they more successful your guesthouse will become.
 - **Remember:** the most important thing to remember is **to make sure you give the correct information to you guests** when they are booking, and when they are checking in. This will avoid any confusion, as your guests will know the price and what is included.
-

SESSION 4

ACTIVITY 2.4.1 – Role-play: presenting a bill



Activity type

- Large group

You will need

- 2 volunteers from participants (trainers can also act this out) / role-play

Instructions

- 2 people to act out this role-play. 1 is the business person who is in a hurry and trying to check out. The other is a very disorganised guesthouse owner:
 - Guesthouse owner presents the bill. The 'bill' is a dirty napkin. Gives it to the guest.
 - The bill is higher than the guesthouse owner told the guest the cost would be. The guest explains this. The guest also says there is a charge for laundry on the bill. But he did not use this service.
 - The guest points out that he also bought 2 bottles of water off the guesthouse, but those are not on the bill.
 - The guesthouse owner is confused. He is trying to calculate the price but he is very stressed and is not really sure of the prices of some things.
 - The guest is annoyed at waiting for the bill. He says 'here is some money. It should be enough, I don't really have time to wait for this'.
- After watching the role-play, ask the participants:
 - What happened?
 - Why did it happen?
 - What did the guest think? Will they come back to this guesthouse again?
 - What does the guesthouse owner need to fix?

Guidance for the trainer

- The point of the role-play is for participants to observe and see how the guest reacts to the poorly presented bill and what they think this will do to business. We want them to reach the conclusion that bills should be presented professionally and accurately.



Activity type

- Individual

You will need

- Calculators / receipt book for each participant / scenarios (below)

Instructions

- Use the scenarios below for participants to practice preparing a guest bill.
- Do the first example together on the whiteboard.
- Then, move to the following examples on the worksheet.
 1. (from the manual) Prepare a receipt for your guest **Jack Black (Rm 1)**:
 - He and his wife have stayed at the guesthouse for 2 nights.
 - The price is \$20 per person, per night.
 2. Prepare a receipt for the **Jones Family (Rm 6)**:
 - They have stayed for 3 nights.
 - They are 4 people.
 - The price is \$15 per person, per night.
 - Breakfast each day is \$5. They all had breakfast every day.
 3. Prepare a receipt for the **Smith Family (Rm 4)**:
 - They are 3 people, staying in one room.
 - The price is \$35 per room.
 - They stayed for 2 nights.
 - They also consumed 2 nights dinner for \$7 per person.
 - They have drunk 6 bottles of water for \$1.50 each.
 4. Prepare a receipt for a single traveller, **Tracey (Rm 3)**:
 - She has stayed for 6 nights.
 - The price is \$20 per room per night.
 - She has also had lunch 3 days for \$10.
 - She has had dinner 4 nights for \$8.
 - She had laundry done 2 times for \$3 each time.
 5. Prepare a receipt for **Jessie's group (Jessie, Jane and Joanne) (Rm 2 & 4)** 3 people each want and individual receipt:
 - Price is \$25 per person per night.
 - They have stayed 3 nights.
 - They each had breakfast every day for \$4 per person.
 - Jessie had 3 bottles of water for \$1.50, Jane had 4, Joanne had 2.
 - They all had 3 dinners each for \$10.

Guidance for the trainer

- This exercise is to get participants comfortable with using their receipt books and writing accurately. When they're finished, choose volunteers to present their answers on the whiteboard so the group can discuss the calculations and any problems they had.
 - When the participants are doing the calculations, ask them to try and do it themselves as much as possible. Also, you can inform them that there are additional exercises in their manuals so they can continue to practice at home.
-

Activities

DAY 3

SESSION 1

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



Activity type

- Small group

You will need

- Flipchart for each group / marker for each group

Instructions

- Split the participants into 4/5 groups of 4-5 people.
- They need to work together to show how they would explain the local area to a foreign tourist.
- They need to work together, using the flipchart to record their answers to the following questions (write these up on the whiteboard so they can see them):
 - What is this area known for in Timor?
 - What are some of the local attractions or activities to do and see?
 - Are there any guides of the local area for tourists?
 - Can you recommend a good route to take on a walk to see the local area? Are there any safety issues to be aware of?
- Give participants some time to work together and compose their answers. 1 volunteer from each group should their present their answers back to everyone for discussion.

Guidance for the trainer

- Ask participants to be creative in their answers, and try not to allow them to simply say there is nothing to do or see in their area. Remember, tourists will be interested in things that local people may consider routine or everyday activities such as, local markets, churches etc. If participants are struggling with their answers, you can suggest these things. If tour guides do not exist in their area, ask them to come up with a possible solution.

SESSION 2

ACTIVITY 3.2.1 – Welcoming guests



Activity type

- Pair

You will need

- Whiteboard

Instructions

- After finishing the discussion on the things we need to do when welcoming a guest, the participants are now going to practice doing this.
- Select one volunteer to act as the guest, and the trainer is to be the guesthouse owner. Give the participants a demonstration of how they should welcome a guest.
- Make sure:
 - Smiling
 - Positive body language
 - Use the English “Welcome to Guesthouse”.
 - For the purpose of this activity, assume this is a walk-in guest, or that we don’t know who they are. So ask in English “Do you have a reservation?”
- Write the key phrases up on the whiteboard, and repeat the demonstration if needed. Break the participants into pairs to practice welcoming guests. They should take turns being the guest and the guesthouse owner.
- Try to observe all the participants. When everyone has had a chance to practice, if there is enough time you can select a few participants to demonstrate to the group.

Guidance for the trainer

- This is an easy and quick exercise. The point is to remind participants of the importance of customer service. If participants have participated in module 2, they may have been over many of these points before, so we don’t need to spend too much time on this activity. However, it is important to make sure that everyone is comfortable and clear with the concept of good customer service before we move on. See manual **section 5.1** for the discussion on welcoming guests.

SESSION 2

ACTIVITY 3.2.2 – Preparing a daily arrivals and departures list



Activity type

- Small group

You will need

- Participant manuals

Instructions

- This activity is the daily arrivals and departures activity that is at **section 5.2** of the participant manual. They need to complete the arrivals and departures list and then answer the questions on the following page.
- Split participants into groups of 2-3 so they can work together to complete this activity and then discuss the answers.

Guidance for the trainer

- It is a good idea for this activity for you to complete the activity yourself in advance so you have already thought about the questions and know what the answers are.
- Some guidance:
 - Breakfast needs to be prepared for 6 people (Jack x 2 and Smith x 4).
 - Rm 3 and 6 should be clean and ready for walk-ins.

SESSION 3

ACTIVITY 3.3.1 – Explaining your guesthouse to a guest



Activity type

- Individual

You will need

- Participant manual / whiteboard

Instructions

- After completing the discussion on what types of information we should provide to guests when they arrive, participants are now going to record their own lists of the information that they would need to cover when checking-in a guest.
- This activity is set out at **section 5.4** of the participant manual.
- Because the information needs to be specific to their own guesthouse, each participant will need to complete their own exercise, but they can discuss this with each other if they want to.
- When everyone has finished, choose a few volunteers to tell the group of the information from their guesthouse.

Guidance for the trainer

- This is the initial activity where we are discussing what information to include, and then participants will have the opportunity to practice presenting the information to a guest in the next activity. If 20 mins is not long enough, we can extend this, as the next part of this session is practicing presenting to guests this same information, so it is important that everyone has the opportunity to do it properly.

SESSION 3

ACTIVITY 3.3.2 – Explaining your guesthouse features



Activity type

- Pair
-

You will need

- The information that participants have recorded in their manuals in activity 3.3.1
-

Instructions

- The participants need to use the information they recorded in the previous activity to practice how to explain their guesthouse to a guest. They should split into pairs and practice being the guesthouse owner and the guest, then swap.
 - If possible, ask participants to use their manuals as little as possible, and try to remember the information. They need to present information that is true about their guesthouse, and not just invent it. Observe and provide guidance to as many participants where needed. When finished, choose 2 or 3 groups of participants to demonstrate.
-

Guidance for the trainer

- This activity employs the skills and knowledge of the previous activity, and now participants are practicing what they have learnt. Ask them to practice the things that they learnt in the previous session about how to welcome a guest and show confidence in customer service. It is important that participants can see the link between the things that they are learning and building on their skills in each session. Some participants will be a lot more confident with this concept than others, so try to focus your attention on helping and encouraging the participants who need some help.
-

SESSION 3

ACTIVITY 3.3.3 – Checking guests out



Activity type

- Pair

You will need

- Participant manuals (section 5.6)

Instructions

- In the discussion of this topic, you will discuss with participants the key things that they need to do when checking a guest out. Now they are going to try and practice these, but try to remember without using the manual or the whiteboard.
- Split them into pairs and practice being the guest and the guesthouse owner.
- The steps to follow are:
 - Present the bill (use the receipts they prepared already), ask for feedback about the stay if there is time.
 - Receive payment.
 - Retrieve the keys from the guest.
 - Ask if they need assistance with transportation or luggage, provide any required assistance.
 - Farewell the guest, thanking them when they leave.
- Demonstrate this process first, and then have all the participants practice. Make sure all participants have the opportunity to be the guesthouse owner and the guest. Discuss any problems arising from this at the end of the activity.

Guidance for the trainer

- The purpose of this activity is to reinforce the discussion about what needs to happen when a guest is ready to leave. It should not be too difficult, as many guesthouses will already be using this process or something similar in their guesthouses. Ask participants to share their experiences of any issues that they may have had with guest check-out.

SESSION 4

ACTIVITY 3.4.1 – Preparing a guest information folder



Activity type

- Individual

You will need

- Example guest information folder / guest information book template (**section 6.3** of the participant manual)

Instructions

- After looking through an example of a guest information folder, participants now have the opportunity to record some of their own ideas for the information that they would want to include in a guest information folder.
- This information needs to be specific to the guesthouse where the participant works, so each participant will need to complete his or her own exercise in the manual. However, they can still share ideas and discuss as they complete this activity.
- When all participants have had enough time to record some of their draft ideas, choose a few volunteers to present some of their ideas back to the group.

Guidance for the trainer

- The purpose of this activity is to give participants the opportunity to reflect on what information a guest would need in their guesthouse. It is an opportunity for the participants to apply what they have learnt in this session.
- Some guesthouses may already provide an information book to their guests. If this is the case, ask them to think about whether there is any information missing from their guest folder currently, or anything they would like to improve on.

Activities

DAY 4

SESSION 1

ACTIVITY 4.1.1 – Choosing cleaning products and equipment



Activity type

- Pair

You will need

- Manual (**section 7.3**)

Instructions

- Split participants into groups. They need to work together to choose equipment and cleaning products that are appropriate for each of the cleaning tasks.
- Choose some volunteer participants to present back to the group.

Guidance for the trainer

- This activity is to make sure that all participants understand that not all cleaning products are the same, and therefore it is very important to use the correct products and equipment for each cleaning task. Ensure that participants are also thinking about health and safety when they are listing the things that they will need. If they are using chemicals, they will also need gloves and face masks for personal protection.

SESSION 1

ACTIVITY 4.1.2 – Identifying hazards and risks



Activity type

- Small group

You will need

- Butchers paper and markers for each group

Instructions

- Split participants in 5 groups (4-5 for each group). Give each group a different area of the guesthouse to consider cleaning (e.g. kitchen, bathroom, bedroom, dining room, etc.). Each group needs to list the risks and hazards that they would need to be mindful of when cleaning this area.
- The areas are:
 - Bathroom
 - Bedroom
 - Stairs
 - Indoor lounge/common rooms
 - General outdoor areas
- Choose participants from each group to present back their answers when they are finished.

SESSION 1

ACTIVITY 4.1.3 – Reducing water wastage



Activity type

- Pair
-

You will need

- Paper & pens
-

Instructions

- Split participants into pairs. They need to work together to come up with two ways that they can reduce the amount of water that their guesthouse uses. Choose some participants to present their answers back to the group.
-

Guidance for the trainer

- This activity is for participants to think about ways that they can take care of the environment around them. They need to use realistic examples that they can actually implement in their guesthouses.
-

SESSION 2

ACTIVITY 4.2.1 – Preparing to clean guest rooms



Activity type

- Small group

You will need

- Daily arrivals and departures activity (**section 5.2** of the participant manual) / writing paper for participants

Instructions

- Break participants into groups of 3-4. Participants are to return back to the daily arrivals and departures list that they prepared the day before (**section 5.2** of the participant manual). They now need to decide what order they would clean the rooms of this guesthouse.
- *You can assume any empty rooms are clean but do not have linen and towels.*
- Each group to record what order they would clean the rooms in. Choose a few volunteers to present back to the group.

Guidance for the trainer

- Prepare the early arrival room first (guest name Tracey in Room 2), then the rooms with bookings for today (start with Johns in Rm 1 because his room needs to be cleaned and made up, whereas Jones in Rm 5 should be clean already and just need to make the bed and put towels).
- Then clean the stay over room if possible (Smith in Rm 4).

SESSION 2

ACTIVITY 4.2.2 – Entering a guest bedroom



Activity type

- Pair

You will need

- A door or wall for participants to use if available

Instructions

- Trainers first introduce and demonstrate the process for entering a guest room (as described at **section 7.7** of the participant manual).
- Then split participants into pairs to practice entering a guest bedroom. Each takes turns being the guest and the housekeeper.
- Trainer to observe the participants and provide guidance where needed.

Guidance for the trainer

- It is a good idea if participants can use doors/walls for the participants for knocking so they are practicing in a realistic situation.
- Make sure they are waiting the correct amount of time before they enter a guest room.

SESSION 2

ACTIVITY 4.2.3 – Making a guest bed



Activity type

- Large group

You will need

- Linen for beds (1 bottom sheet, 1 top sheet and 2 pillowcases for each bed) / 1 bedroom and beds

Instructions

- Trainers first demonstrate how to make the bed (follow the steps as discussed in **section 7.7** of the participant manual). Then split the participants into pairs to practice making the bed together, observed by the trainer. If we have two beds to use, two pairs can be making each bed.
- They will need to start by removing the linen, and then making up the bed again, imagining that they are replacing it with fresh linen.

Guidance for the trainer

- Make sure beds are been made up properly and neatly, but also remind participants to try and make the beds as quickly as possible as well, to minimize the amount of time they are spending cleaning each room.
- Participants also need to understand how to straighten the bed for cleaning a stay over room (also discussed at **section 7.7** of the participant manual).

SESSION 2

ACTIVITY 4.2.4 – Cleaning and tidying a guest room



Activity type

- Large group

You will need

- Rubbish bags / gloves / surface cleaning spray / glass cleaning spray / floor cleaner / cloths / brooms / mops

Instructions

- Break participants into groups (dependent on the number of guest rooms), and supply each group with the cleaning products and equipment they will need. They need to work together to clean their room following the procedure as set out in **section 7.7** of the participant manual.

Guidance for the trainer

- Try and make sure that this activity does not take more than the allocated 20 mins.
- The purpose of this activity is to make sure participants are thinking about all of the spaces of the guest room that will need cleaning and tidying, and checking all of them. It's important that they are showing attention to detail (e.g. removing dust from furniture, cleaning windows, door handles, light switches etc.).

SESSION 3

ACTIVITY 4.3.1 – Guest bathrooms



Activity type

- Small group

You will need

- Bathroom picture (as below) / flipchart / markers

Instructions

- Break participants into groups (3-4 per group) and give them the picture of a dirty bathroom. They need to work together to record:
 - What is wrong with this bathroom?
 - What needs to be cleaned?
 - How they would clean it (i.e. what products and equipment they would need).
- When they are finished ask one participant from each group to present their answers back to the group.



Guidance for the trainer

- The things that need to be cleaned:
 - Floor
 - Toilet
 - Shelves
 - Walls
 - Bucket
- When participants are discussing what they would need, don't forget to reinforce learning about using different cloths for the toilet and the rest of the bathroom.

SESSION 3

ACTIVITY 4.3.2 – Cleaning guest bathrooms



Activity type

- Large group

You will need

- Rubbish bags / gloves / cloths / disinfectant / glass cleaner / scrubbing brushes / broom / mop / floor cleaner

Instructions

- Break participants into groups (as many bathrooms as we have) and give each group cleaning products and equipment. They should work together to clean the bathroom following the procedure set out in **section 7.8** of the participant manual. Trainer to observe the participants and provide guidance as needed.

Guidance for the trainer

- As with the bedroom cleaning activity, pay close attention to the health and safety aspects of cleaning the bathroom, and make sure that participants understand the details they need to be aware of when cleaning (light switches, door handles, shelves etc.). In particular, emphasize that bathrooms should be both clean and dry when they have finished cleaning them.

SESSION 4

ACTIVITY 4.4.1 – Identifying interior areas for cleaning



Activity type

- Small group

You will need

- Writing paper and pens for each group

Instructions

- Break participants into groups (3-4 in each group). Each group needs to record 2 places in the guesthouse *that are not bedrooms or bathrooms*, that would need need to be cleaned regularly. They should also write down how they would clean this area. Allow participants to walk around the guesthouse to get ideas if they need.

Guidance for the trainer

- This activity should not take long as you will have already had a general discussion listing the common areas that need to be cleaned. The purpose of this activity is to reinforce this learning, and give participants the opportunity to apply this learning to a specific example.

Note: if it is not possible for participants to tour the guesthouse identifying areas that need to be cleaned, encourage them to think about their own guesthouse and identify areas that need to be cleaned.

SESSION 4

ACTIVITY 4.4.2 – Role-play: managing common spaces



Activity type

- Large group

You will need

- 2 -3 volunteers / role-play / props – chair, music, book

Instructions

- Trainers and volunteers (where possible) to act some common scenarios where a guest may be made to feel uncomfortable:
 - Guest arrives and guesthouse staff member will not leave the guest alone, invades their personal space and follows them everywhere.
 - Guest is relaxing in a chair, and the guesthouse staff crowd in the corner whispering, and giggling at the guest.
 - Guest is reading a book in a chair, and the guesthouse staff start playing really loud music and singing along.
- After each scenario has been played out, ask participants:
 - How would the guest feel?
 - Why?
 - What have the staff done wrong?

Guidance for the trainer

- This activity should be a bit of fun, but it also has some important messages for the participants to think about. Encourage them to add any of their own examples about how a guest may be made to feel uncomfortable, and also what their solutions might be – e.g. how to manage family members etc. to make sure they are not disturbing guests.

Activities

DAY 5

SESSION 1

ACTIVITY 5.1.1 – Developing a maintenance schedule



Activity type

- Small group

You will need

- Participant manual (**section 8.1**)

Instructions

- Using the lists they have developed in the brainstorming discussion earlier in this session, participants split into groups to complete the maintenance schedule (**section 8.1** of the participant manual).
- They need to decide what needs to be done to check/maintain/clean each area of the guesthouse that they have identified, how often this needs to take place, and who would be responsible for doing it. Allow participants to work together to complete this activity, but remind them that they need to be doing this for their own guesthouses and using actual examples.
- When all participants are finished, ask some volunteers to present some examples of the items on their maintenance schedule for discussion.

Guidance for the trainer

- The purpose of this activity is to get participants thinking about the kinds of irregular tasks they need to complete in their own guesthouses. Try and get them to focus on specific areas of their own properties, and to be detailed about when they list what they need to do. At the completion of this exercise, it's good if you can remind participants that the maintenance schedule is a 'living document'; that is, it needs to be reviewed and updated regularly to make sure it includes all of the tasks that need to be completed in their guesthouses.

SESSION 1

ACTIVITY 5.1.2 – Hazard and risk assessment



Activity type

- Small group

You will need

- Flipchart and markers for each group

Instructions

- Break participants into groups (3-4). Using the template from their manual (**section 8.2**), groups should conduct a hazard and risk assessment of the guesthouse or training venue. They need to identify as many hazards as they can see, and then list what they think the risk is, and how this should be fixed.
- Choose a volunteer from each group to present some examples from their lists back to the group.

Guidance for the trainer

- The purpose of this activity is to allow participants to apply the things they have learnt earlier in this session, about what a hazard is and how to identify a hazard.

SESSION 2

ACTIVITY 5.2.1 – Mapping your guesthouse



Activity type

- Individual

You will need

- Activity paper for each participant

Instructions

- Distribute paper to participants, and ask him or her to draw a map of his or her guesthouse as it currently is.
- Then (using different colored pens or markers), indicate on the map which areas of their guesthouse they would like to improve, and where any new buildings etc. might go.
- When participants have finished, ask for a few volunteers to present their maps and improvement ideas back to the group for discussion.

Guidance for the trainer

- The purpose of this activity is to get participants thinking about what the specific ways that they would like to improve on and expand their own properties are.
 - If possible, ask participants to consider improvements to existing buildings as well, rather than just focusing on new structures. Refer to **section 8.4** of the participant manual.
-

SESSION 2

ACTIVITY 5.2.2 – Functional improvements to rooms & bathrooms



Activity type

- Small group

You will need

- Guest bedroom and bathroom images (as at **section 8.5** of the user manual) / flipchart / markers

Instructions

- Split participants into groups of 3-4. Give each group either the bathroom picture or the bedroom picture. Without referring to the participant manual, they need to consider the picture, and think about some functional ways that this room or bathroom could be improved.
- When they have finished, choose one participant from each group to present back their ideas.

Guidance for the trainer

- Refer to **section 8.5** for guidance on how the bedroom and the bathroom can be improved in functionality. However, be mindful that this is not an exhaustive list, and participants may have other good ideas for how the room or bathroom can be improved.

SESSION 3

ACTIVITY 5.3.1 – Decorating a guesthouse



Activity type

- Small group

You will need

- Guest areas for decorating images / flipchart / markers

Instructions

- Break the participants into 4 groups. Give each group one of the guesthouse decoration picture resources. Ask them to consider the picture, and then think about ways that the decoration and presentation of this area could be improved.
- Each group should write down the ways that they think the presentation and decoration could be improved, and how they would do this (what would they need to buy? Where/how would they do this?).
- When they have finished, one volunteer from each group should present their ideas.

Guidance for the trainer

- Each group has a different picture for this activity so their answers will be varied. Refer to **section 8.7** of the participant manual for guidance on property decoration.



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