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IDENTIFIERS \*Illinois

## ABSTRACT

This document contains 44 occupational skill standards for the housekeeping management occupational cluster, as required for the state of Illinois. Skill standards, which were developed by committees that included educators and representatives from business, industry, and labor, are intended to promote education and training investment and ensure that students and workers are trained to meet industry standards benchmarked to international competitors. The standards include work to be performed, conditions of performance, performance criteria, performance elements, and performance assessment criteria (product and process). The 44 standards of the housekeeping management occupational cluster are grouped into the following nine areas: (1) safety and security; (2) customer relations; (3) inventory; (4) guestroom cleaning; (5) public area cleaning; (6) back of the house cleaning; (7) financial; (8) scheduling; and (9) housekeeping mid-management. The document's introductory section provides information on skill standard development and requirements, occupational earnings and employment information, and performance skill levels. Five appendixes include a glossary of 24 terms and lists of members of the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC), the IOSSCC Hospitality Subcommittee, the IOSSCC Housekeeping Management Cluster Standards Development Committee, and workplace skills. (KC)



# ILLINOIS

## OCCUPATIONAL SKILL STANDARDS

# HOUSEKEEPING MANAGEMENT CLUSTER

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# **ILLINOIS OCCUPATIONAL SKILL STANDARDS HOUSEKEEPING MANAGEMENT CLUSTER**

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Illinois Department of Commerce and Community Affairs  
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# **ILLINOIS OCCUPATIONAL SKILL STANDARDS**

## **HOUSEKEEPING MANAGEMENT CLUSTER**

Endorsed for Illinois  
by the  
Illinois Occupational Skill Standards and  
Credentialing Council

## A MESSAGE FROM THE ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL

Preparing youth and adults to enter the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally and the need to increase the skills and productivity of the front-line workforce. The major purpose of skill standards is to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. Skill standards products are being developed for a myriad of industries, occupational clusters and occupations. This document represents the collaborative effort of the Hospitality Subcouncil, and the Housekeeping Management Cluster Standards Development Committee.

These skill standards will serve as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design, as well as your needs for in-service and technical assistance in their implementation are critical to our efforts to move forward and improve the documents.

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We look forward to your comments.

Sincerely,

The Members of the IOSSCC

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## THE ILLINOIS PERSPECTIVE

The Occupational Skill Standards Act (PA 87-1210) established the nine-member Illinois Occupational Skill Standards and Credentialing Council (IOSSCC). Members of the Council represent business, industry and labor and are appointed by the Governor or State Superintendent of Education. The IOSSCC, working with the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

### VISION

**It is the vision of the IOSSCC to develop a statewide system of industry-defined and recognized skill standards and credentials for all major skilled occupations providing strong employment and earnings opportunities in Illinois.**

The IOSSCC endorses occupational skill standards and credentialing systems for occupations that:

- require basic workplace skills and technical training,
- provide a large number of jobs with either moderate or high earnings, and
- provide career advancement opportunities to related occupations with moderate or high earnings.

### Subcouncils and Standards Development Committees

Under the direction of the Council, and in cooperation with industry organizations and associations, Industry Subcouncils have been formed to review, approve and promote occupational skill standards and credentialing systems. The Industry Subcouncils are Agriculture and Natural Resources; Applied Science and Engineering\*; Business and Administrative Information Services; Communications; Construction\*; Education and Training Services\*; Energy and Utilities\*; Financial Services; Health and Social Services; Hospitality; Legal and Protective Services\*; Manufacturing; Marketing and Retail Trade; and Transportation, Distribution and Logistics. (\*Subcouncils currently being formed.)

Standards Development Committees are composed of business, labor and education representatives who are experts in the related occupational cluster. They work with the product developer to

- Develop or validate occupational skill standards,
- Identify related academic skills,
- Develop or review assessment or credentialing approaches, and
- Recommend endorsement of the standards and credentialing system to the Industry Subcouncil.

### Expected Benefits

The intent of skill standards and credentialing systems is to promote education and training investment and ensure that students and workers are trained to meet industry standards that are benchmarked to our major international competitors. Skill standards and credentialing systems have major benefits that impact students and workers, employers, and educators in Illinois.



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### **Students and Workers**

- Help workers make better decisions about the training they need to advance their careers.
- Allow workers to communicate more effectively to employers what they know and can do.
- Improve long-term employability by helping workers move more easily among work roles.
- Enable workers to help their children make effective academic and career and technical decisions.

### **Employers**

- Focus the investment in training and reduce training costs.
- Boost quality and productivity and create a more flexible workforce.
- Improve employee retention.
- Improve supplier performance.
- Enlarge the pool of skilled workers.

### **Educators**

- Keep abreast of a rapidly changing workplace.
- Contribute to curriculum and program development.
- Provide students with better career advice.
- Strengthen the relationship between schools and local businesses.
- Communicate with parents because educators have up-to-date information about industry needs.

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois Learning Standards which describe what students should know and be able to do as a result of their education. The Council is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the Learning Standards and the Occupational Skill Standards.

## IOSSCC Requirements for Occupational Skill Standards

Illinois Occupational Skill Standards define what an individual should know and the expected level of performance required in an occupational setting. They focus on the most critical work performances for an occupation or occupational area.

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster that meets the criteria for IOSSCC endorsement, including economic development, earnings potential and job outlook;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guidelines for validity and reliability;
- provide widespread access and information to the general public in Illinois; and
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Occupations that do not meet the earnings criteria for IOSSCC endorsement, but are part of an occupational cluster that is being developed, may be presented for recognition by the IOSSCC. IOSSCC members encourage individuals to pursue occupational opportunities identified as endorsed occupations. Examples of occupations that do not meet the endorsement criteria, but have been recognized by the IOSSCC are Certified Nurse Assistant and Physical Therapy Aide.

### Skill Standards Components

Illinois Occupational Skill Standards must contain these areas:

- Performance Area
- Performance Skill
- Skill Standard
- Performance Elements
- Performance Assessment Criteria

The Council further identified three components of the Skill Standard (*Conditions of Performance, Statement of Work and Performance Criteria*) as critical work functions for an occupation or industry/occupational area. The sample format for Illinois Occupational Skill Standards on the following page provides a description of each component of a skill standard.

The sample format also illustrates the coding at the top of each page identifying the state, fiscal year in which standards were endorsed, Subcouncil abbreviation, cluster abbreviation and standard number. For example, the twenty-fifth skill standard in the Housekeeping Management Cluster, which has been developed by the Hospitality Subcouncil, would carry the following coding: IL.99.HOSP.HMC.25.

**SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.**

**IL.FY.SUBCOUNCIL. CLUSTER. STANDARD NO.**

**PERFORMANCE AREA**

## **SKILL STANDARD**

### **CONDITIONS OF PERFORMANCE**

A comprehensive listing of the information, tools, equipment and other resources provided to the person(s) performing the work.

### **WORK TO BE PERFORMED**

An overview of the work to be performed in demonstrating the performance skill standard. This overview should address the major components of the performance. The detailed elements or steps of the performance are listed under "Performance Elements."

### **PERFORMANCE CRITERIA**

The assessment criteria used to evaluate whether the performance meets the standard. Performance criteria specify product/outcome characteristics (e.g., accuracy levels, appearance, results, etc.) and process or procedure requirements (e.g., safety requirements, time requirements, etc.).

## **PERFORMANCE ELEMENTS**

Description of the major elements or steps of the overall performance and any special assessment criteria associated with each element.

## **PERFORMANCE ASSESSMENT CRITERIA**

Listing of required testing, certification and/or licensing.

Product and process used to evaluate the performance of the standard.

### **PRODUCT**

Description of the product resulting from the performance of the skill standard.

### **PROCESS**

Listing of steps from the Performance Elements which must be performed or the required order or performance for meeting the standard.

# **OCCUPATIONAL, EARNINGS AND EMPLOYMENT INFORMATION**

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## **I. Developmental Process and Occupational Definitions**

### **A. Developmental Process**

The Hospitality Subcouncil identified housekeeping as an important component of the lodging segment of the Hospitality industry for which skill standards should be developed. The Housekeeping Standards project was approved after careful consideration of labor market information, the endorsement criteria and the project's critical position within the industry.

The function of housekeeping is to create clean, safe and healthy environments in a variety of settings. The primary facilities that have housekeepers on staff include hotels and motels, healthcare facilities, nursing homes/retirement centers, airports and public buildings. This project focused on housekeeping in lodging establishments. The Housekeeping Department is critical to the ongoing and successful operation of the facility.

The Subcouncil recommended the final skill standards product be presented to the Illinois Occupational Skill Standards Credentialing Council (IOSSCC). The IOSSCC reviewed the skill standards and met with the Product Developer, State Liaison and chair of the Subcouncil. Based on the review, the IOSSCC voted to endorse the Housekeeping Management Cluster skill standards, recognizing the occupation of Housekeeper.

#### **1. Resources**

The housekeeping standards were based on descriptions and competencies identified through researching the career area. Information from the Education Institute of the American Hotel and Motel Association and from the International Executive Housekeepers Association, Inc. was incorporated in this product.

#### **2. Standards Development Committee**

The Housekeeping Standards Development Committee, composed of workers and immediate supervisors representing occupations in Housekeeping, finalized the developmental work. A draft of the Housekeeping standards was presented to the Standard Development Committee for review, revision, and validation. Educators reviewed standards to identify issues related to implementation in the classroom setting.

### **B. Occupational Definitions**

#### **1. Housekeeper**

Housekeeper is the entry-level position. Housekeepers do the primary cleaning in guestrooms, public areas, offices and back of the house. The Housekeeper reports to the Assistant Director or the Director of Housekeeping.

#### **2. Supervisor**

Supervisors monitor the work of housekeepers to ensure quality standards and expected performance levels for productivity are maintained. The supervisor reports to the assistant director or the director of housekeeping.

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### **3. Assistant Director of Housekeeping**

The assistant director of housekeeping assists the director of housekeeping with the supervision of housekeeping employees, report problems to the director, provides feedback to the director for employee evaluations, trains the housekeepers, and performs other tasks as designated by the director of housekeeping. The assistant director may perform primary cleaning tasks as needed within the facility. The assistant director reports directly to the director of housekeeping.

### **4. Director of Housekeeping**

The director of housekeeping is responsible for ensuring guestrooms, meeting and banquet rooms, and public areas are clean, orderly, and well maintained. The director supervises all housekeeping employees, has the authority to hire or discharge employees, plans and assigns work assignments, inform new employees of property regulations, inspects housekeeping personnel work assignments and requisitions supplies. The director is also responsible for drafting and maintaining the housekeeping department's operational budget. The director reports to the rooms division manager/director of facility operations.

### **5. Rooms Division Manager/Director of Facility Operations**

Management of the housekeeping department is an important function of the rooms division manager/director of facility operations. Management functions include: developing and maintaining the housekeeping operational and capital improvement budgets; developing departmental policies and procedures; and maintaining, training and supervising staff.

## **II. Employment and Earnings Opportunities**

### **A. Education and Training Requirements**

A strong career ladder exists between entry-level housekeeping positions and rooms division manager/director of facility operations. Many of the major chains require their general managers to have held one of the two senior positions in housekeeping before moving up the ladder to rooms division manager. This requirement is in place because the housekeeping department usually has the largest labor force, budget, and scope of operation within the lodging property.

While not all occupations included in the housekeeping standards meet the earnings criteria established by the IOSSCC for endorsement, they do contain the necessary skills and foundations that an individual needs to move to the higher wage-earning positions. The internal upward movement of personnel from moderate to higher wage occupations is supported by strong industry-based training opportunities that are provided through professional associations such as the International Executive Housekeepers Association, the Educational Institute of the American Hotel and Motel Association, and community college and university hospitality programs.

### **B. Employment Opportunities**

Employment projections for Illinois indicate that occupations in all four components of the lodging standards cluster are significant and growing at or above the statewide average rate. Occupancy rates and property expansion will continue to rise over the next 15 years (*Washington Post*, February 22, 1998/*Lodging*, July, 1995). The career track is vertical and horizontal. By virtue of training and experience, employees are able to assume more complex and responsible positions. Employees also have the opportunity to move geographically and to work in different types of properties. The career ladder as reflected on the housekeeping standards matrix shows the potential for upward mobility in the lodging industry.

### **C. Earnings Opportunities**

	<b>Middle Range Annual Earnings, 1999*</b>
Housekeeper	\$10,700 - \$16,640
Supervisor	\$16,640 - \$21,840
Assistant Director of Housekeeping	\$30,000 - \$45,000
Director of Housekeeping	\$32,000 - \$65,000
Room's Division Manager/Director of Facility Operations	\$40,000 - \$75,000

Housekeepers may also receive tips in addition to their salary. Most facilities provide a benefit package for their employees. Additional employee benefits may include bonuses, free meals and/or uniforms, and reduced room rates for personal stays.

### **III. Assessment and Credentialing Systems**

The IOSSCC recognizes that industry commitment for third-party assessment is beneficial and requests that each Standards Development Committee and/or Subcouncil identifies the most beneficial method for assessing the standards.

- A. Several existing industry credentials are compatible with the Illinois Occupational Skill Standards. As a core, achievement of the Illinois Skill Standards is preparation for those credentials that require work experience, professional development, and/or course work. Advanced credentials are available through the International Executive Housekeepers Association, Inc. and the American Hotel and Motel Association.
- B. The Housekeeping Standards Development Committee has recommended training providers use performance assessments validated by third-party verifiers when assessing the Housekeeping Management skill standards. Credentials from the International Executive Housekeepers Association, Inc. and the American Hotel and Motel Association are recommended.

### **IV. Industry Support and Commitment**

The primary areas currently identified for industry support and commitment of occupational skill standards are development, updating and marketing. Business and industry partners may identify future uses of occupational skill standards such as credentialing/certification, career development of employees and specifications for out-source training programs.

#### **A. Industry Commitment for Development and Updating**

- 1. The development of skill standards for the housekeeping cluster is the direct result of efforts by the Hospitality Subcouncil and the Standards Development Committee. Names of the persons serving on the Subcouncil and the Standards Development Committee are located in the Appendices.
- 2. In developing the products, the following steps were completed.
  - a. Identification and prioritization of a career ladder and identifying jobs by name,
  - b. Review of resources,
  - c. Development of draft matrix of performance standards,
  - d. Development of a performance standard that was identified on the matrix,
  - e. Convening of Standards Development Committee of incumbent workers,
  - f. Review, validation and approval of Skill Standards by the Standards Development Committee,
  - g. Review and approval of standards by Subcouncil,
  - h. Endorsement of Recognition Proposal by Council.
- 3. The Hospitality Subcouncil supports a regular review and revision process to ensure the standards reflect the rapidly changing industry.

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## **B. Industry Commitment for Marketing**

The Hospitality Subcouncil is committed to marketing and obtaining support and endorsement from the leading industry associations impacted by the skill standards. Upon recognition/endorsement of the standards by the IOSSCC, the Subcouncil strongly recommends that professional trade groups, academic groups, etc. develop and provide an in-service/seminar package to promote skill standard awareness and obtain full industry support and commitment for the development of a full industry marketing plan.

The Hospitality Subcouncil encourages the availability of skill standards to the public, including learners, parents, workers, educators at all levels, employers and industry personnel.



## **ASSUMPTIONS FOR HOUSEKEEPING MANAGEMENT CLUSTER STANDARDS**

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### **Skill standards statements assume:**

1. Workplace skills (employability skills) are expected of all individuals. Socialization skills needed for work are related to lifelong career experience and are not solely a part of the initial schooling process.
2. Specific policy and procedures of the work-site will be made known to the individual and will be followed. Skill standards do not replace, supersede or serve as substitutes for property policy and procedures manual(s).
3. Skills will progress from simple to complex. Once a skill has been successfully performed, it will be incorporated into more complex skills.
4. Skill standards describe the skill only and do not detail the background knowledge or theory related to the particular skill base. Although the skill standard enumerates steps to successful demonstration, rote approaches to the outcomes are not prescribed.
5. The elements identified for individual standards are based on the consensus of the Standards Development Committee. Specific time requirements depend upon the specifics of a given situation.
6. The size of the establishment, the scope of services, and the type of property all determine the approach to meeting the skill standard.
7. Skill standards are performed in an expedient and safe manner.
8. Skill standards reflect professional standards of practice for housekeeping within the lodging segment of the hospitality industry. Housekeeping standards specific to other venues (e.g. health care facilities) will be reflected in other standards products..
9. Appropriate dress and personal appearance, as specified by the property, is expected of all employees.
10. Employees are expected to respond positively to the needs and/or requests of a diverse (cultural, social and physical) clientele.
11. Employees are expected to demonstrate flexibility and adaptability in dealing with circumstances as they arise.
12. Guest satisfaction, including issues related to safety and security, is a primary goal for all lodging employees.
13. Computers, computer software programs and other related technology are critical to successful housekeeping operations. Employees are expected to operate the appropriate hardware and to effectively use related software applications for functions such as maintaining inventory, tracking responsibilities of the housekeeping cluster occupations and managing employee records.
14. Par levels for supply usage are set by the property and/or corporate management based on calculations of past usage and projected occupancy. Adherence to par levels is critical in maintaining an efficient operation.



## PERFORMANCE SKILL LEVELS

	HOUSEKEEPER	SUPERVISOR	ASSISTANT DIRECTOR OF HOUSEKEEPING	DIRECTOR OF HOUSEKEEPING	ROOMS DIVISION MANAGER/ DIRECTOR OF FACILITY OPERATIONS
<b>SAFETY AND SECURITY</b>					
Maximize Guest and Property Safety	•	•	•	•	•
Maximize Guest and Property Security	•	•	•	•	•
Follow Accident/Incident Response Procedures	•	•	•	•	•
Develop Chemical Hazard Communication Program				•	
<b>CUSTOMER RELATIONS</b>					
Communicate with Guests	•	•	•	•	•
Enter Room for Service	•	•	•		
Follow Do Not Disturb (DND) Procedures	•	•	•		
Handle Guest's Property	•	•	•		
<b>INVENTORY</b>					
Maintain Department Inventory of Amenities and Supplies			•	•	
Maintain Daily Inventory of Linens	•	•	•	•	
Maintain Equipment Inventory			•	•	
<b>GUESTROOM CLEANING</b>					
Stock Housekeeping Cart	•	•	•		
Determine Order for Cleaning Rooms	•				
Perform Initial Cleaning Tasks	•				
Make Bed(s)	•				
Clean Bathroom	•				
Dust, Replenish Collateral and Perform Miscellaneous Cleaning Tasks	•				
Vacuum Room	•				
Complete Final Room Check	•				
Complete Guestroom Inspection		•	•	•	•
Perform Guestroom Turndown Service	•				

# **PERFORMANCE SKILL LEVELS**

(Continued)

	HOUSEKEEPER	SUPERVISOR	ASSISTANT DIRECTOR OF HOUSEKEEPING	DIRECTOR OF HOUSEKEEPING	ROOMS DIVISION MANAGER/ DIRECTOR OF FACILITY OPERATIONS
<b>PUBLIC AREA CLEANING</b>					
Clean Hallways and Stairs	•				
Clean Public Restrooms	•				
Clean Front Office and Lobby Areas	•				
Clean Elevators and Escalators	•				
Clean Food and Beverage Outlets	•				
Clean Banquet and Meeting Rooms	•				
Clean Exercise and Swimming Pool Areas	•				
Clean Administrative Offices	•				
<b>BACK OF THE HOUSE CLEANING</b>					
Clean Employee Areas	•				
Clean Housekeeping Storage Areas	•				
<b>FINANCIAL</b>					
Prepare Budget			•	•	•
Purchase Linens, Uniforms, Supplies and Equipment			•	•	•
<b>SCHEDULING</b>					
Prepare Property Staffing Guide			•	•	
Develop Employee Work Schedules			•	•	
<b>HOUSEKEEPING MID-MANAGEMENT</b>					
Develop Departmental Policy and Procedures			•	•	
Contract House Cleaning Services			•	•	
Maintain Staffing Requirements			•	•	•
Orient, Train and Inform Housekeeping Staff		•	•	•	•
Supervise Employees		•	•	•	•
Develop and Implement a Written Preventative Maintenance Program			•	•	•
Develop, Implement and Monitor Rotational Cleaning Plan			•	•	•
Report Broken or Malfunctioning Equipment	•	•	•	•	
Report Missing Items	•	•	•	•	

**SAFETY AND SECURITY****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Safety equipment and systems
- Safety materials and training
- Safety checklists with standard operating procedures
- Material Safety Data Sheets (MSDS)
- Chemical storage and labeling procedures
- Safety signage
- Safety log
- In-house property forms (e.g., safety status checklist, safety violation, work order, etc.)
- First aid kit
- Disaster drill policy and procedures
- Emergency evacuation plans
- Local, state and federal regulations (e.g., National Fire Protection Association (NFPA) Standards)
- Annual Occupational Safety and Health Administration (OSHA) log of work-related employee injuries and illnesses log (OSHA Log No. 200)
- Property policy and procedures
- Environmental Protection Agency (EPA) regulations/guidelines

**WORK TO BE PERFORMED**

Maximize guest and property safety.

**PERFORMANCE CRITERIA**

All safety hazards that can cause falls, burns, cuts, poisoning or other accidents are eliminated. All safety violations are reported to designated staff. All safety violation documentation is completed.

All breaches of safety are reported immediately. Identification of potential safety risks is ongoing.

Skill is performed without error.

**PERFORMANCE ELEMENTS**

1. Remove all electrical cords, objects or spills located where they could cause injury or damage.
2. Clean up or temporarily cover all spills on floors and work surfaces.
3. Replace frayed electrical cords.

4. Maintain appropriate fire extinguishers and fire protection equipment according to NFPA standards.
  - a. Check expiration dates on fire extinguishers.
  - b. Maintain fire protection equipment according to NFPA standards.
  - c. Ensure authorized service center maintains (e.g., recharges) fire extinguishers yearly.
5. Store combustible materials away from ignition sources according to property policy and procedures.
6. Store caustic or poisonous substances away from food preparation or serving areas according to property policy and procedures.
7. Ensure required MSDSs are updated and easily accessible.
8. Post evacuation plans for all stairwells and elevators.
9. Ensure all exit signs and warning indicators are in working order.
10. Maintain evacuation equipment (e.g., flashlights, light sticks, blankets, etc.).
11. Maintain first aid equipment, supplies, kits and systems.
12. Report all safety violations to designated staff.
13. Ensure exterior seasonal maintenance of walkways and parking areas is performed.
14. Ensure preventive measures (e.g., posting of signage, carpet placement, vacuuming, etc.) are taken to prevent accidents during inclement weather.
15. Ensure maintenance of elevators and escalators is performed.

## **PERFORMANCE ASSESSMENT CRITERIA**

All local, state and federal regulations are followed.

### **PRODUCT**

All safety hazards are identified and reported to maintenance and/or eliminated.

All safety violations are logged and reported to designated staff.

All appropriate procedures for extreme weather conditions are followed.

### **PROCESS**

All performance elements are critical for maximizing guest and property safety.

**SAFETY AND SECURITY****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Key control procedures
- Loss prevention and asset protection procedures
- Lost and found procedures
- Property policy and procedures

**WORK TO BE PERFORMED**

Maximize guest and property security.

**PERFORMANCE CRITERIA**

All security procedures related to specific risks and breaches (e.g., key control, robbery/theft, etc.) are followed. All suspected and actual security risks and breaches are reported to designated staff. All confidential guest information is protected according to property policy and procedures.

All breaches of security are reported immediately.

Identification of potential security risks is ongoing.

Skill is performed without error.

**PERFORMANCE ELEMENTS**

1. Ensure key control.
2. Protect/verify guest identity.
3. Screen phone calls according to property policy and procedures.
4. Set/reset alarm systems.
5. Maintain security signage.
6. Protect property and guests' portable assets (e.g., computers, audiovisual equipment, televisions, linens, lost and found items, etc.).
7. Perform asset protection procedures.

**PERFORMANCE ASSESSMENT CRITERIA**

All appropriate staff hold licenses/certifications required by local ordinances.

All local, state and federal regulations are followed.

**PRODUCT**

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All security related property policy and procedures are followed. All security violations are logged and reported to designated staff.

**PROCESS**

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All performance elements are critical for maximizing guest and property security.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

Property accident/incident response procedures  
Accident/incident-specific checklists  
First aid kit  
Accident report and log  
Incident report and log  
Disaster procedures  
Emergency call lists for:  
    medical services                      executive committee  
    police department                  emergency response team  
    fire department                     electrician  
    ambulance services                plumber  
    general manager or manager on duty  
Emergency procedures for:  
    medical situations                  civil disturbances  
    bomb threats                        fire  
    robbery/theft                        natural disasters

**WORK TO BE PERFORMED**

Follow accident/incident response procedures.

**PERFORMANCE CRITERIA**

All established procedures for handling accidents/incidents are followed. All accidents/incidents are reported to designated staff. The details of all accidents/incidents are logged and documented.

Time to complete skill varies depending on information required for documentation and type of accident/incident.

Skill is performed without error.

**PERFORMANCE ELEMENTS**

1. Assess accident/incident situation.
2. Determine seriousness of accident/incident.
3. Inform facility emergency personnel.
4. Assist individual by most appropriate means.
5. Establish guest communication checkpoints as required.
6. Direct guest to temporary waiting areas as required.
7. Report accident/incident to designated staff or entity (e.g., worker's compensation office, insurance company, etc.).
8. Complete accident/incident documentation.

**PERFORMANCE ASSESSMENT CRITERIA**

All insurance, local, state and federal regulations are followed.

**PRODUCT**

Facility emergency personnel are contacted. Accident/incident reports and logs are completed and reported to designated staff or entity.

**PROCESS**

All performance elements are critical for following accident/incident response procedures.



**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Training manual
- Occupational Safety and Health Administration (OSHA) Hazard Communication Standard
- Material Safety Data Sheets (MSDS)
- Personal Protective Equipment (PPE)
- Environmental Protection Agency (EPA) standards/regulations

**WORK TO BE PERFORMED**

Develop written chemical hazard communication program and plan for training employees.

**PERFORMANCE CRITERIA**

Written chemical hazard communication program for selected cleaning supplies is developed.

Chemical hazard communication program is written according to OSHA Hazard Communication Standard.

Program is concise and developed for standard employee training in use of chemicals used in Housekeeping.

Time required to complete skill varies depending on number of chemicals being used, size of property, and scope of responsibility. Program is updated regularly.

**PERFORMANCE ELEMENTS**

1. Select appropriate cleaning products.
2. Identify and list all chemicals used in housekeeping.
3. Obtain MSDSs and labels for each chemical.
4. Develop written chemical hazard communication program, including labels, MSDSs, and employee training, for list of chemicals, MSDSs and label information and proper usage.
5. Develop plan for implementation of chemical hazard training for employees.
6. Communicate hazard information to employees through labels, MSDSs, and formal training program. Employee training program must consist of
  - a. Direction for implementation in workplace,
  - b. Direction for reading, interpreting and maintaining information on labels and MSDSs, and where employees can obtain and use available hazard information,
  - c. Discussion of hazards of chemicals in work area by individual chemical or by hazard categories such as flammability,

- d. Measures employees can take to protect themselves from hazards,
- e. Specific procedures put into effect by employer to provide protection such as engineering controls, work practices, and use of PPE, and
- f. Methods and observations—such as visual appearance or smell—workers can use to detect presence of hazardous chemicals to which they may be exposed.

## **PERFORMANCE ASSESSMENT CRITERIA**

OSHA Hazard Communication Standard is followed.

EPA Standards/regulations are followed.

### **PRODUCT**

Chemical hazard communication program is developed to ensure employers and employees know about chemical hazards in the workplace and how to protect themselves and others.

### **PROCESS**

Under provisions of the OSHA Hazard Communication Standard, employers are responsible for informing employees of hazards and identities of workplace chemicals to which they are exposed. All performance elements are critical for fulfilling this standard. The steps are numbered to show an appropriate sequence of completion.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Room assignment sheet

**WORK TO BE PERFORMED**

Communicate courteously with guests while providing assistance.

**PERFORMANCE CRITERIA**

Requests and services are provided to meet guest expectations.

Accommodation requests of guests are provided.

Time required to complete skill varies depending on request of guest, but is handled promptly.

**PERFORMANCE ELEMENTS**

1. Establish eye contact with a smile.
2. Greet guests courteously and briefly when encountered.
3. Respond to guest questions and requests or consult appropriate staff or department if beyond scope of housekeeping.
4. Document and follow through with requests, comments and/or complaints.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Customer satisfaction is maintained.

**PROCESS**

All performance elements are critical for maintaining good guest relations and are numbered to show an appropriate sequence.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Room assignment sheet
- Appropriate keys
- Do Not Disturb (DND) signage

**WORK TO BE PERFORMED**

Enter room for service.

**PERFORMANCE CRITERIA**

Housekeeper is cognizant of room status.

Room entry is made according to property procedures.

**PERFORMANCE ELEMENTS**

1. Check room assignment sheet and room status.
2. Approach guestroom and observe if a DND sign is on knob and/or check that door is not double locked.
3. Knock on door and announce "Housekeeping." Wait 10 seconds for a response. Knock on door and announce "Housekeeping" a second time. If there is no response, open door slightly and repeat "Housekeeping." If no response, enter room and begin service.
4. Excuse yourself, leave quietly and close door if guest is found sleeping or in the bathroom. If guest is awake, excuse yourself and say you will return later. Discreetly close door and proceed to next room.
5. Report it to the supervisor if the room cannot be entered during the work shift.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Room to be serviced is entered without disturbing guests.

**PROCESS**

All performance elements are critical for completing the skill. Performance elements are completed in the order given.

**CUSTOMER RELATIONS****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Departmental policy and procedures  
Do Not Disturb (DND) signage  
Room assignment sheet  
Log book

**WORK TO BE PERFORMED**

Check all occupied guestrooms on a daily basis with respect to guest privacy and safety following DND procedures.

**PERFORMANCE CRITERIA**

Housekeeping department employees must enter every occupied guestroom each day to check safety and security of guests.

Skill is performed in 3-5 minutes. Guestroom with a DND sign is monitored throughout day.

**PERFORMANCE ELEMENTS**

1. Monitor guestrooms with DND signs throughout morning.
2. Confirm status of guestroom with supervisor if room is indicated as vacant/dirty on assignment list.
3. Follow procedure for entering guestroom displaying DND signage.
  - a. At 12:00 p.m., contact supervisor to determine if guest has requested a "late checkout." If so, indicate time of checkout on assignment sheet.
  - b. Determine, by checking computer for guestroom status, if guest has checked out and failed to remove signage
  - c. If room is vacant, remove DND sign and clean room.
  - d. If guest is still registered, have supervisor check room to determine if room is vacant or occupied. If vacant, clean room.
  - e. If room is occupied, have supervisor confirm guest's checkout time.
4. Follow procedure for stay-over/occupied guestroom displaying DND signage.
  - a. At 2:00 p.m., contact supervisor to determine if guest has refused service. If no indication is given that guest has refused service, have supervisor contact guest.
  - b. First, call the guestroom. If guest answers, apologize for disturbing them and determine if there will be a convenient time for guest to have room cleaned. Document time and outcome of conversation.
  - c. If guest does not answer, proceed to room and attempt to enter. Document status of room and time of entering room.
  - d. If room is unoccupied, do not refresh room. Leave a message for guest to contact housekeeping department upon their return to room to determine convenient time to have their room cleaned.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

All occupied guestrooms are checked, following DND procedures, on a daily basis with respect to guest privacy and safety.

**PROCESS**

All "do not disturb" signs are observed. All policies and procedures are adhered to without fail.

**CUSTOMER RELATIONS****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Room assignment sheet  
Guest's property

**WORK TO BE PERFORMED**

Handle guest's property in guestroom.

**PERFORMANCE CRITERIA**

Guestroom appears neat and personal items are organized with care.

**PERFORMANCE ELEMENTS**

1. Arrange newspapers, magazines and books in a neat stack.
2. Discard only items in wastebaskets.
3. Organize personal items with care.
4. Report items found or damaged to supervisor (e.g., earring left on floor or perfume bottle that is broken).
5. Remove personal items from bed and lay aside prior to making bed. If items are of high value, document and notify supervisor before moving them.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Guest's property is handled with care.

**PROCESS**

All performance elements are critical for handling personal items in the guestroom. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Inventory control list
- Established minimum and maximum inventory
- Established reorder points
- Requisition form
- Computerized equipment with appropriate software

**WORK TO BE PERFORMED**

Maintain department inventory of amenities and supplies.

**PERFORMANCE CRITERIA**

- Requisition form is completed to replenish supplies necessary for occupancy level.
- Requisition form is completed legibly in 15 minutes with 100% accuracy. Time to complete skill may vary depending on size and type of facility.

**PERFORMANCE ELEMENTS**

1. Obtain inventory control list.
2. Record supplies that need to be replenished.
3. Complete requisition form by listing supplies and quantities needed.
4. Distribute requisition form to appropriate staff person for approval.
5. File copy of form according to property policy and procedures.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Department inventory of amenities and supplies are maintained to meet occupancy levels.

**PROCESS**

All performance elements are critical for completing the skill. The steps are numbered to show an appropriate sequence for completing the skill.



**INVENTORY****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Established linen par levels  
Linen requisition form  
Occupancy level forecast

**WORK TO BE PERFORMED**

Maintain adequate supply of linens for occupancy level.

**PERFORMANCE CRITERIA**

Linen requisition is completed to assure par levels are maintained.

Requisition form is completed legibly in 15 minutes with 100% accuracy.

**PERFORMANCE ELEMENTS**

1. Identify par levels based on occupancy.
2. Communicate with laundry department if additional linen is needed.
3. Give linen requisition to appropriate staff person.
4. File copy in appropriate location.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Adequate supply of linens for occupancy level is maintained.

**PROCESS**

All performance elements are critical for maintaining an adequate linen supply.  
The steps are numbered to show an appropriate sequence for completing the skill.

**INVENTORY****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Established Preventative Maintenance (PM) program  
Reports of malfunctioning or broken equipment  
Requisition form

**WORK TO BE PERFORMED**

Maintain inventory of functioning equipment by: adhering to established PM program, initiating a work request to repair equipment, and/or completing requisition to purchase new or replacement equipment.

**PERFORMANCE CRITERIA**

Requisition/work order form is completed legibly in 15 minutes with 100% accuracy.

**PERFORMANCE ELEMENTS**

1. Adhere to established PM program.
2. Obtain reports of malfunctioning equipment (e.g., vacuum cleaners, floor scrubbers, floor polishers, etc.).
3. Initiate work request for equipment repair.
4. Complete requisition for equipment purchase.
5. Give requisition to appropriate staff for approval.
6. File copy in appropriate location.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Inventory of functioning equipment is maintained.

**PROCESS**

All performance elements are critical for maintaining functioning housekeeping equipment. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Housekeeping cart  
Room assignment sheet  
Access to linen room and supplies  
Supply list for housekeeping cart

**WORK TO BE PERFORMED**

Stock housekeeping cart to par.

**PERFORMANCE CRITERIA**

Skill is completed in 15 minutes with 100% accuracy.

**PERFORMANCE ELEMENTS**

1. Identify cleaning task to be completed.
2. Select cleaning product appropriate for surface to be cleaned.
3. Select equipment and cleaning supplies (e.g., broom, rags, wipes, dustpan, etc.) for task.
4. Check items on cart to determine the quantity of each item.
5. Stock/restock housekeeping cart to par.
6. Observe safety procedures when handling cleaning product and/or equipment.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Housekeeping cart is stocked to par.

**PROCESS**

All performance elements are critical for completing the stocking/restocking of the housekeeping cart. The steps are numbered to show an appropriate sequence for completion.

**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Room status report  
Room assignment sheet

**WORK TO BE PERFORMED**

Determine order for rooms to be cleaned.

**PERFORMANCE CRITERIA**

Consideration of guest is high priority.

Skill is completed in two minutes.

**PERFORMANCE ELEMENTS**

1. Scan room status report.
2. Prioritize workday using assignment sheet. Clean guestrooms in the following order:
  - a. Guest requests and VIP guestrooms
  - b. Checkout rooms along with rooms needing early makeup
  - c. Stay-over rooms
  - d. Due-out rooms (These are cleaned last to avoid double cleaning.)
3. Report to supervisor, according to property policy and procedures, when there is a service refusal or a DND sign still on room door.
4. Obtain approval from supervisor for room to remain unserviced for more than two days.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

An order or sequence for cleaning rooms is established for workday.

**PROCESS**

All performance elements are critical for completing the skill. The steps are numbered to show an appropriate sequence for completing the skill.

**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Stocked housekeeping cart  
Room assignment sheet

**WORK TO BE PERFORMED**

Perform initial cleaning tasks for each room.

**PERFORMANCE CRITERIA**

Time to complete skill is five minutes per room.

**PERFORMANCE ELEMENTS**

1. Position cart in front of door with open side facing guestroom door.
2. Enter room with cleaning supplies, amenities and cleaning cloths. Place cleaning supplies and cleaning clothes in bathroom. Place amenities in entryway.
3. Turn on all lights to check for bulbs that need to be replaced and assure that bulbs are replaced.
4. Open draperies and sheers and check hardware.
5. Open windows according to property policy and procedures.
6. Check Heating Ventilation and Air Conditioning (HVAC) to assure they are properly functioning.
7. Check condition of room by making note of any damage or missing items and notifying supervisor if anything of value is gone, something is in need of repair, or carpet needs to be cleaned.
8. Remove ashtrays, ice buckets, coffee carafe, and glasses and replenish.
9. Empty any beverages, cover room service food trays, set tray in hallway, and arrange for pick up following property policy and procedures.
10. Collect trash for proper disposal.
11. Empty and sanitize wastebasket and replace liners.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Initial cleaning tasks are performed for each room.

**PROCESS**

All performance elements are critical for completing the skill. Performance elements are completed in the order given.

**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Stocked housekeeping cart  
Room assignment sheet

**WORK TO BE PERFORMED**

Make bed(s) with fresh linens.

**PERFORMANCE CRITERIA**

Bed is neatly made with clean bedding. Pillows are fluffed and tucked into case, sheets and blanket corners are mitered, and top sheet folded down. Bed spread is straight and smoothly placed on top of bed.

Time to complete skill is 3-5 minutes per bed.

**PERFORMANCE ELEMENTS**

1. Remove any personal items from bed.
2. Remove and check blanket and bedspread and if soiled or damaged, replace it. Place bedspread, blanket and pillows on chair.
3. Strip bed(s); collect soiled linen from bathroom and place on cart.
4. Check mattress pad and mattress, making a note to inform supervisor if mattress is stained, has burn marks or other damage.
5. Check between mattress and box springs for any damage or guest property.
6. Return with clean linen for bed and bathroom.
7. Change mattress pad if necessary. Spread pad evenly over center of bed smoothing out wrinkles.
8. Make bed completely on one side before beginning on other side. Place bottom sheet on mattress, mitering corners.
9. Place top sheet on bed, smoothing it out with hand. Work clockwise around bed.
10. Place blanket on top of sheet also smoothing it out with hand.
11. Place third sheet over blanket when applicable.
12. Miter corners of top sheet and blanket along sides and at foot of bed.
13. Center bedspread evenly over bed and fold bedspread down from head of bed leaving enough room to cover pillows.
14. Fluff pillows and put on pillowcases working pillow down into case so no pillow ticking is showing. Tuck loose ends into the pillowcase. For sanitary reasons, do not hold pillow under chin or with teeth.
15. Position pillows at head of bed with tucked ends facing the center.

16. Pull bedspread up over pillow and tuck under pillow. Avoid hand contact with pillowcases after they are on pillows.
17. Step away and survey bed for smoothness.
18. Smooth out any wrinkles.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Bed(s) are properly made according to property policy and procedures.

**PROCESS**

All performance elements are critical for completion of the bed making skill. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.



**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Stocked housekeeping cart
- Person Protective Equipment (PPE)

**WORK TO BE PERFORMED**

Clean bathroom according to property policy and procedures.

**PERFORMANCE CRITERIA**

Bathroom is cleaned and sanitized and clean linens are in place.

Skill is completed in 5-10 minutes.

**PERFORMANCE ELEMENTS**

1. Put on PPE.
2. Apply appropriate chemical to all fixtures and surfaces before attending to other tasks. When applying cleaner to toilet, flush toilet to remove any residue and apply cleaner around and beneath lip of bowl.
3. Clean shower area.
  - a. Begin cleaning tub and shower area. Ensure proper working safety. Do not climb on or into tub for cleaning.
  - b. Check drain.
  - c. Clean shower curtain or door making sure to clean any accumulated mildew from the bottom. Change/replace shower curtain according to property policy and procedures.
  - d. After cleaning tub, clean showerhead and tub fixtures leaving showerhead aimed in correct position.
  - e. Immediately wipe and polish fixtures with dry cloth.
  - f. Reposition door or curtain when finished cleaning.
4. Clean mirror.
5. Clean vanity and sink.
  - a. Begin by cleaning countertop and basin, removing any hair from sink and drain.
  - b. Move guest property while cleaning and return when cleaning is completed.
  - c. Rinse and polish chrome fixtures so they shine.
6. Clean toilet.
  - a. Begin cleaning exterior of toilet working down to toilet base.
  - b. Scrub inside of toilet and under lip with brush, then flush again.
  - c. Use damp cloth with cleaning solution to clean top of seat, lid, and sides of tank.

7. Clean walls, doors and fixtures.
  - a. Spot-clean for fingerprints and obvious smudges on walls, especially around light switches and electrical outlets.
  - b. Wipe down walls and clean both sides of bathroom door.
8. Tuck under corners of tissue and toilet paper and replace towels, washcloths, bath mats, toilet and facial tissue, and guest amenities according to property policy and procedures.
9. Clean floor including corners, under vanity, baseboards and behind door. Begin with far corner of bathroom and work toward door, mopping or wiping floor as you go.
10. Gather caddy and give bathroom final check.
11. Exit bathroom, turning out lights.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Bathroom is properly cleaned and sanitized with clean linens, replenished tissues, and guest property and amenities in place.

**PROCESS**

All performance elements are critical for completion of the bathroom cleaning skill. The steps are numbered to show an appropriate sequence for completing the skill.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

**Given the following:**

Property policy and procedures  
Stocked housekeeping cart

**WORK TO BE PERFORMED**

Dust and clean all furniture, lamps and other items in guestroom. Replenish collateral (e.g., paper, pens, etc.).

**PERFORMANCE CRITERIA**

Room furniture and other surfaces are free of dust.

TV screen, mirrors, windows and other glass surfaces are clean and free of smudges.

All walls are clean and free of spots or marks.

Collateral is replenished.

Skill is performed in five minutes.

**PERFORMANCE ELEMENTS**

1. Apply dusting solution to dust cloth, not to surface to be dusted.
2. Dust items starting at door and work clockwise around room. High dust especially in corners.
3. Clean all mirrors and glass surfaces including television screen. Use disinfectant for cleaning telephone surfaces.
4. Dust and/or polish the following: picture frames, mirrors, headboards, lamps, shades and light bulbs; bedside tables, telephone, windowsills, window and sliding glass door tracks (when applicable); dresser including inside drawers; television and stand or cabinet; chairs, closet shelves, hooks and clothes rod; top, knobs and sides of doors; air conditioning and heating units, fans or vents.
5. Replenish collateral according to property's policy and procedures.
6. Check walls for spots, marks or smudges and clean with damp cloth and all purpose cleaning solution.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Furniture, lamps and other items in room are properly cleaned and collateral is replenished.

**PROCESS**

All performance elements are critical for completion of the skill. The steps are numbered to show an appropriate sequence for completing the skill.

**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Vacuum cleaner  
Stocked housekeeping cart

**WORK TO BE PERFORMED**

Vacuum carpeted areas within room.

**PERFORMANCE CRITERIA**

Carpet is clean and free of lint, dust, dirt, etc.

Skill is completed in 2-3 minutes. Time to complete skill may vary depending on size of room.

**PERFORMANCE ELEMENTS**

1. Check under beds and furniture and remove any guest property or debris.
2. Vacuum all exposed carpet, reaching under tables, chairs and raised furniture. Move minor pieces of furniture. (It is not necessary to move heavy furniture. These areas will be cleaned on a special project basis.)
3. Start at farthest end of room and vacuum toward entry. Close windows and position window treatment as you work past them to avoid backtracking across newly vacuumed carpet.
4. Remove vacuum cleaner from room, wrap cord, and place onto cart before proceeding to next room.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Room is properly vacuumed.

**PROCESS**

All performance elements are critical completion of the skill of vacuuming. The steps are numbered to show an appropriate sequence for completing the skill.

**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Housekeeping assignment sheet  
Stocked housekeeping cart

**WORK TO BE PERFORMED**

Complete final check and complete housekeeping assignment form after cleaning room.

**PERFORMANCE CRITERIA**

Housekeeping assignment form, noting condition and status of room, is completed.  
Skill is completed in 1-2 minutes.

**PERFORMANCE ELEMENTS**

1. Scan room carefully in circular fashion from one corner to next visually inspecting room.
2. Check to make sure all furnishings are in proper places and check for crooked lampshades.
3. Report unusual odors and spray air freshener according to property policy and procedures.
4. Note condition and status of room according to property policy and procedures.
5. Turn off light, close door and check to see that it is locked.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Final room check is completed according to property policy and procedures.

**PROCESS**

All performance elements are critical for the completion of the final room check.

**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Room assignment sheet
- Room inspection forms
- Maintenance request forms

**WORK TO BE PERFORMED**

Complete room inspection after attendants have completed work.

**PERFORMANCE CRITERIA**

Maintenance requests are completed immediately following inspection.

Inspection is conducted randomly or every room may be checked daily depending on property's policy and procedures.

Problems that may have been overlooked during cleaning are identified.

**PERFORMANCE ELEMENTS**

1. Conduct room inspections to recognize quality cleaning jobs and to identify areas where improvement or additional training of staff is needed.
2. Inspect checkout rooms soon after room attendant reports they have been cleaned. Occupied rooms are inspected on varying schedule. Those rooms refusing service or displaying do not disturb sign are inspected according to property policy and procedures.
3. Inspect room in systematic manner (clockwise/counterclockwise) while completing room inspection form.
4. Complete work orders and/or maintenance requests when needed.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Room inspection is completed according to property policy and procedures.

**PROCESS**

All performance elements are critical for the completion of inspecting the guestroom. The steps are numbered to show an appropriate sequence for completing the skill.

**GUESTROOM CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Departmental policy and procedures  
Stocked turndown cart  
Room assignment sheet

**WORK TO BE PERFORMED**

Perform turndown service for each assigned guestroom.

**PERFORMANCE CRITERIA**

All turndown service tasks are completed in 5-7 minutes per guestroom.

**PERFORMANCE ELEMENTS**

1. Position stocked cart in front of door with open side facing door.
2. Knock on door with "Turndown service" phrase. Knock again.
3. Document any refused turndown service with "R/S" (Refused Service) on assignment sheet and offer ice and appropriate amenity.
4. Turn on lights in entry way.
5. Check bathroom.
  - a. Refresh towels (damp or soiled).
  - b. Wipe out sinks.
  - c. Empty trash.
  - d. Wipe mirror.
  - e. Straighten amenities.
  - f. Point toilet paper and tissue.
6. Check bedroom.
  - a. Turn down bedspread.
  - b. Turn down top sheet.
  - c. Turn down blanket and second sheet.
  - d. Stand pillows at an angle.
  - e. Place appropriate menu or note on pillow or sheet.
  - f. Place appropriate amenity on pillow or sheet according to property policy and procedures.
  - g. Place television remote control on night stand.
  - h. Close drapes, fill ice container and empty trash.
7. Turn on radio to specified station.
8. Leave light on in bedroom.
9. Straighten clothes and shoes according to property policy and procedures.



**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Turndown services are performed for each assigned guestroom.

**PROCESS**

All performance elements are critical for the completing the skill. Performance elements are completed in the order given. This particular skill may be modified, depending on the property, to create a specific or custom effect.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Stocked housekeeping cart  
Vacuum cleaner with attachments

**WORK TO BE PERFORMED**

Clean hallways and stairways.

**PERFORMANCE CRITERIA**

Hallways and stairways are cleaned daily.

Deep cleaning tasks (e.g., cleaning carpets, etc.) are performed on scheduled basis.

Skill is completed in one hour or more depending on size of facility and areas to be cleaned.

**PERFORMANCE ELEMENTS**

1. High dust (e.g., ceiling, walls, door vents, etc.) on regular basis according to property policy and procedures.
2. Dust all horizontal surfaces.
3. Dust all light fixtures and replace or report burned out lights.
4. Clean and empty ashtrays and ash urns.
5. Pick up trash and empty trash cans.
6. Sanitize telephones.
7. Clean (e.g., vacuum, dust mop, damp mop, etc.) floor.
8. Perform required floor maintenance on scheduled basis.
9. Clean baseboards beginning at one point in hallway and work down one side of hallway and back to starting point.
10. Wipe away smudges and marks on walls and doors.
11. Note conditions of emergency exit lights and report any damage or problems to supervisor.
12. Clean front and back of exit door and check to see that it properly opens and closes.
13. Clean fire extinguisher cabinets and other fixtures.
14. Report any damage to supervisor
15. Spot clean carpets as needed.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Hallways and stairs are cleaned according to property policy and procedures.

**PROCESS**

All performance elements are critical for the cleaning hallways and stairs. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**PUBLIC AREA CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Stocked housekeeping cart
- Sanitizing solutions
- Bucket, mop and floor-cleaning chemicals
- Personal Protective Equipment (PPE)
- Proper signage

**WORK TO BE PERFORMED**

Clean and maintain sanitary, safe and attractive public restrooms.

**PERFORMANCE CRITERIA**

Public restrooms are cleaned twice daily, once in morning and once in evening. Frequency of cleaning may vary depending on customer usage and property policy and procedures.

Time to complete skill is 3-4 minutes per fixture. Time may vary depending on size of room.

**PERFORMANCE ELEMENTS**

1. Check to see that bathroom is vacant. Knock on door first and announce "Housekeeping," and wait for response. After three announcements, it is assumed safe to enter.
2. Prop door open when entering, and place an approved floor sign at entrance.
3. Flush toilets and urinals and apply appropriate cleaner/sanitizer before attending to other tasks.
4. Empty trash containers, sanitize and reline with new bags.
5. Wipe down mirrors with cleaning solution leaving mirror free of streaks.
6. Empty and clean out ashtrays, urns and individual stall units.
7. Clean basins, checking drain traps for hair and debris.
8. Clean counter tops, checking for stains and damage.
9. Wipe fixtures with cleaning/sanitizing solution and damp rag and then polish bright work.
10. Wipe dry sinks and surrounding countertops and then polish.
11. Clean toilets and urinals using bowl brush and clean rag for each fixture.
12. Wipe and polish handles on toilets and urinals.
13. Clean partitions using spray bottle containing cleaning/sanitizing solution and a damp cloth or sponge.
14. Wipe down wall with appropriate cleaning solutions depending on type of surface. Remove any graffiti.

15. Restock dispensers for toilet seat covers, toilet paper, tissue, paper towels, and soap.
16. Wipe and polish dispensers to remove any surface marks or smudges.
17. Sweep all exposed floor areas and baseboards.
18. Reassemble all cleaning supplies and return to cart.
19. Mop floor using clean warm water and an appropriate amount of cleaning/sanitizing solution.
20. Rinse floor, wringing out mop frequently.
21. Give one final visual check before leaving.
22. Move floor warning sign when floor is dry.
23. Report to maintenance any conditions that need attention.

## **PERFORMANCE ASSESSMENT CRITERIA**

### **PRODUCT**

Public restrooms are clean, sanitary, safe, odorless and attractive.

### **PROCESS**

The performance elements are critical for cleaning and sanitizing public restrooms. Performance elements 19 and 20 may/may not be performed by the housekeeper depending on the property's policy and procedures. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Stocked housekeeping cart
- Vacuum cleaner with crevice tools/detailing attachments
- Preventative Maintenance (PM) program
- Proper signage

**WORK TO BE PERFORMED**

Clean front office and lobby areas.

**PERFORMANCE CRITERIA**

Front office and lobby are cleaned daily.

Deep cleaning tasks (e.g., carpet shampooing, tile care, stone surface maintenance, etc.) are performed on scheduled basis.

Time to complete the skill is 45-60 or more minutes depending on size of area.

**PERFORMANCE ELEMENTS**

1. Complete high, middle and lower dusting requirements.
2. Clean and empty ashtrays and ash urns.
3. Pick up trash and empty and sanitize trash cans.
4. Clean and sanitize telephones.
5. Clean and polish water fountains.
6. Vacuum carpets and spot-clean.
7. Vacuum upholstered furniture.
8. Clean/sanitize handrails.
9. Set up wet floor signs prior to mopping floors.
10. Dust mop/damp mop hard surface floors.
11. Clean hard surface floors. Refinish floors on regular basis according to PM schedule.
12. Clean mirrors and glass table tops.
13. Spot clean carpets and upholstered furniture as needed.
14. Step out of way if guests approach; greet guests.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Front office and lobby areas are clean, neat and ready for business.

**PROCESS**

All performance elements are critical for the cleaning the front office and lobby areas. The steps are numbered to show an appropriate sequence for completing the skill.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Stocked housekeeping cart
- Elevator/escalator key
- Vacuum cleaner with attachments
- Small brush or broom
- Proper signage

**WORK TO BE PERFORMED**

Clean elevators and escalators.

**PERFORMANCE CRITERIA**

Elevators are cleaned daily and monitored throughout day for debris, etc.

Time to complete skill is 15 minutes per elevator.

**PERFORMANCE ELEMENTS**

1. Take elevator/escalator out of service and set up signage.
2. Clean elevator.
  - a. Dust ceiling and lights. Note burned-out light bulbs.
  - b. Dust all surfaces with dust cloth or damp cloth followed by clean, dry cloth.  
Work from top to bottom.
  - c. Clean insides of elevator doors.
  - d. Remove gum and tar from elevator floor, and remove spots from carpet.
  - e. Vacuum carpeted elevators.
  - f. Clean floors in elevators using dust mop, vacuum and/or attachments and damp mop.
  - g. Clean door tracks with vacuum crevice tools or small toy broom. Polish periodically with steel wool.
3. Clean escalator.
  - a. Dust all surfaces, including sides, with dust cloth or damp cloth followed by clean, dry cloth.
  - b. Remove gum and tar from escalator.
  - c. Wipe handrails of escalator with wet sterilized cloth.
  - d. Use special equipment to clean and polish treads when provided by property.
4. Place all cleaning supplies back on cart.
5. Place elevator/escalator back in service.
6. Close door and clean outside of door; spot clean wall near elevator request button.
7. Report any burned out bulbs, etc., to maintenance.



**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Elevators and escalators are cleaned according to property policy and procedures.

**PROCESS**

All performance elements are critical for the cleaning elevators and escalators. The steps are numbered to show an appropriate sequence for completing the skill.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Stocked housekeeping cart
- Mop, wringer and bucket
- Chemical solutions
- Floor machine
- Floor finish
- Carpet-cleaning equipment
- Proper signage

**WORK TO BE PERFORMED**

Clean and sanitize food and beverage outlets.

**PERFORMANCE CRITERIA**

Food and beverage outlets are cleaned daily.

Stripping and refinishing of floors and extraction of carpets are performed on scheduled basis or as needed.

Carpet is spotted daily.

Time to complete skill is 20-45 minutes depending on size of area.

**PERFORMANCE ELEMENTS**

1. Prepare room for cleaning by turning on lights, opening window treatments, and posting proper signage.
2. Pick up trash, empty and sanitize trash cans.
3. Clean seats, table legs and chair rails. Spot seats as needed.
4. Clean table bases.
5. Sweep edges of carpets and hard floors.
6. Dust furniture and fixtures and clean glass surfaces.
7. Remove food residue and spills from carpets.
8. Move chairs away from table. Spot and vacuum carpets. Clean hard floors.
9. Clean window treatments, light fixtures and other pieces of furniture paying close attention to small grooves and other places where dust collects.
10. Follow carpet care schedule.
11. Report/replace burned-out light bulbs and report maintenance problems to appropriate personnel.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Eating area is sanitized and clean.

**PROCESS**

The performance elements are critical to providing clean food and beverage outlets. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Stocked housekeeping cart  
Vacuum cleaner  
Inspection sheet

**WORK TO BE PERFORMED**

Clean banquet and meeting rooms.

**PERFORMANCE CRITERIA**

Banquet and meeting rooms are cleaned and straightened according to property policy and procedures.

All banquet and meeting rooms are cleaned immediately after function.

Time to complete skill ranges from 20-60 or more minutes per room depending on size of room.

**PERFORMANCE ELEMENTS**

1. Spot-clean walls.
2. Wipe windowsills where applicable.
3. Clean light fixtures and replace burned-out bulbs according to property policy and procedures.
4. Dust and polish furniture. Spot-clean upholstery as needed.
5. Clean and sanitize telephones.
6. Clean hard floor surfaces.
7. Move chairs away from tables and vacuum carpeted area; spot-clean as needed.
8. Gather cleaning supplies.
9. Perform final inspection according to property policy and procedures before exiting room.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Banquet and meeting rooms are clean and ready for next meal or function.

**PROCESS**

The performance elements are critical for cleaning the banquet and meeting rooms. The order given is recommended but not required except for numbers eight and nine which are completed last.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Stocked housekeeping cart  
Pool vacuum  
Vacuum cleaner

**WORK TO BE PERFORMED**

Clean whirlpool, sauna and swimming areas.

**PERFORMANCE CRITERIA**

Swimming pool and exercise areas are neat, clean and free of wet towels and soiled linen.

Clean towels and linens are available.

Swimming pool and exercise areas are cleaned once or more daily depending on use.

Time to complete skill is 15-30 minutes depending on size.

**PERFORMANCE ELEMENTS**

1. Collect wet towels and soiled linen.
2. Empty and clean ashtrays.
3. Empty and clean trash receptacles and replace liners.
4. Clean glass areas.
5. Clean wall areas.
6. Sweep and mop hard floor surfaces.
7. Clean and straighten lounge furniture.
8. Restock towels and linen.
9. Vacuum carpeted areas.
10. Report to supervisor any unsafe or damaged conditions.

## **PERFORMANCE ASSESSMENT CRITERIA**

### **PRODUCT**

Swimming pool and exercise areas are clean, neat and ready for use.

### **PROCESS**

The performance elements are all critical for cleaning the swimming pool and exercise areas. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**PUBLIC AREA CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Stocked housekeeping cart  
Vacuum cleaner  
Keys

**WORK TO BE PERFORMED**

Clean administrative offices to maintain overall cleanliness and neat appearance.

**PERFORMANCE CRITERIA**

Administrative offices are cleaned according to property policy and procedures.

Skill is performed on daily basis.

Some cleaning tasks (e.g., window cleaning) are performed on weekly or monthly basis and/or as needed.

Nightly cleaning varies depending on size and number of offices. One office is cleaned in 15 minutes or less.

**PERFORMANCE ELEMENTS**

1. Knock before entering the office and pick up debris and empty trash cans and ashtrays.
2. Spot-clean wall areas.
3. Clean windows and window treatments according to property policy and procedures.
4. Dust furniture.
5. Clean and sanitize telephones.
6. Arrange furniture but avoid moving or rearranging any items on desks or work surfaces.
7. Sweep or vacuum floor.
8. Gather all cleaning supplies and exit office, closing door and checking to make certain it is locked.
9. Clean door hardware and surrounding area.
10. Check and report any burned-out light bulbs to appropriate personnel.



**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Administrative offices are clean and ready for next business day.

**PROCESS**

The performance elements are all critical for cleaning the administrative offices. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**BACK OF THE HOUSE CLEANING****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Stocked housekeeping cart
- Vacuum cleaner
- Service elevator key
- Power washer
- Proper signage

**WORK TO BE PERFORMED**

Clean areas closed to guests but occupied by employees working at facility.

**PERFORMANCE CRITERIA**

Employee areas are free of dirt, grime and dust.

Employee areas are cleaned daily with deep/rotational cleaning tasks (e.g., steam extraction of carpet soil, stripping and refinishing of floors) performed on a scheduled basis.

Cleaning time, excluding time for deep/rotational cleaning tasks, is 60 minutes. Time to complete skill varies according to size of area to be cleaned.

**PERFORMANCE ELEMENTS**

1. Clean elevator.
  - a. Take elevator out of service post appropriate signage.
  - b. Sweep and damp mop elevator.
  - c. Place elevator back in service.
2. Clean service corridor.
  - a. Pick up debris and empty trash.
  - b. Clean corridor floor.
3. Clean employee dining room by picking up debris and straightening contents.
  - a. Remove food residue and spills.
  - b. Move chairs away from table.
  - c. Clean floors.
4. Clean and sanitize employee restroom.
  - a. Check to see if restroom is vacant. Knock on door first and announce "Housekeeping," and wait for response. After three announcements, assume it is safe to enter.
  - b. Prop restroom door open when entering and place an approved floor sign at entrance.
  - c. Apply appropriate cleaner to toilets and urinals before attending to other tasks.

- d. Pick up any debris and empty trash cans.
- e. Wipe down mirror with cleaning solution and dry, leaving it free of streaks.
- f. Clean and sanitize basin and countertops using a sanitizing solution.
- g. Restock and clean dispensers.
- h. Clean and sanitize toilets and urinals using bowl brush, and polish bright work.
- i. Clean and sanitize handles on toilets and urinals.
- j. Clean and sanitize all exposed floor areas and baseboards.
- k. Reassemble all cleaning supplies and return to cart.
- l. Remove wet floor warning sign when floor is dry.
5. Clean general storage area.
  - a. Prop open door to storage area to be cleaned.
  - b. Pick up debris and trash.
  - c. Clean exposed floor in storage area.
  - d. Close and lock storage area door.
6. Clean back of house floors as needed.

## **PERFORMANCE ASSESSMENT CRITERIA**

### **PRODUCT**

Back of house areas are free of trash and debris and are clean and sanitary.

### **PROCESS**

The performance elements are all critical for cleaning the back of the house. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Stocked turndown cart  
Vacuum cleaner

**WORK TO BE PERFORMED**

Clean housekeeping areas that may include housekeeping office, laundry and linen rooms.

**PERFORMANCE CRITERIA**

Housekeeping areas are cleaned according to property policy and procedures.

Cleaning housekeeping areas is performed on daily basis.

Time to complete skill is 45-60 minutes but may vary according to size of areas.

**PERFORMANCE ELEMENTS**

1. Clean linen and uniform area.
  - a. Organize linens/uniforms.
  - b. Clean linen room floor.
  - c. Dust any furniture and shelving in linen room.
2. Position housekeeping carts for ease in restocking.
3. Clean housekeeping storage area floors as needed.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Housekeeping storage areas are clean and neat.

**PROCESS**

The performance elements are all critical for cleaning the housekeeping storage areas. The steps are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Financial, quality and employee satisfaction goals of facility
- Corporate guidelines
- Revenue and occupancy forecast
- Cost per occupied room
- Budget constraints
- Computer workstation with appropriate software
- History/analysis reports on amenity and supply usage

**WORK TO BE PERFORMED**

Prepare an operating budget and a capital expenditures budget.

**PERFORMANCE CRITERIA**

Typically prepared for each fiscal year, annual operating budget summarizes anticipated year-end results.

Housekeeping budget process takes 3 weeks to complete and is completed with 95% accuracy. Time to complete budget may vary depending on property's requirements.

Reforecasting is performed on monthly or as needed basis.

**PERFORMANCE ELEMENTS**

1. Establish par levels for each amenity and supply by reviewing occupancy/trend reports in order to identify the amount needed. Upon determination, increase the total necessary by 10% in order to allow for adjustments in occupancy.
2. Determine levels of expense in various categories including wages and salaries, benefits, cleaning and guest supplies, linens and uniforms, contract cleaning services and laundry services to derive a Cost Per Occupied Room (CPOR). Use CPOR to determine expenses such as labor, guest supplies and cleaning supplies. Supplies such as uniforms as well as contract cleaning services need to be zero based. Par levels need to be maintained or changed based on need.
3. Review level of service to be maintained by property.
4. Maximize profits and control expenses in relation to corporate goals and objectives.
5. Prepare budget figures annually for operating and capital budgets.
6. Present budgets to upper-level management.
7. Review and revise budgets as needed until finalized for next fiscal year.
8. Control expenses by comparing actual costs with amounts budgeted and assessing variances.

9. Reforecast and adjust controllable expenses throughout year in proportion to variation in occupancy levels.
10. Capital budgets are prepared annually and replacements of equipment or machines may be part of an overall renovation/modernization or may be purchased as needed throughout the fiscal year. When preparing capital budgets, consider age and anticipated wear life of Furniture, Fixture and Equipment (FFE) items. Any items that will depreciate in 12 months must be budgeted for replacement.

**PERFORMANCE ASSESSMENT CRITERIA****PRODUCT**

Operating budget and capital budget are prepared and utilized throughout the fiscal year for controlling expenses.

**PROCESS**

All performance elements are critical for budget preparation. The steps are numbered to show an appropriate sequence for completing the skill.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Inventory records
- Requisition forms
- Operational budget/direct budget

**WORK TO BE PERFORMED**

Purchase linens, uniforms, supplies, and equipment based on need and operating budget.

**PERFORMANCE CRITERIA**

Requisition forms are completed with 100% accuracy using precise specifications for items requisitioned.

Linen needs are forecasted on yearly basis and purchased throughout year.  
(Purchases are made as frequently as quarterly.)

Uniforms are replaced as needed to maintain par level or when styles are changed.

Operating supplies are purchased as needed to maintain par level, usually on monthly basis.

Major machines and equipment are replaced annually according to capital budget.

Time to complete skill varies from 30 minutes to 1 hour monthly, depending on number of requisitions prepared.

**PERFORMANCE ELEMENTS**

1. Establish par levels.
2. Examine inventory records to determine linen needs and requisition linens to maintain par levels.
3. Check operating budget to determine which operating supplies to requisition. Operating expenses are budgeted on the basis of cost per occupied room and requisitions for purchase are based on inventory records and projected occupancy. Purchases should not exceed operating budget unless there is a large increase in occupancy.
4. Select linens, uniforms, supplies, and equipment to be purchased.
5. Complete requisitions for purchasing replacements.
  - a. Requisitions for uniform purchases are based on par levels, and new uniforms are requisitioned to maintain par level.
  - b. Requisitions for purchasing replacement of major machines and equipment are prepared based on capital budget. Items to be purchased are planned when capital budgets are developed.

- c. Price, quality and durability of product are considered when completing requisition requests. Equipment purchases should include in-service training.
- d. Requisition forms are signed ensuring signatures are in appropriate location.
- 6. Give form to appropriate staff (e.g., purchasing, etc.).
- 7. File copy of requisition in appropriate file.

## **PERFORMANCE ASSESSMENT CRITERIA**

### **PRODUCT**

Requisition form is completed to meet housekeeping requirements for each day of the week.

### **PROCESS**

All performance elements are critical for completion of requisitions. The steps are numbered to show an appropriate sequence for completing the skill.



**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Basic formula to identify specific number of positions needed
- Appropriate form
- Schedule of events
- Occupancy forecast
- Annual/monthly payroll forecast

**WORK TO BE PERFORMED**

According to occupancy levels, determine total labor hours, number of staff needed, and estimated labor expense required to operate housekeeping department for each work shift for each day of the week.

**PERFORMANCE CRITERIA**

Staffing form is completed annually, listing number of room attendants and other housekeeping staff needed on each work shift according to varying occupancy levels.

Staffing schedule is completed legibly with 100% accuracy.

Time to complete skill varies from 15 minutes to 1 hour, depending on season of year, events scheduled, and size of property.

**PERFORMANCE ELEMENTS**

1. Determine total labor hours, number of employees needed according to occupancy levels and estimated labor expense.
2. Locate appropriate form.
3. Determine number of room attendants and other staff (e.g., inspectors, day-shift lobby attendant for public areas, housekeepers, etc.) required for each work shift.
4. Record number of staff needed on staffing form.
5. Sign or initial form in appropriate location.
6. Distribute form to appropriate staff.
7. File copy of form according to property policy and procedures.

## **PERFORMANCE ASSESSMENT CRITERIA**

### **PRODUCT**

Housekeeping employee staffing guide is completed to meet requirements for varying occupancy levels.

### **PROCESS**

All performance elements are critical for developing a housekeeping employee staffing guide. The steps are numbered to show an appropriate sequence for completing the skill.

**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- List of housekeeping staff
- Appropriate forms
- Order request form
- Vacation/absence request forms
- Union contract
- Occupancy forecast
- Local, state and federal labor laws, (e.g., Fair Labor Standards Act, Six Day Week Law, etc.)

**WORK TO BE PERFORMED**

Prepare housekeeping employee staffing schedule for each day of the week.

**PERFORMANCE CRITERIA**

Appropriate form is completed assigning housekeeping staff to service public areas and room attendants for each work shift throughout the week.

Appropriate form is completed assigning work schedule for other housekeeping staff including executive housekeeper, assistant executive housekeeper, inspectors, etc.

Staffing schedule is completed legibly with 95% accuracy.

Time to complete skill varies depending on season of year, events scheduled, and the size of facility.

**PERFORMANCE ELEMENTS**

1. Obtain appropriate form, schedule of events and occupancy forecast.
2. Determine number of housekeeping staff required for each work shift.
3. Record staff vacations and requested days off.
4. Record number of staff needed on appropriate form.
5. Balance staff schedules by scheduling additional days off (low occupancy) or scheduling overtime (high occupancy).
6. Post staffing schedule.

**PERFORMANCE ASSESSMENT CRITERIA**

All local, state and federal labor laws are followed.

**PRODUCT**

Housekeeping employee staffing schedule is completed to meet staffing requirements for each day of the week.

**PROCESS**

All performance elements are critical for developing a housekeeping employee staffing schedule. The steps are numbered to show an appropriate sequence for completing the skill.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Employee handbook  
Communication medium (e.g., bulletin board, e-mail,  
departmental meetings, etc.)  
Federal, state and local regulations  
Union contract

**WORK TO BE PERFORMED**

Develop departmental policy and procedures.

**PERFORMANCE CRITERIA**

Departmental policy and procedures are developed and updated according to current trends and department needs.

Time required to complete the skill depends on type of policy and procedures to be developed and/or modified.

**PERFORMANCE ELEMENTS**

1. Identify need to modify or clarify existing policy and/or procedures.
2. Identify need to create new policy and/or procedures.
3. Modify existing policy and/or procedures.
4. Create new policy and/or procedures.
5. Ensure that new/modified policy and/or procedures comply with federal, state and local regulations.
6. Present suggested policy and/or procedures changes to appropriate department/persons for approval.
7. Post new and modified policy and procedures.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Departmental policy and procedures are developed or modified to meet identified needs of property.

**PROCESS**

All performance elements are critical for developing policy and procedures. The performance elements are numbered to show an appropriate sequence for completing the skill; however, a different sequence may be used.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Operating budget  
Resource materials  
Liability document

**WORK TO BE PERFORMED**

Contract with outside cleaning services.

**PERFORMANCE CRITERIA**

Contract is acquired with reliable outside service that will provide services to meet property's quality standards.

Time to complete skill varies according to service contracted.

**PERFORMANCE ELEMENTS**

1. Contact well-established companies that provide services required.
2. Obtain at least three bids for new jobs.
3. Ask companies to list equipment and supplies that will be used.
4. Check references thoroughly.
5. Review time expectation, quality assurance, and terms of contract.
6. Verify insurance coverage for workers, guests, property employees, and assets.
7. Greet service people upon arrival and review job parameters.
8. Visit job site after work has begun to ensure property expectations are being met.
9. Walk through project upon completion to review contractor's work.
10. Authorize payment for work when job is satisfactorily completed.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Contract for outside services is obtained.

**PROCESS**

All performance elements are critical for contracting with outside services and are numbered to show an appropriate sequence.



**SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Job descriptions
- Property policy and procedures
- Employment application forms
- New hire packet (e.g., benefit forms, state and federal forms, etc.)
- Scheduling forms
- Training manual
- Local, state and federal regulations
- Current employee union contracts
- Safety manual/property tour/staff introduction
- Annual occupancy forecast

**WORK TO BE PERFORMED**

Maintain housekeeping staff requirements of property.

**PERFORMANCE CRITERIA**

Housekeeping staff requirements of property are determined and met to maximize guest satisfaction.

Policy and procedures for staffing property are followed without error.

Time needed to maintain staffing requirements varies with each job classification and recruitment and interview time required.

**PERFORMANCE ELEMENTS**

1. Determine fixed positions (e.g., housekeeper, supervisor, assistant director of housekeeping, director of housekeeping, rooms division manager/director of facility operations).
2. Determine number of variable staff positions (e.g., housekeepers [day and afternoon shifts], inspectors, lobby attendants, etc.).
3. Identify staff vacancies due to vacancies from regular turnover, vacations, sickness, average absenteeism, promotions and increased areas of responsibility.
4. Review and revise job descriptions.
5. Advise human resource department to recruit prospective employees.
6. Review applications.
7. Interview prospective employees.
8. Have prospective employees take appropriate pre-employment tests.
9. Hire new employees.
10. Provide orientation training.

11. Explain benefits to employees.
12. Complete paperwork for personnel files.
13. Communicate personnel policies and procedures.
14. Monitor compliance with state and federal hiring and workplace laws.
15. Monitor performance of new employee closely and determine if they are correct fit for property.
16. Take action, preferably in first 30 working days, if employee is not proper fit.

## **PERFORMANCE ASSESSMENT CRITERIA**

### **PRODUCT**

Property housekeeping staff requirements are identified. Individuals are recruited, interviewed and hired to meet property needs.

### **PROCESS**

Performance elements 1-13 are performed prior to elements 14-16.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Job descriptions
- Training manual
- Local, state and federal regulations
- Applicable employee union contracts

**WORK TO BE PERFORMED**

Orient, train and inform housekeeping staff.

**PERFORMANCE CRITERIA**

Employees are oriented and trained. Current employees are retrained and informed of all changes.

New or revised policy and procedures are communicated to employees without error.

Time to complete skill varies according to activities being performed.

**PERFORMANCE ELEMENTS**

1. Conduct property and government mandated training and orientation sessions on the following subjects:
  - a. Cleaning tasks
  - b. Policy and procedures
  - c. Handling hazardous products and equipment
  - d. First aid
  - e. Safety and security
  - f. OSHA standards/reporting processes
  - g. Blood Borne Pathogens (BBP)
2. Conduct informational staff meetings.
3. Coach and support employees.
4. Communicate property policy and procedures changes.
5. Monitor compliance with local, state, federal and union hiring and workplace laws.

## **PERFORMANCE ASSESSMENT CRITERIA**

### **PRODUCT**

Each employee is oriented, trained and informed of changes to property policy and procedures.

### **PROCESS**

All performance elements are critical for orienting, training and informing employees. The steps are numbered to show an appropriate sequence for completing the skill.

**HOUSEKEEPING MID-MANAGEMENT****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Scheduling forms
- Training schedules
- Local, state and federal regulations
- Union contract
- Employee evaluation forms including
  - current employee union contracts
  - personnel action forms (e.g., change of status, benefit request, etc.)
  - disciplinary forms

**WORK TO BE PERFORMED**

Supervise employees.

**PERFORMANCE CRITERIA**

All supervisory functions are completed in timely manner.

Job performance expectations are communicated to employees.

Employee evaluation forms are completed and discussed with each employee before filing.

Forms are completed without error.

Time required to complete skill varies with each job classification and employee.

**PERFORMANCE ELEMENTS**

1. Determine job performance standards.
2. Communicate job performance standards.
3. Communicate personnel policy and procedures.
4. Review and recommend revisions in salary schedules.
5. Settle conflicts among employees.
6. Complete employee evaluation forms.
7. Discuss evaluations with employees.
8. Enforce property policy and procedures.
9. Coach, counsel and take disciplinary action when necessary.
10. Terminate employees when necessary.
11. Monitor compliance with union, state and federal hiring and workplace laws.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

All supervisory functions are completed. Job performance expectations are communicated to employees.

**PROCESS**

All performance elements are critical for supervising employees. The steps are numbered to show an appropriate sequence for completing the skill.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Written Preventative Maintenance (PM) program
- Preventative Maintenance Order (PMO)
- Established manufacturer's recommendations
- Compliance with standards (OSHA/EPA inspections)

**WORK TO BE PERFORMED**

Develop a plan for Preventative Maintenance (PM) and implement following the established manufacturer's recommendations, empirical measurements of degrading performance, or impending failure of unmaintained piece of equipment.

**PERFORMANCE CRITERIA**

Appropriate maintenance activities are executed to ensure continuous operation of facility, system or piece of equipment.

Equipment performance operates at proper efficiency without interruption.

Development of PM program plan is completed in 1-2 days.

**PERFORMANCE ELEMENTS**

1. Identify and list facility, system or equipment to be maintained.
2. Obtain established manufacturer's recommended maintenance plan. Where entire systems or major system components are mass-produced, manufacturer usually recommends service frequencies and procedures.
3. Develop and implement written PM program.
4. Initiate PMO which is a statement of actual procedures to be used in performance of preventative maintenance task for system or piece of equipment.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Preventative maintenance program is developed and implemented.

**PROCESS**

All performance elements are critical for completing the skill. The steps are numbered to show an appropriate sequence of completion.

**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Established manufacturer's recommendations

**WORK TO BE PERFORMED**

Develop, implement and monitor plan for rotational cleaning and implement according to facility policy and procedures.

**PERFORMANCE CRITERIA**

Rotational cleaning is performed on scheduled basis.

Rooms are scheduled for rotational cleaning as directed by department management.

Development of rotational cleaning plan is completed in eight hours.

**PERFORMANCE ELEMENTS**

1. Develop inspection schedule for determining areas to be scheduled for deep cleaning.
2. Assign staff to perform deep cleaning.
3. Identify deep cleaning to be done on rotational cleaning basis ( e.g., bedspread and blanket rotation and cleaning, flipping and rotating mattresses, shampooing carpets, dusting high and hard-to-reach areas, cleaning vents and fans, vacuuming under furniture that requires heavy moving, cleaning and vacuuming window coverings, etc.).
4. Calculate cost associated with rotational cleaning plan for budgeting purposes.
5. Initiate rotational cleaning plan.
6. Track costs and progress for rotational cleaning.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Rotational cleaning plan is developed, implemented and monitored.

**PROCESS**

All performance elements are critical for completing the skill. The steps are numbered to show an appropriate sequence of completion.



**SKILL STANDARD**

**CONDITIONS OF PERFORMANCE**

Given the following:

Property policy and procedures  
Room assignment sheets  
Reporting form

**WORK TO BE PERFORMED**

Complete reporting forms listing broken/malfunctioning equipment to be sent to maintenance department.

**PERFORMANCE CRITERIA**

Reporting forms are completed accurately and with details about nature of malfunction or breakage of equipment.

Reporting form is completed in less than five minutes but varies depending on number of reporting forms prepared.

**PERFORMANCE ELEMENTS**

1. Review manufacturers' warranties.
2. Examine reporting section of room assignment sheets completed by housekeepers.
3. Complete reporting form identifying malfunction or breakage of equipment.
4. Describe in detail nature of equipment problem.
5. Sign reporting forms in appropriate location on form.
6. Give form to maintenance.
7. File copy of reporting form according to property policy and procedures.
8. Follow up to assure job is performed and/or performed correctly.
  - a. Periodically review outstanding reporting forms. Question why certain items take so long to repair.
  - b. When repairs are complete, check to assure quality standards are met.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Reporting forms are completed to include all equipment reported to have malfunctioned or appearing to be broken.

**PROCESS**

All performance elements are critical for completion of reporting forms. The steps are numbered to show an appropriate sequence for completing the skill.

**HOUSEKEEPING MID-MANAGEMENT****SKILL STANDARD****CONDITIONS OF PERFORMANCE**

Given the following:

- Property policy and procedures
- Room assignment sheets (reporting section)
- Reporting form

**WORK TO BE PERFORMED**

Complete reporting forms for items housekeepers have found or guests have reported missing.

**PERFORMANCE CRITERIA**

Reporting form is completed with 100% accuracy.

Skill is completed in 2-3 minutes.

**PERFORMANCE ELEMENTS**

1. Report any guest items found in guest's room or on property.
  - a. Record found item on the room assignment sheet.
  - b. Complete report form identifying found items.
  - c. Describe in detail item and location where item was found.
  - d. Give form to front desk and security.
  - e. Place found item(s) in appropriate designated location with tag identifying location where found.
  - f. File copy of report identifying found item in appropriate file.
  - g. After 90 day waiting period (or time period established by property), staff member will receive item they turned in.
2. Report property items that are missing.
  - a. Examine reporting section of room assignment sheets completed by housekeepers.
  - b. Describe in detail item and location from which item was reported missing.
  - c. Reporting forms are signed in the appropriate location on the form.
  - d. Give form to front desk and security personnel.
  - e. Remove item from inventory.
  - f. File copy of reporting form in appropriate file.
  - g. Post charges to guest's room account, if necessary, for items missing.
3. Guests reporting missing items from room should be referred to security/loss department.

**PERFORMANCE ASSESSMENT CRITERIA**

**PRODUCT**

Reporting forms are completed to include all items and location from which items were reported missing.

**PROCESS**

All performance elements are critical for completion of reporting forms. The steps are numbered to show an appropriate sequence for completing the skill.

<b>Academic Skills</b>	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
<b>Assessment</b>	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
<b>Content Standard</b>	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
<b>Critical Work Functions</b>	<p>Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components:</p> <ul style="list-style-type: none"> <li>• <b>Conditions of Performance:</b> The information, tools, equipment and other resources provided to a person for a work performance.</li> <li>• <b>Work to Be Performed:</b> A description of the work to be performed.</li> <li>• <b>Performance Criteria:</b> The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedure requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.</li> </ul>
<b>Credentialing</b>	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/occupational area.
<b>Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)</b>	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
<b>Industry</b>	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

<b>Industry Subcouncil</b>	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
<b>Knowledge</b>	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
<b>Occupation</b>	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
<b>Occupational Cluster</b>	Grouping of occupations from one or more industries that share common skill requirements.
<b>Occupational Skill Standards</b>	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
<b>Occupational Skills</b>	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
<b>Par Levels</b>	Par refers to a specific quantity of items kept in stock to ensure efficient operation. Par levels are set by property and/or corporate management based on calculations of past usage and projected occupancy.
<b>Performance Standard</b>	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
<b>Product Developer</b>	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
<b>Reliability</b>	The degree of precision or error in an assessment system so repeated measurements yield consistent results.

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<b>Skill</b>	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
<b>Skill Standard</b>	Statement that specifies the knowledge and competencies required to perform successfully in the workplace.
<b>Standards Development Committee</b>	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
<b>State Liaison</b>	Individual responsible for communicating information among all parties (e.g., IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
<b>Third-Party Assessment</b>	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
<b>Validity</b>	The degree of correspondence between performance in the assessment system and job performance.
<b>Workplace Skills</b>	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

## **APPENDIX B**

## **ILLINOIS OCCUPATIONAL SKILL STANDARDS AND CREDENTIALING COUNCIL**

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**Margaret Blackshere**

AFL-CIO

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**Judith Hale**

Hale Associates

---

**Michael O'Neill**

Chicago Building Trades Council

---

**Janet Payne**

United Samaritans Medical Center

---

**Gene Rupnik**

Hospitality Industry

---

**Jim Schultz**

Illinois Retail Merchants Association  
Walgreen Company

---

**Larry Vaughn**

Illinois Chamber of Commerce



<b>Dennis Albanese</b>	Albanese Development Company
<b>Linda Bacin</b>	Vice President The Bacin Group
<b>Robert Bleavins</b>	President RBHotelier
<b>John Draz</b>	Chef - Instructor The Culinary School of Kendall College
<b>Marie French</b>	Committee Co-Chair President, Wayne Griffin Travel and Cruises
<b>Mark Kaufman</b>	Senior Manager of Community Employment & Training Marriott International
<b>Nancy Kroll</b>	Instructor St. Charles High School
<b>George Macht</b>	Associate Professor, Foodservice Administration College of DuPage
<b>Ivan Matsunaga</b>	Committee Co-Chair Vice President of Operations, Connie's Pizza
<b>Larry Posen</b>	Dining Services Director Roosevelt University
<b>Tom Rivera</b>	President, Greater Woodfield Convention and Visitor's Bureau
<b>Charlie Robinson</b>	Owner, Robinson's Ribs
<b>Rick Roman</b>	Owner, The Signature Room at the 95th
<b>Sandra Timmerman</b>	President Illinois Bed and Breakfast
<b>Ruth Hicks</b>	State Liaison Illinois State Board of Education
<b>Debra Larson</b>	State Liaison Illinois State Board of Education

**APPENDIX D****HOUSEKEEPING MANAGEMENT CLUSTER  
STANDARDS DEVELOPMENT COMMITTEE**

<b>Diana Bolker</b>	Director of Housekeeping Sheraton Arlington Park Hotel
<b>Brian Coughlin</b>	Guest Service Manager The Union League Club of Chicago
<b>Richard Gamez</b>	Wyndham Hotel Chicago
<b>Velma Harris</b>	C.E.H.
<b>Eddie Mae Henderson</b>	Executive Housekeeper The Union League Club of Chicago
<b>Chris Hulting</b>	Rooms Executive The Hyatt Lodge
<b>Cleveland Johnson</b>	R.E.H. Coverall of North West Indiana
<b>Susan Joyner</b>	Department of Aviation
<b>Robert Kirkland</b>	Environmental Services Champaign County Nursing Home
<b>Diane Nanna</b>	R.E.H. Franciscan Village
<b>Elaine Robinson</b>	Continuing Education Instructor Harold Washington College
<b>Todd Temperly</b>	Assistant Director of Human Resources Hilton Chicago & Towers
<b>Doame Thorne</b>	C.E.H. Plymouth Place
<b>James Zielinski, C.H.A., F.M.P.</b>	Professor College of DuPage
<b>Marian Swisher</b>	Product Developer
<b>Ruth Hicks</b>	State Liaison Illinois State Board of Education
<b>Debra Larson</b>	State Liaison Illinois State Board of Education

<b>A. Developing an Employment Plan</b>	<ol style="list-style-type: none"> <li>1. Match interests to employment area.</li> <li>2. Match aptitudes to employment area.</li> <li>3. Identify short-term work goals.</li> <li>4. Match attitudes to job area.</li> <li>5. Match personality type to job area.</li> <li>6. Match physical capabilities to job area.</li> <li>7. Identify career information from counseling sources.</li> <li>8. Demonstrate a drug-free status.</li> </ol>
<b>B. Seeking and Applying for Employment Opportunities</b>	<ol style="list-style-type: none"> <li>1. Locate employment opportunities.</li> <li>2. Identify job requirements.</li> <li>3. Locate resources for finding employment.</li> <li>4. Prepare a resume.</li> <li>5. Prepare for job interview.</li> <li>6. Identify conditions for employment.</li> <li>7. Evaluate job opportunities.</li> <li>8. Identify steps in applying for a job.</li> <li>9. Write job application letter.</li> <li>10. Write interview follow-up letter.</li> <li>11. Complete job application form.</li> <li>12. Identify attire for job interview.</li> </ol>
<b>C. Accepting Employment</b>	<ol style="list-style-type: none"> <li>1. Apply for social security number.</li> <li>2. Complete state and federal tax forms.</li> <li>3. Accept or reject employment offer.</li> <li>4. Complete employee's Withholding Allowance Certificate Form W-4.</li> </ol>
<b>D. Communicating on the Job</b>	<ol style="list-style-type: none"> <li>1. Communicate orally with others.</li> <li>2. Use telephone etiquette.</li> <li>3. Interpret the use of body language.</li> <li>4. Prepare written communication.</li> <li>5. Follow written directions.</li> <li>6. Ask questions about tasks.</li> </ol>
<b>E. Interpreting the Economics of Work</b>	<ol style="list-style-type: none"> <li>1. Identify the role of business in the economic system.</li> <li>2. Describe responsibilities of employee.</li> <li>3. Describe responsibilities of employer or management.</li> <li>4. Investigate opportunities and options for business ownership.</li> <li>5. Assess entrepreneurship skills.</li> </ol>
<b>F. Maintaining Professionalism</b>	<ol style="list-style-type: none"> <li>1. Participate in employment orientation.</li> <li>2. Assess business image, products and/or services.</li> <li>3. Identify positive behavior.</li> <li>4. Identify company dress and appearance standards.</li> <li>5. Participate in meetings in a positive and constructive manner.</li> <li>6. Identify work-related terminology.</li> <li>7. Identify how to treat people with respect.</li> </ol>

<b>G. Adapting to and Coping with Change</b>	<ol style="list-style-type: none"> <li>1. Identify elements of job transition.</li> <li>2. Formulate a transition plan.</li> <li>3. Identify implementation procedures for a transition plan.</li> <li>4. Evaluate the transition plan.</li> <li>5. Exhibit ability to handle stress.</li> <li>6. Recognize need to change or quit a job.</li> <li>7. Write a letter of resignation.</li> </ol>
<b>H. Solving Problems and Critical Thinking</b>	<ol style="list-style-type: none"> <li>1. Identify the problem.</li> <li>2. Clarify purposes and goals.</li> <li>3. Identify solutions to a problem and their impact.</li> <li>4. Employ reasoning skills.</li> <li>5. Evaluate options.</li> <li>6. Set priorities.</li> <li>7. Select and implement a solution to a problem.</li> <li>8. Evaluate results of implemented option.</li> <li>9. Organize workloads.</li> <li>10. Assess employer and employee responsibility in solving a problem.</li> </ol>
<b>I. Maintaining a Safe and Healthy Work Environment</b>	<ol style="list-style-type: none"> <li>1. Identify safety and health rules/procedures.</li> <li>2. Demonstrate the knowledge of equipment in the workplace.</li> <li>3. Identify conservation and environmental practices and policies.</li> <li>4. Act during emergencies.</li> <li>5. Maintain work area.</li> <li>6. Identify hazardous substances in the workplace.</li> </ol>
<b>J. Demonstrating Work Ethics and Behavior</b>	<ol style="list-style-type: none"> <li>1. Identify established rules, regulations and policies.</li> <li>2. Practice cost effectiveness.</li> <li>3. Practice time management.</li> <li>4. Assume responsibility for decisions and actions.</li> <li>5. Exhibit pride.</li> <li>6. Display initiative.</li> <li>7. Display assertiveness.</li> <li>8. Demonstrate a willingness to learn.</li> <li>9. Identify the value of maintaining regular attendance.</li> <li>10. Apply ethical reasoning.</li> </ol>
<b>K. Demonstrating Technological Literacy</b>	<ol style="list-style-type: none"> <li>1. Demonstrate basic keyboarding skills.</li> <li>2. Demonstrate basic knowledge of computing.</li> <li>3. Recognize impact of technological changes on tasks and people.</li> </ol>
<b>L. Maintaining Interpersonal Relationships</b>	<ol style="list-style-type: none"> <li>1. Value individual diversity.</li> <li>2. Respond to praise or criticism.</li> <li>3. Provide constructive praise or criticism.</li> <li>4. Channel and control emotional reactions.</li> <li>5. Resolve conflicts.</li> <li>6. Display a positive attitude.</li> <li>7. Identify and react to sexual intimidation/harassment.</li> </ol>
<b>M. Demonstrating Teamwork</b>	<ol style="list-style-type: none"> <li>1. Identify style of leadership used in teamwork.</li> <li>2. Match team member skills and group activity.</li> <li>3. Work with team members.</li> <li>4. Complete a team task.</li> <li>5. Evaluate outcomes.</li> </ol>





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