Hospitality and Cleaning on Campus

Improving Efficiency and Capabilities at San Francisco Agricultural School in Paraguay

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Interactive Qualifying Project
Worcester Polytechnic Institute
Paraguay Project Center, D term 2016

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An Interactive Qualifying Project
submitted to the faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the
Degree of Bachelor of Science
on May 3, 2016
by Eric Borges, Gayatri Kasi, Andrew Santos, Emily Wagner

Submitted to
WPI Advisors: Robert Traver and Dorothy Wolf
Sponsor: Fundación Paraguaya

Abstract

This project improved the efficiency and capabilities of two work areas in the self-sufficient San Francisco Agricultural School: morning cleaning and hotel operations. Interviews, focus groups, survey results, and scientific management principles were employed. Operational analyses identified problems in cleaning group distributions and processes, as well as hotel services and organization. Deliverables and recommendations - including cleaning checklists, group assignments, hotel scripts, and spreadsheets - were provided to increase proficiency. All methods and deliverables are simple enough to be later replicated by the school.

Acknowledgements

Many people advised and helped us successfully accomplish our Interactive Qualifying Project. We want to express our gratitude to these individuals for their contributions:

- Professor Robert Traver for advising our project and continuously providing us feedback to ensure that we were heading in the right direction.

- Professor Magdalena Guerra and Professor Gustavo Veron for delivering us administrative information about the morning cleaning distribution and checklist and for giving us your input on how to further improve our implementations. To Professor Magdalena Guerra, thank you for all your constant guidance and for acting as an intermediate to communicate with the students.

- Professor Marysabel Aquino and Professor Martina Caballero for supplying us with information about the hotel needs and for your ideas on which areas to focus on. To Professor Martina, thank you for editing our deliverables to better suit the hotel environment.

- To the student monitors during the morning cleaning and in the hotel for answering all of our questions and for actively participating in our focus groups, role playing activities, and surveys to improve the areas of operation.

- Señor Jose Luis Salomon for acting as our constant mentor and for making the drive to Cerrito from Asuncion in order to help us visualize problem areas that need immediate fixing.

- Señor Luis Cateura for listening to our suggestions for improvement, providing feedback, and offering to help us with any financial considerations for our project.

Executive Summary

Background

The goal of the San Francisco Agricultural school is self-sufficiency and preparation of students for the workforce. An important means to both of these is efficiency.

Project Goals

The project team sought to improve the efficiency and capabilities in two areas of the school: (1) morning cleaning and (2) hotel operations.

Deliverables and Recommendations

Morning Cleaning Deliverables

1. Addition of New Areas: Three major areas were added to the XX that comprise the one hour cleaning: (a) behind the administrative office, (b) behind the female dormitories, and (c) the area around the church.

2. Ordered Checklist of Tasks: A one-page checklist was created to emphasize (a) how to clean each specific area, (b) the order of cleaning the area, and (c) what tools to use to clean the area.

3. Group Reorganization: A table that designates the optimum number of students needed to clean each area was created.

4. Evaluation Tool: A scoring system was created to evaluate (a) the efficiency of cleaning actions and (b) the final cleanliness.

5. Further Recommendations: Three further recommendations were suggested: (a) the purchase of more tools, (b) the use of incentives to reward exemplary students work, and (c) the implementation of a suggestions box for improved communication.

Hotel Operations Deliverables

1. <u>New Recordkeeping Sheets</u>: New sheets were created for improved organization and recordkeeping for (a) lobby shop purchases, (b) meal requests, (c) laundry requests, and (d) phone calls.

2. <u>Customer Service Guidelines</u>: Practice scripts for front desk and dining hall services were created to improve guest interactions.

3. <u>Further Recommendations:</u> Three further recommendations were suggested: (a) the implementation of a new long-term reservation management system, (b) the teaching of service guidelines in tourism classes, and (c) the use of a cleaning checklist to promote consistency.

Methods

The project team used scientific management techniques to arrive at these deliverables. Specifically, these techniques included observations, interviews, focus groups, and surveys.

Findings

Morning Cleaning: The process was not efficient. There were too many people cleaning in certain areas and in other areas, not enough. The order of tasks was inefficient. More areas could be included.

Hotel Cerrito: The current recordkeeping system was unstructured. Records for the lobby store were inconsistent. There was no formal structure for the management of dining room and laundry service requests. The students demonstrated poor customer service - lacking confidence and certainty in guest interactions, infrequently answering the phone, and failing to provide proper wait staff services in the dining hall.

Authorship

All group members contributed equally to the research, design, implementation, and writing for this project.

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Introduction

Paraguay has many unique characteristics that define its identity as a country, including its geography, economy, and social make-up. With these defining qualities come significant problems that also influence the state of the country. Perhaps the most pressing problems in Paraguay are widespread poverty and severe income inequality. For many years, very little was done to address these problems. In recent decades, however, the country's agricultural industry has seen promising growth. While this has directed the economy onto a path of improvement, there still remains little social support in place to assist impoverished Paraguayans who wish to improve their situations and rise out of poverty.

One group that aims to change this is Fundación Paraguaya. This active and well-known organization believes in arming rural people with the knowledge and skills needed to change their own lives for the better. Among their many successful programs are their innovative agricultural schools that provide "education that pays for itself" (Fundación Paraguaya). These self-sustaining schools, such as the San Francisco Agricultural School in the Benjamin Aceval district, teach teenagers the intellectual and vocational skills necessary to succeed in the modern, small-scale agricultural and entrepreneurial industries. The adolescents can then bring this knowledge home to their families and villages, initiating improvements in economic standing and quality of life. The agricultural school model, however, relies completely on the profitable student-run work areas for the working budget of the institution.

This project improved the efficiency and capabilities of two areas at the school - the morning cleaning process and the hotel front desk operations. As a result of the team's recommended improvements to the cleaning process, overall campus cleanliness improved.

Similarly, the recommendations for the lucrative on-campus hotel provided the school with tools to improve administrative organization and guest experience.

Concepts of scientific management secured this outcome. Such methods have long been industry standards for the improvement of manufacturing efficiency. Additionally, interviews, focus groups, and case studies broadened the scope of the project. Through these methods, areas for improvement became evident. These areas then became targets to improve the student operations and facilitate organizational growth.

Background

Paraguay: General Information and the Economic Climate

Paraguay is a landlocked country located in South America; it is bordered by Brazil, Bolivia and Argentina. Unlike other Latin American countries, Paraguay has two official languages: Guarani and Spanish. The country is divided into seventeen departments and, as of 2015, holds a population of seven million people ("Paraguay: Panorama General", 2015). Of these inhabitants, ninety-five percent are mestizos - a mix of European and native Guarani descent (The World Factbook, 2015).

In Paraguay, a country surrounded by rivers and filled with natural resources, most jobs are centered on agriculture and livestock production. In fact, the Paraguayan economy relies on agriculture and has averaged a five percent annual economic growth rate over the past decade as a result of this dependence ("Paraguay: Panorama General", 2015). For example, Paraguay has developed into one of the largest producers of soybeans in the world. The economy has flourished as the demand for such commodities continues to increase (The World Factbook, 2015).

Although many agricultural jobs have recently been created in the rural regions of Paraguay, approximately one-third of the nation still lives in poverty. Though those living below the poverty line may be employed, their income does not cover living expenses. In an attempt to rapidly eliminate poverty, the Paraguayan government has formulated the National Development Plan to target salary growth for the poorest forty percent of the population ("Paraguay: Panorama General", 2015).

Fundación Paraguaya

Fundación Paraguaya was founded in 1985 by Dr. Martin Burt to eradicate poverty in the rural regions of Paraguay. Prior to its founding, there was minimal social support for impoverished Paraguayans who desired to improve their economic standing. The Fundación's approach has been highly innovative, providing resources, knowledge, and skills that empower individuals and their families to overcome poverty through their own efforts. Some of these programs include micro-financing, the Poverty Stoplight, and self-sustainable agricultural schools (Fundación Paraguaya, 2016).

San Francisco Agricultural School

The history of the San Francisco Agricultural School did not always reflect its current status. The school was originally created by *Los Hermanos Misioneros Franciscanos,* when they purchased a farm in the Cerrito region of Paraguay using donations from German benefactors in 1963. The school opened in 1964, and was later converted to an agricultural school in 1978. The conversion focused on a vocational and practical education, using Paraguayan government subsidies to support the school's expenses. The school then changed ownership in 1980, as *The Congregation of the Brothers of The Christian Schools of La Salle* took over for the next twenty years. In 1999, political violence and instability in Paraguay ultimately led to a halt of the government subsidies. In turn, the brotherhood approached Fundación Paraguaya for help, transferring ownership to them in 2002 (Godfrey, 2010).

Fundación Paraguaya's objective for the San Francisco Agricultural School was to provide an education that will empower students to "overcome poverty through economic self-reliance" (Godfrey, 2010, p.3). A new business model was developed to make San Francisco a self-sufficient agricultural school, transforming the curriculum to teach students to run income-

generating businesses. These businesses include field crop and animal production, as well as a dairy factory, vegetable garden, and hotel. Each business is teacher-led but student-run, and the income they generate covers the school's operating expenses. Students pay for their education through their technical, sales, and field work, using knowledge they obtain in the classroom. Initially, the school's expenses were covered by Fundación Paraguaya. Since 2007, however, San Francisco Agricultural School has achieved total financial-self sufficiency, with its students having one hundred percent employability post-graduation (Fundación Paraguaya).

Each of the small businesses at the San Francisco Agricultural School can generate its own income independently, but they are also set up to support each other. The field crops, vegetable garden, animal production and dairy factory generate income by selling their products at market price to third party vendors or through direct consumer sales. They can also sell products to each other, for example using milk from the animals for the dairy factory or using garden vegetables as ingredients for the meals at the hotel. The hotel attracts groups and tourists interested in the innovative educational model, as well as local businesses and nonprofit groups seeking space for a retreat, training, or conference (Godfrey, 2010).

The school has approximately one hundred-fifty students of ages fourteen to eighteen years old, spread across three grade levels. The students are split into two sections, A and B. Each section alternates on a weekly basis between learning in the classrooms and working in the various campus operations. In each operation, there are student monitors who supervise their peers and guide them with the work. The monitors are selected by the class, teachers, and administration, and are viewed as the student leaders on campus.

The continued success of San Francisco Agricultural School can be attributed to increases in efficiency and output. In addition, the establishment of measurable accountability for each

business has allowed a continuous evaluation of goals and profits (Godfrey, 2010). In order to further improve upon the current operations, it was necessary to look deeper, analyzing work flows and systems to recognize additional improvements.

Target Areas of Operation

This project applied the concepts of scientific management to two different areas at the San Francisco Agricultural School: the morning cleaning routine and Hotel Cerrito.

Morning Cleaning

Each morning, the students at the San Francisco Agricultural School wake up at 5:45AM. After spending fifteen minutes to get ready, they work together to complete the daily campus cleaning tasks before gathering for breakfast at 7:00AM. The morning cleaning is done by the students who are in classes for the week, as well as the students working in marketing and general services. The students working in the other areas have a different schedule, depending on the needs of their work areas. This results in approximately eighty students cleaning every morning.

The process begins with the taking of attendance at 6:00AM. The students are then split up into their respective teams to clean various areas on campus. There are fifteen student monitors who supervise respective areas of the cleaning process. These areas include the dorms, bathrooms, patios, galleries, classrooms, and offices.

The cleaning process had been in place prior to Fundación Paraguaya obtaining ownership of the school. The exact origin of the process is unknown. The students learn the cleaning process by watching and observing older students during their first year orientation. At this time, the students also receive a list showing all the tasks that are to be completed. This list, however, is only seen at the beginning of the year and is not used by the monitors as they

supervise the other students throughout the year. This has translated into an inconsistent knowledge of what areas are to be cleaned, how to clean them, and how frequently to do so. This cleaning process has only changed slightly over the years, as some areas were removed.

Hotel Cerrito

What is now Hotel Cerrito was previously a Spiritual Retreat House used by the La Salle Brotherhood. Fundación Paraguaya made an investment of 50,000 USD to renovate and develop the space into a rural hotel in 2003. Today, the hotel generates the most revenue of all the school's work areas, generating twenty-five percent of the school's income as of 2010 (Godfrey, 2010). The hotel currently offers single, double, and triple rooms with private bathrooms. There are also bungalows of two to four bedrooms with a living room and fully-equipped kitchen. In addition, the hotel provides shared rooms and bathrooms for large groups. The maximum capacity of the hotel is two hundred-fifty guests (Hotel Cerrito, 2016).

The hotel is run by students with guidance from teachers, consistent with the other businesses at the Agricultural School. The operations within the hotel include the front desk, laundry service, dining service, lobby store, and cleaning and maintenance of rooms and conference spaces (Godfrey, 2010). The quality and efficiency of these operations are critical to the success of the hotel, as prompt and quality service is key to maintaining guest satisfaction.

The areas of the hotel covered in this project are the front desk operations and recordkeeping. Specific operations at the front desk are run by either students or teachers. Generally, reservations are handled by the teachers. If they are unavailable, the students take the contact information of the caller and a teacher calls back later to handle the reservation. The students are the primary face of the front desk. They interact with guests, take orders for meals and laundry, and sell various beverages and dairy products. The students are taught how to do

these things both in the classroom and on the job, in keeping with the school's theory and practice approach.

Currently, front desk operations are inefficient. In particular, recordkeeping, sales, and guest interaction need to be addressed. The school does not have a system for efficiently accessing and analyzing past guest data. Records of beverage and dairy product sales are inconsistent, with some students merely recording the total cost and failing to specify the items purchased. There is no standardized recording medium for laundry and meal orders. Finally, the students do not have a clear direction for how to interact with guests. All of this significantly impairs the efficient and cost-effective operation of the hotel, as well as the experiences of its guests.

Standards and Processes of Cleaning in Schools

One standard of the professional janitorial industry is the use ordered lists for each cleaning activity or area. The order is important for a proper cleaning standard to be attained without jeopardizing the safety and health of those involved. These type of cleaning lists (Appendix II) served as examples for this project. Their general setup and organization were useful in improving upon the current process.

Hotel Record Management and Guest Interactions

Record management is crucial in the hospitality industry. It can catch or prevent a variety of losses, aid in restocking and inventory management, and be necessary for legal reasons. There are several brands of specialty software designed for hotel use. Alternative systems include Microsoft Office, Open Office, Google Drive, and other similar database and spreadsheet tools.

Interacting with hotel guests is one of the most important aspects of the business. Interactions with the front desk, in particular, can be the difference between a good experience

and a bad one. The front desk is a hotel's "front line for guest services" (Gioia, 2016). It is instrumental in both the first impression and continuing experience of the guest. Thus, setting appropriate standards of practice when it comes to front desk service is crucial. The AAA Diamond Rating Guidelines provide a large list of such standards. A sample section of these is shown in Appendix III.

Scientific Management

The goal of the production theory known as scientific management, originally pioneered by Frederick William Taylor, was to improve workplace efficiency using a scientific approach (Scott, 2014). Taylor proposed that, by observing and analyzing production methods and the performance of different tasks, one could greatly improve their efficiency and capacity (Taylor, 1914).

Taylor and others, such as Frank Gilbreth, applied this scientific approach to many different tasks, including brick laying, shoveling, and manufacturing. These methods were used to analyze specific movements, plan worker positioning and flow, determine the appropriate tools and workers for a task, and account for the properties of different materials.

Conclusion

Though the school is a groundbreaking enterprise in rural Paraguay, it continuously seeks improvement. Both the morning cleaning routine and the operations of Hotel Cerrito lacked sufficient organization and consistency. This project used a systematic approach to improve the efficiency and quality of these two areas.

Methodology

This project sought to improve the efficiency and capabilities of the morning cleaning process and the hotel operations at the San Francisco Agricultural School. Improving both of these areas resulted in a cleaner campus for students and a better guest experience at the hotel. The research and development, though performed separately for each area, employed a systematic approach guided by common objectives. The objectives are:

1. Assess the current system to determine its strengths and weaknesses
2. Determine needs and wants of students, faculty, staff, and administration
3. Design and test new system

To achieve these objectives, this project used scientific management concepts to analyze and evaluate current operations. In the first step, an operational review consisting of preliminary field observations and interviews directed the initial focus of the project. In the second step, a detailed observational study gathered and analyzed data on task processes. This data analysis then led to the creation and testing of recommendations for the improvement of the area in question.

In order to facilitate understanding of all details unique to each area, discussion of the project objectives has been divided into the two target areas of operation.

Morning Cleaning Process

Objective 1: Assess the current system to determine its strengths and weaknesses

Prior to restructuring the cleaning process, the team needed to become familiar with the existing system to identify areas for improvement. Interviews and direct observation provided this information. Initial interviews with the director of student life and morning cleaning supervisor yielded logistical information about the process, including the number of students

involved and how the teams were divided. They also offered their input on how well the existing process was executed. All existing documentation on the process was also collected and analyzed. The information provided allowed for more informed observations.

Two weeks were spent observing the morning cleaning process. This allowed ample time to observe all five weekdays and ensure that no areas were neglected. Direct observation was required to gain first-hand knowledge of the process. Areas of interest included identifying each task, making note of the tools and techniques used, and determining how effectively time was managed. In addition, specific areas requiring improvement were identified, and comparisons were made between the background information and reality. An annotated version of the existing cleaning checklist shows the inconsistencies found (Appendix I). There was minimal interaction with the students in order to reduce unnecessary stress and minimize potential bias.

Objective 2: Determine needs and wants of students, staff and administration

In improving the cleaning process, it was important to consider input from the school community. This input was gathered through weekly interviews with the staff and administration as well as focus groups with the students. These yielded feedback from all levels of the school hierarchy, enabling campus-wide involvement in the development of a new plan. The director of student life, the morning cleanup supervisor, the director of the school, and the former director of the school were all interviewed, regarding past and current challenges and possible changes to the current process. To obtain initial student insight into the morning cleaning, several students were also informally interviewed during the observational stage. Later, a focus group with third year students was conducted to gain further understanding, including what challenges they currently faced and suggestions for additions and changes to the process. The interview and focus group questions can be found in Appendix IV.

In addition, the Personnel Distribution Survey was created and distributed among the student monitors to gather their input on creating a restructured plan. This survey involved redistributing 80 students in teams, and can be found in Appendix V.

Objective 3: Design and test new system

A restructured plan was designed and implemented for the morning cleaning process. This was developed based on information gathered from the previous objectives. In further meetings, the team worked with the director of student life and the morning cleanup supervisor to review the new structure and discuss its implementation. Meetings with the two sets of student monitors were also held to go over the new process.

Prior to implementation, an evaluation rubric was created to rate the process and effectiveness of the morning cleaning tasks. The rubric provides a standard for both the final result and process of cleaning, towards which students should strive. The rubric scores each task on a scale of 0 to 3, with 1 being unacceptable and 3 being excellent. A score of 0 signifies that the area was not cleaned. The rubric was used to evaluate the cleaning process before and after implementation, acting as a measurement tool for progress. Appendix VI provides the rubric and further information about the scoring scheme.

The new structure was implemented and evaluated over a two-week period. This ensured that both student sections had an opportunity to test the new structure, and allowed for evaluation and modification between the two weeks. For both weeks, observations were made at the beginning and end of the week to collect information about how well the new system was received and executed.

Hotel Operations

Objective 1: Assess the current system to determine its strengths and weaknesses

In order to improve the operations of the hotel, the team undertook a systematic operational review to determine the areas that could benefit most from reorganization. Interviews and observations provided the project team with this knowledge and insight. Initial interviews with the two supervisors yielded logistical information about the hotel and its operations, including the number of students who work at the hotel, the current recordkeeping methods, and the current guidelines for guest interactions. The supervisors also offered their opinions on the effectiveness of the current systems and the quality with which students carried out their required tasks. This information helped the team identify which areas within the operation could benefit most from further observational analysis.

These observations and analyses were conducted in two different areas of the hotel for two weeks: the front desk and the dining room. The observations focused on student interactions with guests, as well as on student use of current recordkeeping instruments. Additionally, these instruments were themselves examined and analyzed to determine completeness, efficiency, and ease of use. As with previous observations, researcher interaction with students was minimal.

Objective 2: Determine needs and wants of students, faculty, staff and administration

Requests and suggestions from the hotel supervisors and student workers played an important role in improving the hotel operations. Weekly interviews with the supervisors and two focus groups with the students yielded these inputs. The hotel supervisors were interviewed to learn more about the challenges faced in the hotel and their ideas for improvements in all phases of hotel operations. The student focus groups allowed for the collection of further insight. In these focus groups, the students discussed the challenges that they faced, their opinions on the

recordkeeping systems, and their approach to guest interactions. The interview and focus group questions can be found in Appendix IV.

Objective 3: Design and test new system

The information obtained through observations and interviews spurred the procedural development of a new recordkeeping system and guidelines for guest interactions. This process started with the project team creating drafts of new system components and of scripts for guest interactions. These drafts were then submitted to a hotel supervisor and a student teacher at the school for their review. The hotel supervisor ensured that all necessary information was included in the documents, and the student teacher presented the materials in a tourism class for review by the students. The initial drafts were then edited according to the feedback of the supervisor and the students to ensure that they were comprehensive and user-friendly. The finalized documents were then used in role-playing exercises with the student workers to increase familiarity with the new materials.

Project Timeline

	Tasks Completed
Week 1	Preliminary observations
Week 2	Observed morning cleaning routine, conducted interviews with administration and conducted focus groups with cleaning monitors
Week 3	Finished observing morning cleaning routine, sent out a survey to the monitors, interviewed administration, finished new plan
Week 4	Cleaning: Implemented the new cleaning routine, observed new cleaning routine Hotel: Started hotel observations, interviewed staff, conducted focus groups with hotel students
Week 5	Cleaning: Observed and evaluated changes to routine Hotel: Implemented new plan
Week 6	Cleaning: Observed changes; analyzed results Hotel: Observed changes; analyzed results
Week 7	Finished all analysis

Findings

This section is divided into two parts that present the unique findings from each area.

Morning Cleaning Process

Finding 1: The hour devoted to morning cleaning is more than adequate to complete the process

Several days of observation showed that the time allotted for the morning cleaning was fifty percent more than necessary. Though students have from 6:00AM to 7:00AM to complete their responsibilities, tasks were consistently completed by 6:40AM, some as early as 6:15AM. Even students who stopped to socialize often completed their tasks with plenty of time remaining. Focus groups with the student monitors confirmed this observational finding. On three distinct occasions, the monitors suggested the addition of new areas to the current cleaning process. Moreover, the adult supervisors noted that the cleaning period had become too much of a "social hour" and confirmed that the students could clean more areas in the hour if they were assigned more tasks. Based on the results of these observations and interviews, the current cleaning process was found to fall far short of its potential productivity.

Finding 2: The unbalanced deployment of students among tasks leads to inefficient work

The unbalanced deployment of students across the cleaning areas limited the efficiency of the cleaning process. Many areas had too many students, while others did not have enough. For example, ten students consistently cleaned the set of small patios in fifteen minutes or less. In contrast, two students always required at least forty-five minutes to clean the bathrooms. The Personnel Distribution Survey (Appendix V), a quantitative study, supported these qualitative observations. Specifically, the survey showed that the student monitors preferred reorganized cleaning groups with changes to personnel deployment. This finding strengthened the team's impression that the current unbalanced deployment of students was inefficient.

Finding 3: The cleaning methods are inconsistent and generally inefficient

While observing the fifteen student groups over ten days, inconsistencies in cleaning methods became evident. These inconsistencies included the type of tools used, the physical techniques employed in the processes, and the order in which tasks were completed. For example, students often cleaned gallery floors before cleaning the walls and roofs. Gravity then did as it reliably does, and dust and dirt fell onto the freshly-cleaned floors. As a result of these inconsistencies, the final cleanliness of the areas varied on a day-to-day basis.

Finding 4: There are inconsistencies in student knowledge of the plan

During the observation process, the students answered questions about their responsibilities in the cleaning. While answers that dealt with the logistics of the cleaning process were generally consistent among students, answers that dealt with expectations and responsibilities varied considerably. For example, some students stated that roofs and walls were to be cleaned whenever visibly dirty, while others stated that this cleaning should take place every Tuesday. Similarly, some students stated that bathroom sinks and mirrors were to be cleaned every day, while others stated that they were instructed to do so only once per week. These student misunderstandings again led to inconsistencies in the final cleanliness of each area.

Hotel Operations

Finding 5: Student interaction with hotel guests needs improvement

Through observation and informal guest interviews, several deficiencies in student-guest interactions appeared. First, the front desk was often unstaffed. Several times, guests entered and waited several minutes before they were greeted. This happened for all manner of situations, whether for check in/out, store purchases, meal requests, or laundry service. Additionally, the

students seemed unsure of the protocol for guest interactions. Conversations were short and often lacked certain useful information. Conversations over the hotel phone presented a particularly difficult situation for students. Typically, to combat this, standard hotel operations provide their employees with guidelines for such interactions with guests.

Finding 6: Student service in the dining room needs to work toward industry standards

During the course of this project, several guests raised concerns with the dining service. The team confirmed these concerns through observations. To illustrate the concerns, the dining room service will be described. On entering the dining room, guests seat themselves at an unattended table. After sitting alone for two to five minutes, the student server typically appears with a plate of bread. The plate is left and the server disappears once again. About five minutes later, the server reenters the room, bringing the main course. Subsequently, drinks are served. The servers then do not reappear until the guests have finished eating. At this point, the servers take away the dishes and bring out a form for the guest to sign and confirm their bill. Throughout this whole process, there is almost nothing said between the guests and servers. Student servers do not inquire periodically about guest satisfaction or needs, leaving guests feeling neglected or frustrated.

Finding 7: The hotel recordkeeping is disorganized and not user-friendly

During observations and discussions, the hotel supervisors expressed the belief that the recordkeeping systems for various parts of the hotel operation were inadequate. The reservation records were the first inadequacy to be discussed, as they failed to provide a consistent record of past guests. This proved particularly problematic when attempting to analyze annual trends or compile any cumulative demographic information. These failures hindered the hotel's marketing capability. Additionally, there was no record of how many and which rooms were still available

at a given time. Without this information, the hotel cannot accommodate last-minute reservations, leading to unrealized profits. This weakness could also lead to double-booking of rooms if the hotel increases in popularity and begins to regularly house large numbers of guests.

A particularly illustrative example of this inadequate recordkeeping can be seen with the complete lack of centralized records for the dining and laundry services. Instead of all being housed at the front desk, these records were kept in the respective work areas which are located a significant distance from the reception area. Due to this lack of centralization, the students working the front desk could not confirm information regarding these services without leaving to walk to the relevant area. In addition to being inefficient, this often caused inconsistencies in the records and could potentially lead to material and monetary losses.

Insufficient recordkeeping was not contained to the laundry and dining services, it also presented itself in a complete lack of procedures for recording phone calls. There was no script or form in place for a student to handle and record a reservation or other call. Since reservations can only be made with a manager, the students must be able to record specific information about a call.

The recordkeeping for purchases from the hotel lobby coolers was also inconsistent. Students were unaware of the protocol for recording purchases, and the purchase form itself did not encompass the necessary information. For example, students sometimes only recorded the full cost of the sale, rather than the individual items sold. Additionally, the purchase forms provided them with no area to record information like the guest's room number or whether the purchase was paid for by cash or credit. This lack of worker training and effective recording devices led to inaccurate and incomplete records, making it difficult to maintain and anticipate proper inventories.

Deliverables and Recommendations

In order to better explain the outcomes of this project, discussion of the project deliverables has been divided into the two target areas of operation.

Morning Cleaning Process

Deliverable 1: Addition of new cleaning areas

Based on *Finding 1*, the team established four new areas, without adding additional time to the cleaning process. This will help maximize the productivity of the one hour of dedicated cleaning each day. Both the student monitors and the supervising teachers suggested several areas to add to the process. In the end, based on feasibility and potential benefit, the following areas were added: patio and lawn of the church, behind the female dormitories, behind the administrative offices, and general trash collection. The previous and new areas are mapped in Appendix VII.

Deliverable 2: More efficient distribution of students among the cleaning areas

Based on *Finding 2*, it was determined that redistributing the students among the cleaning areas will increase efficiency and productivity. This redistribution will increase the likelihood that all areas be effectively cleaned in approximately equal amounts of time. Using the results of the observational studies and the survey given to the student monitors, new group assignments were established as shown in Appendix VIII.

Deliverable 3: An organized checklist that defines the order of tasks

Based on *Finding 3* and *Finding 4*, it was determined that student performance, efficiency, and consistency will increase if students are provided with an organized checklist that defined the order of tasks. By having structured guidelines for all students to follow, the final cleanliness level will increase while its variability will decrease. Additionally, these guidelines

will contain best practices and the most effective ordering of tasks, ensuring that efficiency is optimized. With these goals in mind, a new checklist was created as shown in Appendix IX. This checklist was provided to the student monitors for use in the daily cleaning.

Deliverable 4: Evaluation process to promote consistency

In order to ensure that the final cleanliness level of all areas was consistently high, the new cleaning plan needed to include a method for evaluating both the cleaning process and the ultimate cleanliness. Primarily, this allows for the assessment of the new plan's effectiveness. It will additionally provide a cleaning standard from which student work could be continuously assessed, ensuring that cleaning levels remain high. In order to accomplish these two goals, an evaluation chart was created as shown in Appendix VI. This chart will now be used on a weekly basis to evaluate the morning cleaning and help to identify any weaknesses that should be addressed.

With these needs and the findings regarding the current process in mind, a comprehensive new process was implemented into the morning cleaning hour and reevaluated on a regular basis.

Evaluating the Implementation of the New Plan

Once the recommendations were implemented, the work areas were re-evaluated using the rubric in Appendix VI. As seen in the tables, there was significant improvement in certain work areas such as the church and behind the female dormitory. There were also areas, such as the dorm bedrooms, where the cleaning score did not change dramatically after implementation.

In order to get a full evaluation, both cleaning group A and cleaning group B were evaluated to obtain a general trend of results. After observation of group A, it was noted that there were too many students cleaning the small patios and not enough students collecting trash and leaves. In response, before implementing the plan with group B, two people were moved

from the small patio group to the trash and leaf collection group. This made the small patios less crowded and trash and leaf collection more efficient.

Also, while observing group B, it was noted that general services had completed the team's request for the necessary initial clean-up behind the secretary's office and female dormitories. This greatly improved the aesthetic appeal and allowed the students to include those areas in the morning cleaning routine. As seen in the evaluation charts, these two areas received a 0 before implementation of the new cleaning plan. After implementation, they improved to a 3.

However, other areas were not as well-improved. In fact, there were some inconsistencies between the cleaning processes of the two groups in certain areas. For example, the male bathrooms were cleaned on a level of 1 for group A but on a level of 2 for group B. Similarly, the student lounge was cleaned on a level of 2 for group B but was at a level of 3 for group A. Since these differences were not drastic, the new structure was not re-adjusted.

Recommendations for Further Improvements

Through the preliminary observations and analysis of the implemented results, further recommendations were developed that will allow the cleaning process to continually improve. First, the administrators at the school could gather together a "special operations" (or "special ops") team to take care of larger, immediate tasks. For example, on trash collection day, certain students may be selected out of their normal work areas in order to take the trash to the front of the school. These students could wear special hats or bandanas in order to stand out from their other classmates. This could serve as incentive since the hard-working students get recognition as well as a change of pace from their normal routine.

Second, communication between the teachers, monitors, and students could be improved. The monitors should be able to communicate any problem areas with the students and the

teachers. An effective tool for improved communication between students and teachers is a suggestions box, placed outside of the administrative office. If the students notice any problems or have any ideas on how to improve the cleaning, they will be able submit these anonymously.

Third, the team recommends that the school considers a permanent trash containment unit. Right now, the trash is dumped in an uncontained area behind the general services building and accumulates throughout the week. A dumpster or similar piece of equipment will improve organization and sanitation of the area, protecting the students from associated health risks and preventing animal intrusions.

A final recommendation is to increase the number of tools. The current tool inventory can be found in Appendix X. The current number of tools falls short of that required for the new plan. Also, the team recommends regular tool maintenance training to prevent further inventory losses. Monitors can be assigned to keep track of any missing or broken tools.

Collectively, these recommendations will help improve the cleaning process immediately and over time. The realization of these recommendations depends on the priorities of the administration, the assets of the school and the Fundación, and the willingness of the school community to implement change. Suggestions such as the special ops team and the improvement of communication that do not require money are practical for the school and can be implemented without much difficulty, if the school so chooses.

Hotel Operations

Deliverable 5: Guidelines for student interactions with hotel guests

Based on *Finding 5*, the team created and implemented guidelines to improve the student interactions with hotel guests. The guidelines consist of tips and practice scripts for different situations encountered by front desk workers. These include check-in, check-out, answering phone calls, and general inquiries. The team worked with the hotel supervisor to design and revise the guidelines, ensuring that they coincide with the proper procedure. The students also suggested ideas for content and wording for the scripts. Regular training with the guidelines will ensure that the students perform proper hotel customer service confidently, resulting in a better guest experience. The hotel guidelines can be found in Appendix XII**.**

Deliverable 6: Guidelines for student service in the dining room

Based on *Finding 6*, the team created and implemented guidelines to improve the student service in the dining room. The guidelines are similar to the hotel guidelines with tips and practice scripts. These guidelines suggest how to greet customers, how often to check up on them, and the order of tasks within a meal service. The hotel supervisor provided feedback and suggestions for the creation of the guidelines, in tandem with the team's research. Similar to the guidelines for front desk services, regular use of the dining room guidelines for staff training will ensure that students perform proper meal service, leading to a better guest experience. The dining room guidelines can be found in Appendix XII.

Deliverable 7: Tools for more effective and easy-to-use recordkeeping

Based on *Finding 7*, the team created and implemented new recordkeeping sheets for front desk services. These include lobby shop purchases, laundry service requests, dining room meal requests, and phone call note and record sheets.

The new lobby shop purchase record sheets include guest room number and method of payment, in addition to the information regarding the item purchased. While demonstrating the use of these sheets to the students, the team insisted that the student write exactly what products were being purchased. This will allow the hotel to have a better understanding of its inventory needs.

The new sheet for laundry service requests allows for an organized system to manage the laundry orders. Students at the front desk are now able to keep track of orders that are completed or in progress as well as the price of each load, without having to go back and forth between the laundry area.

The meal request sheet creates an organized system to keep track of meal orders. Students now have a tool to keep track of meal requests. This sheet will notify the kitchen on a daily basis of any meal orders, reducing the likelihood of miscommunication. The existing record sheet for the dining room was also edited to include guest room number for consistent records.

The phone call sheet is a tool for students to use when taking phone calls. On it, they will record the main contact details of the caller, the purpose of the call, and any notes. It is designed to be used with the new phone call script. The call record sheet keeps track of all the phone calls that were taken each week. This provides an easy way for the hotel supervisors to see how many potential customers they need to reach. It also gives them valuable information to help them anticipate the needs of the callers.

The implementation of the new recordkeeping sheets provides a more organized and reliable system for the various services. Regular training and use will result in a more organized

operation, giving the hotel supervisors a better understanding of the hotel's expenses and revenue. The record sheets can be found in Appendix XI.

Recommendations for Further Improvements

In analyzing the preliminary observations and the effects of the implemented deliverables, the research team developed further recommendations that will help the hotel maintain a high level of functionality and customer service.

Perhaps the most important way to ensure this is to implement improved training programs for the students. In order to promote active learning that translates well into actual work at the hotel, these programs should focus on both theory and practice. In the classroom, the students will benefit from new content added to their tourism and hospitality classes. By teaching proper guest interaction and recordkeeping techniques in the classroom, the students will become familiar and proficient with the scripts and spreadsheets that they will be using at the hotel.

While working at the hotel, the students will benefit from taking part in role-playing exercises that simulate various potential interactions with guests. This will provide the students with more experience and leave them better prepared to deal with real guest interactions. Additionally, this will allow students to experience service from the guest's point of view, providing valuable perspective that they can call upon when interacting with guests. These exercises can take place during the free time that student workers have when the hotel is not busy.

The hotel's current system for managing reservations could also be improved. The current system, Google Calendar, is not tailored for managing hotel reservations. As a result, it lacks many capabilities that would prove beneficial for Hotel Cerrito. For example, it does not

have a way to track which rooms will be occupied or unoccupied on a certain date. As the hotel becomes more popular, this will almost certainly result in double-bookings or failure to fill empty rooms even when the demand is present. Additionally, the Google Calendar does not compile any data or organize reservations over the long term. Because of this, the hotel administrators do not have a way to easily analyze their annual statistics, making it difficult for them to explore trends and anticipate reservation patterns. By implementing a software program made for hotel management, Hotel Cerrito will gain these capabilities as well as countless more that will improve organization, efficiency, and functionality.

Finally, the cleaning consistency at the hotel should be addressed. In order to create the best possible environment for guests, the student workers should follow an established cleaning process. The easiest way to ensure this is to implement a cleaning checklist similar to those implemented in the morning cleaning process. An example of a potential checklist like this can be found in Appendix XIII. Introducing an organized set of instructions will maximize the effectiveness of the time spent cleaning and minimize the inconsistencies from room to room and student to student.

Of these further recommendations, the implementation of an improved reservation management system is the only change that could cost the hotel money upfront. However, the benefits gained from such a change will certainly improve the efficiency of the reservation process and lead to increased profits in the future. The recommendations for improved training programs and cleaning processes only require the commitment of the hotel supervisors and student workers. With the right organization, motivation, and time commitment, these changes can be easily implemented and result in immediate improvements to the guest experience at Hotel Cerrito.

Conclusions

The school sought to improve the morning cleaning routine and the hotel operations. There are two significant benefits to improved morning cleaning: guests will find the school more appealing and students will work more efficiently and complete more tasks in less time. Similarly, the refinement of hotel operations will improve the guest experience by promoting consistent delivery of services by students.

Solutions were based on concepts of scientific management and analysis of operations at the school. The project team used the solutions to design deliverables and propose recommendations. Data from the surveys, interviews, and focus groups informed the development of these outputs. The transparency of the techniques and the relative simplicity of the deliverables facilitate easy review and adjustment if necessary. As a result, the school should have no trouble implementing what is proposed here and carrying on with projects of its own.

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Appendices

Appendix I: Team Assessment of Existing Morning Cleaning
(3/17/2016-3/29/2016)

- ❖ Guidelines for student monitors
- ❏ Task not completed
- ● Task inconsistently completed
- ★ Task always completed

Monitores de la limpieza de la mañana
Características:
- ❖ Estar de guardia en la semana
- ❖ Capacidad de organización
- ❖ Sentido de responsabilidad
- ❖ Desarrollo de iniciativa
- ❖ Proactivo
- ❖ Capacidad de dialogo y delegación de tareas
- ❖ Capacidad de evaluar al compañero
- ❖ Demonstrar conocimiento respecto al que hacer para enseñar al compañero
- ❖ Visión panorámica
- ❖ Asumir el rol de monitor siendo líder positivo y no abusivo.
- ❖ Capacidad de informar a sus superiores del desarrollo de las actividades de rutina y situaciones extraordinarias

Funciones
- ❖ Supervisar que la limpieza se haga correctamente y la optimización del tiempo
- ❖ Control del depósito de elementos de limpieza, el buen uso de los mismos y su retorno
- ❖ Apoyar al jefe de guardia de la levantada, informando si algún compañero está enfermo, o por quedarse dormido
- ❖ Organizar la limpieza de la escuela los sábados y los domingos

PREDIO DE LA ESCUELA
- ★ Barrida general de patios central, octógono, camino a académico, canaletas, patio de iglesia y escalinata.
- ★ Recolección de basura orgánica e inorgánica de todos los basureros en zona de dormitorios, aulas, patios.
- ★ Vaciar basureros de todas las zonas.
- ❏ Corpir por zona
- ❏ Sacar yuyos de camineros pisos
- ★ Escobillar por sector:
   Patio central
   Atrás de dormitorios A
   Patios de C y B

ZONA DE AULAS
- ● Limpieza de techos, paredes, puertas, ventanas, pupitres, sillas, estantes, pizarras y escritorios.
- ❏ Limpieza de baño, retirar papel, reponer si hace falta papel y jabón
- ★ Barrer y tirar los papelitos en el basurero
- ★ Ordenar y sacudir los muebles
- ★ Repasar con agua limpia y lavandia
- ❏ Limpiar la biblioteca (sacudir, ordenar, barrer, repasar)

PARA DORMITORIOS Y PASILLOS
- ● Limpiar telas de arañas de las paredes, puertas, ventanas, esquina y techos
- ● Limpiar marcos de puertas y ventanas de polvo u otra suciedad
- ● Limpiar vidrios con limpia vidrios, hoja de diario o agua con vinagre
- ★ Barrer debajo de las camas y casilleros
- ❏ Retirar chicles del piso
- ★ Repasar el piso con agua limpia y lavandina
- ❏ Baldear el piso por lo menos cada fin semana
- ★ Limpiar de yuyos y papelitos la galería de ladrillo
- ★ Limpiar las canaletas frente a los dormitorios.

ARREGLO DE CAMAS Y ORDEN EN DORMITORIOS
Tendido de camas
- ★ Tender las sábanas
- ★ Meter los colgantes bajo el colchón estirando bien la sábana
- ★ Doblar la frazada o manta y tender sobre la cama o poner sobre la almohada
- ★ Cubrir la cama con la colcha o cubre cama institucional.
- ❏ Se deben cambiar 1 vez por semana las sábanas, toallas, fundas
- ❏ Al menos 1 vez al año se deben lavar las mantas
- ❏ Se deben desinfectar los colchones o sacar al SOL al menos 1 vez al mes.

BAÑOS	**Orden**
★ Retirar los papeles de baños en bolsa, depositar en el depósito de basura	❏ Guardar las ropas en los casilleros bien doblados
● Limpiar con esponja o un material rugoso embebido con detergente y lavandina o ácidos los azulejos, lavatorios, piletas, mingitorios e inodoros. Los inodoros se lavan las partes interno y externo con cepillito.	❏ Las ropas y zapatos de trabajo se deben dejar en los lavaderos
★ Lavar las papeleras	★ Los zapatos se dejan bajo las camas en forma ordenada.
❏ Limpiar los espejos con hojas de diario húmedo	❏ Las toallas se deben colgar fuera de los dormitorios
❏ Limpiar los techos por lo menos una vez a la semana	❏ Las ropas mojadas se deben tender en el tendedero
★ Repasar el piso con agua limpia y dejar bien seco.	❏ Los bolsos o maletas deben estar ordenados encima de los casilleros
	❏ Las herramientas se deben guardar en sus depósitos y bajo las camas
	❏ Se deben respetar los horarios de ingreso en los dormitorios.

Appendix II: Examples of Room Cleaning Procedures

Example general room cleaning procedure (Plattsburgh, 2009, p. 79)
<u>Procedure</u>

1) Put on Personal Protective Equipment
2) Gather supplies
3) Inspect equipment for any necessary repairs
4) Fill pail with general cleaner
5) Fill Mop Pail with floor cleaner (at correct dilution) if cleaning hard floors
6) Place Wet Floor Sign by door if floor is to be mopped
7) Move furniture as necessary to accomplish cleaning
8) Remove trash
9) Set up ladder making sure it is steady
10) Starting at ceiling level – clean light fixtures (replace bulbs if necessary)
11) Dust all high areas
12) Wash windows
13) Dust all furniture
14) Sweep or dust mop hard floors
15) Dispose of dirt and debris collected from sweeping or dust mopping
16) Mop hard floors
17) Vacuum Carpets
18) Empty mop pail and rinse mop
19) Replace vacuum bag if necessary
20) Return all supplies/equipment used to their proper areas
21) Wash rags
22) Dispose of gloves properly
23) Wash hands thoroughly

Example restroom cleaning procedure (Plattsburgh, 2009, p. 267 - 268)
<u>Procedure:</u>

1) Put on Personal Protective Equipment
2) Gather all supplies
3) Put wet floor sign by entrance door
4) Dust all high areas (partition tops, lights, door tops, etc.)
5) Sweep floor
6) Spray disinfectant on all contact surfaces (sinks, toilets, etc.). Let disinfectant dwell at least ten minutes.
7) Remove all trash
8) Replace soap and paper products
9) Wash mirrors and door handles
10) Clean sinks
11) Clean toilets
12) Mop floor with disinfectant
13) Rinse mop thoroughly with clean water
14) Empty mop pail
15) Rinse mop pail thoroughly with clean water
16) Return all supplies/equipment used to their proper areas
17) Properly dispose of gloves
18) Wash hands thoroughly

Appendix III: Example of Front Desk Service Standards (American Automobile Association, 2012, p. 32)

4...Bell Services (Check In)

- Attendant extends an appropriate greeting
- Attendant uses guest's name as appropriate for the manner of the guest
- Attendant takes the initiative in providing information about all facilities
- Attendant anticipates guest's needs or offers a personalized recommendation
- Attendant exhibits a sincere desire and compliance to all guest requests
- Attendant places luggage on luggage stand or in appropriate area
- Attendant explains features and functions of room
- Attendant offers to fill ice bucket
- Attendant is efficient and sensitive to the manner of the guest
- Attendant extends an appropriate closing
- The guest feels well served

Appendix IV: Interview and Focus Group Questions

Interview questions for Director of Student Life and Morning Cleaning Supervisor
1) Is there a written plan for the current cleaning process?
2) How many students participate in the morning cleaning everyday?
    a) How is this decided/assigned?
    b) How many students are assigned to each area?
3) How many monitors are there?
4) How do students learn the cleaning process?
5) Are you aware of any areas that need improvement?
6) Have there been any changes in the cleaning process in the past?
7) What will be the best way to implement changes?

Focus group questions for morning cleaning monitors
1) What area do you each work in?
2) How many students work in your area?
3) What steps go into cleaning your area?
4) Which tasks are the most difficult?
5) Which tasks are the most time consuming?
6) How long does it take to clean your area?
7) Are there things that can be improved upon?
8) Do you have any suggestions for additions or changes to the process?
9) Do you think the time is used efficiently?

Interview questions for Hotel Managers
1) How many students work at the hotel?
2) How are they divided?
3) What are the different operations at the hotel?
4) Which areas of the hotel do you feel need improvement?
5) Do you have statistics for the comedor? Generally, how many people eat there for breakfast, lunch, dinner?
6) What is the official way for guests to request a meal?
7) What does a meal include for a guest (meal, drink, sides)?
8) Is there a lists of task for preparing a meal, setting up the table, service, etc?
9) How frequently is the comedor cleaned?
10) What is the schedule of guests for this week? (4/4/2016)
11) How often are the rooms that are not occupied cleaned?
12) If the guests are not in their room, is there a cleaning process for occupied rooms?
13) Is there a list of tasks that the students already have for the cleaning?
14) For general and everyday cleaning, how many students clean the different parts of the hotel?
15) How many students clean each bedroom?
16) Do you have statistics for the hotel? How many people stay each year?

17) What are the current processes for:
- a) Answering phone calls?
- b) Managing reservations?
- c) Handling meal requests?
- d) Laundry service?
- e) Managing purchases at the lobby store?

18) How do students learn these processes?

19) What is covered in the tourism class?

20) Are there regular staff meetings?
- a) How often?
- b) What is discussed in these meetings?

Focus group questions for the hotel monitors
1) What area(s) do you work in?
2) What are your main responsibilities?
3) What are the main tasks of your area?
4) How did you learn to do these tasks?
5) Which tasks are most difficult?
6) Which tasks are most time consuming?
7) Are there areas that need improvement?
8) Do you have suggestions for any changes to your work area?
- a) The hotel in general?
9) Are you happy with the current processes for:
- a) Record management?
- b) Store management?
- c) Reservations?

Appendix V: Personnel Distribution Survey Results

Group	Area(s) to be cleaned	Survey 1	Survey 2	Survey 3	Survey Average	Initial Estimate
1	2 large bedrooms (male) and surrounding galleries	4	6	4	5	6
2	5 small bedrooms (male) and surrounding galleries	5	6	5	5	6
3	First year female bedroom and surrounding galleries	3	3	3	3	3
4	Second year female bedroom and surrounding galleries	3	3	3	3	3
5	Third year female bedroom and surrounding galleries	3	3	3	3	3
6	Bathrooms (male) and surrounding galleries	8	9	8	8	12
7	Bathrooms (female), locker rooms (female), and surrounding galleries	3	7	8	6	8
8	Classrooms and surrounding galleries	10	9	10	10	6
9	Small patios and leaf pile collection	8	10	8	9	6
10	Central patio and church area	10	12	10	11	12
11	Behind administrative office and behind female dorms	6	2	6	5	6
12	Student lounge and surrounding galleries	8	6	6	7	2
13	Trash collection	5	4	4	4	6

Appendix VI: Evaluation Rubric and Results

Evaluation Results for Level of Cleanliness

Cleaning Areas	Before the changes	4/7/2016	4/14/2016
Large Male Bedroom 1 + Gallery	2	2	2
Large Male Bedroom 2 + Gallery	2	2	2
Small Male Bedroom 1 + Gallery	2	2	2
Small Male Bedroom 2 + Gallery	2	2	2
Small Male Bedroom 3 + Gallery	2	2	2
Small Male Bedroom 4 + Gallery	2	2	2
Small Male Bedroom 5 + Gallery	2	2	2
First Year Female Bedroom + Gallery	2	2	2
Second Year Female Bedroom + Gallery	2	2	2
Third Year Female Bedroom + Gallery	2	2	2
Male Bathroom 1 + Gallery	1	1	2
Male Bathroom 2 + Gallery	1	1	2
Male Bathroom 3 + Gallery	1	1	2
First & Second Year Female Bathroom, Lavandero + Gallery	2	2	2
Third Second Year Female Bathroom, Lavandero + Gallery	1	2	2
Classroom 1 + Gallery	2	2	2
Classroom 2 + Gallery	2	2	2
Classroom 3 + Gallery	2	2	2
Secretary's Office	2	2	2
Small Patio 1	2	3	3
Small Patio 2	2	3	3
Octagonal	2	3	3
Leaf Pile Collection	2	3	2
Central Patio	2	2	2
Behind Secretary Office	0	3	0
Behind Female Dormitory	0	3	3
Church Area	0	2	1
Student Lounge + Gallery	1	2	2
Trash Collection	2	3	2

Evaluation Results for the Process

Cleaning Areas	Before the changes	4/7/2016	4/14/2016
Large Male Bedroom 1 + Gallery	2	2	2
Large Male Bedroom 2 + Gallery	2	2	2
Small Male Bedroom 1 + Gallery	2	2	2
Small Male Bedroom 2 + Gallery	2	2	2
Small Male Bedroom 3 + Gallery	2	2	2
Small Male Bedroom 4 + Gallery	2	2	2
Small Male Bedroom 5 + Gallery	2	2	2
First Year Female Bedroom + Gallery	2	2	2
Second Year Female Bedroom + Gallery	2	2	2
Third Year Female Bedroom + Gallery	2	2	2
Male Bathroom 1 + Gallery	1	1	2
Male Bathroom 2 + Gallery	1	1	2
Male Bathroom 3 + Gallery	1	1	2
First & Second Year Female Bathroom, Lavandero + Gallery	1	2	2
Third Second Year Female Bathroom, Lavandero + Gallery	1	1	1
Classroom 1 + Gallery	1	2	2
Classroom 2 + Gallery	1	2	2
Classroom 3 + Gallery	1	2	2
Secretary's Office	2	2	2
Small Patio 1	2	2	3
Small Patio 2	2	2	3
Octagonal	1	2	3
Leaf Pile Collection	2	3	2
Central Patio	2	2	2
Behind Secretary Office	0	3	0
Behind Female Dormitory	0	3	3
Church Area	0	2	2
Student Lounge + Gallery	1	1	3
Trash Collection	2	3	3

Key for the Evaluation Rubric

0: Area never cleaned.
1: Area cleaned unacceptably; a major part of the area was not cleaned adequately; a major part of the area was not cleaned in the correct order.
2: Area acceptably cleaned; the area was mostly clean; most tasks completed in the correct order.
3: Area cleaned perfectly; all of the tasks were completed in the correct order.

Appendix VII: Morning Cleaning Map
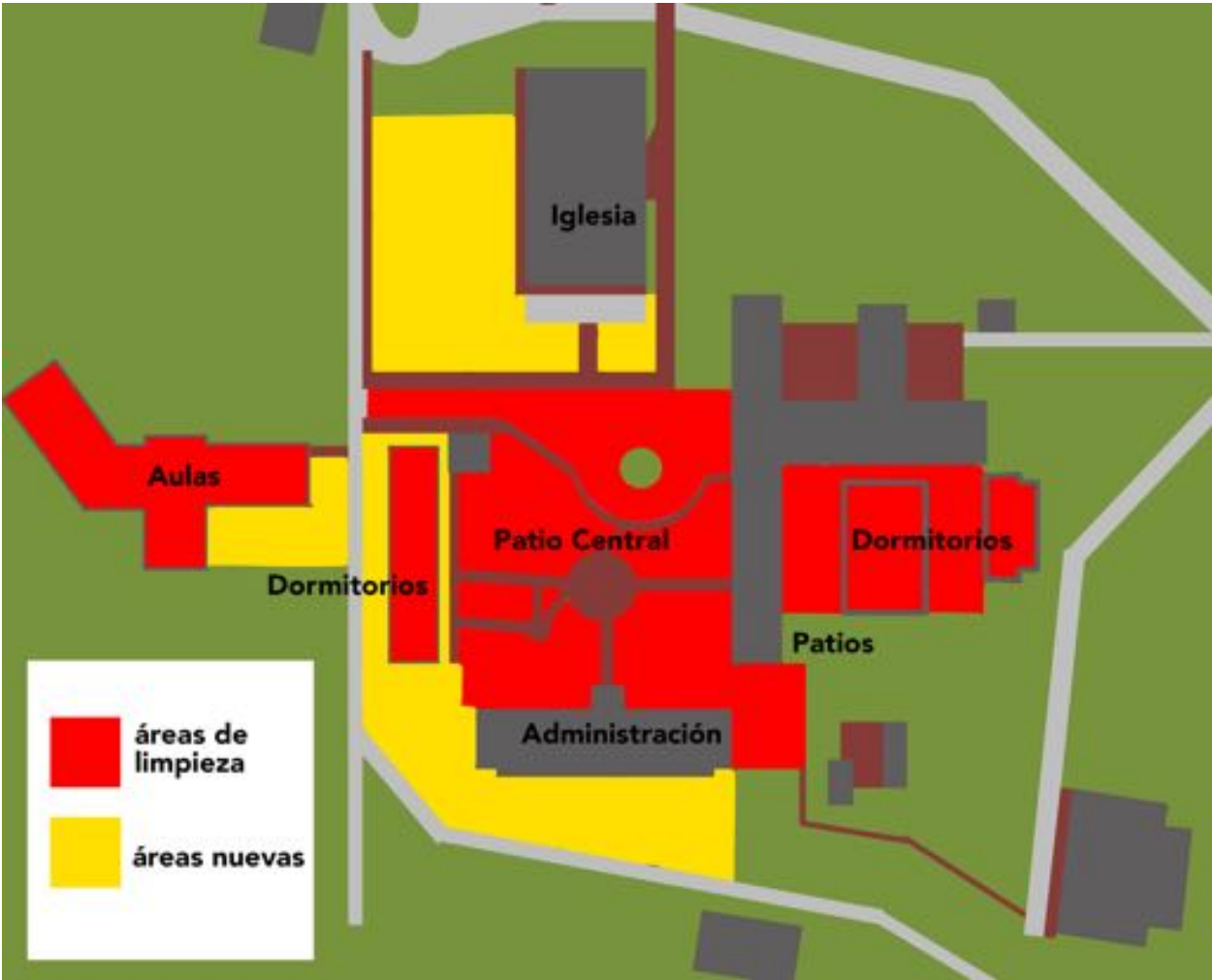
Appendix VIII: New Group Distributions

Group	Area(s) to be cleaned	Number of People Assigned	Distribution of people within area
1	2 large bedrooms (male) and surrounding galleries	6	3 people for each large bedroom
2	5 small bedrooms (male) and surrounding galleries	6	1-2 people for each small bedroom
3	First year female bedroom and surrounding galleries	2	N/A
4	Second year female bedroom and surrounding galleries	2	N/A
5	Third year female bedroom and surrounding galleries	2	N/A
6	Bathrooms (male) and surrounding galleries	12	3 people for each bathroom
7	Bathrooms (female), locker rooms (female), and surrounding galleries	8	4 people for each bathroom
8	Classrooms and surrounding galleries	6	2 people for each room
9	Small patios	4	N/A
10	Central patio and church area	12	8 people for the Central Patio 4 people for the church area
11	Behind administrative office and behind female dorms	6	4 people for each area
12	Student lounge and surrounding galleries	2	N/A
13	Trash collection and leaf pile collection	6	N/A

Appendix IX: Organized Cleaning Lists

<u>Dormitorios</u>

De varones:
3 varones por cada dormitorio largo
1-2 varones por cada dormitorio chiquito

1. Hacer las camas
2. Organizar cosas personales
3. Verificar la limpieza de los techos, ventiladores, y paredes
a. Si es necesario, usar un plumero para limpiar estos superficies
4. Verificar la limpieza de las ventanas
a. Si es necesario, usar limpia vidrios y hoja de diario para limpiarlas
5. Limpiar las alfeizares de las ventanas, aparadores, y mesas con un plumero o trapo húmedo
6. Recoger basura grande
7. Barrer el piso de atrás hacia adelante, incluyendo debajo de las camas
8. Trapear el piso con agua limpia y lavandina de atrás hacia adelante, incluyendo debajo de las camas
9. Sacar la basura

<u>Pasillos de los Dormitorios</u>
1. Verificar la limpieza de los techos, paredes, y adornos de paredes
a. Si es necesario, usar un plumero para limpiar estos superficies
2. Barrer el piso de atrás hacia adelante
3. Recoger los montones de polvo
4. Trapear el piso con agua limpia y lavandina de atrás hacia adelante
5. Sacar la basura

<u>Baños</u>

De varones: 3 varones por cada baño
De mujeres: 4 mujeres por cada baño

1. Retirar los papeles de baños en bolsa, depositar en el depósito de basura
2. Limpiar los paredes y duchos con agua limpia y lavandina
3. Limpiar los inodoros, lavabos, espejos, y alcachofas de las duchas con agua limpia y lavandina
a. Usar un trapo nuevo
4. Recoger basura grande del piso
5. Barrer el piso de atrás hacia adelante
6. Trapear el piso con agua limpia y lavandina de atrás hacia adelante, usar agua limpia y lavandina
7. Limpiar las basuras
8. Sacar la basura

Pasillos de los Baños
1. Verificar la limpieza de los techos, paredes, y adornos de paredes
a. Si es necesario, usar un plumero para limpiar estos superficies
2. Barrer el piso de atrás hacia adelante
3. Recoger los montones de polvo
4. Trapear el piso con agua limpia y lavandina de atrás hacia adelante
5. Sacar la basura

Lavandero de los Mujeres
1. Organizar cosas personales
2. Verificar la limpieza de los techos, ventiladores, y paredes
a. Si es necesario, usar un plumero para limpiar estos superficies
3. Verificar la limpieza de las ventanas
a. Si es necesario, usar limpia vidrios y hoja de diario para limpiarlas
4. Limpiar las alfeizares de las ventanas, aparadores, y mesas con un plumero o trapo húmedo
5. Recoger basura grande
6. Barrer el piso de atrás hacia adelante, incluyendo debajo de las camas
7. Trapear el piso con agua limpia y lavandina de atrás hacia adelante, incluyendo debajo de las camas
8. Sacar la basura

Aulas y La Oficina de Secretartia
2 personas por cada cuarto
1. Verificar la limpieza de los techos, ventiladores, y paredes
a. Si es necesario, usar un plumero para limpiar estos superficies
2. Verificar la limpieza de las ventanas
a. Si es necesario, usar limpia vidrios y hoja de diario para limpiarlas
3. Quitar el polvo de superficie de los muebles con un plumero y usar un trapo y solución de limpieza para limpiar las superficies.
4. Limpiar la pizarra con un trapo y agua.
5. Poner las sillas en las mesas y mover los muebles para limpiar el piso.
6. Recoger basura grande en e piso.
7. Barrer el piso de atrás hacia adelante
8. Trapear el piso con agua limpia y lavandina de atrás hacia adelante
9. Recoger toda la basura y poner en la basurera
10. Sacar la basura
11. Poner los muebles en su sitio

Pasillos de las Aulas
1. Verificar la limpieza de los techos, paredes, y adornos de paredes
a. Si es necesario, usar un plumero para limpiar estos superficies
2. Barrer el piso de atrás hacia adelante
3. Recoger los montones de polvo
4. Trapear el piso con agua limpia y lavandina de atrás hacia adelante
5. Sacar la basura

Patios 1, 2, octágono y lavadero
Todos limpian patio 1, después patio 2 y octagonal y después recogen las hojas
1. Recoger basura grande
2. Limpiar el piso
a. Si un piso cemento, barrer el piso
b. Si césped, escobillar el piso
3. Sacar la basura
4. Recolección de basura
a. Basura orgánica: depositar en el compost
b. Basura inorgánica: depositar en el depósito de basura

Patio Central
8 personas en el patio central
1. Recoger basura grande
2. Limpiar el piso
a. Si un piso cemento, barrer el piso
b. Si césped, escobillar el piso
3. Sacar la basura
4. Limpiar de yuyos
5. Recolección de basura
a. Basura orgánica: depositar en el compost
b. Basura inorgánica: depositar en el depósito de basura

Atrás de las oficinas administrativas
1. Recoger basura grande
2. Limpiar el piso
a. Si un piso cemento, barrer el piso
b. Si césped, escobillar el piso
3. Sacar la basura
4. Limpiar de yuyos
5. Recolección de basura
a. Basura orgánica: depositar en el compost
b. Basura inorgánica: depositar en el depósito de basura

Atrás de dormitorios A (mujeres)
1. Recoger basura grande
2. Limpiar el piso
a. Si un piso cemento, barrer el piso
b. Si césped, escobillar el piso
3. Sacar la basura
4. Recolección de basura
a. Basura orgánica: depositar en el compost
b. Basura inorgánica: depositar en el deposito de basura

Sala T.V.
1. Verificar la limpieza de los techos, ventiladores, y paredes
a. Si es necesario, usar un plumero para limpiar estos superficies
2. Verificar la limpieza de las ventanas
a. Si es necesario, usar limpia vidrios y hoja de diario para limpiarlas
3. Limpiar las alfeizares de las ventanas, aparadores, y mesas con un plumero o trapo húmedo
4. Recoger basura grande
5. Barrer el piso de atrás hacia adelante
6. Trapear el piso con agua limpia y lavandina de atrás hacia adelante
7. Sacar la basura

Recolección de basura
1. Coleccionar la basura
2. Depositar la basura en el depósito de basura
3. Mantener la organización del depósito de basura

Recolección de hojas
1. Coleccionar las hojas.
2. Depositar las hojas en el compost

Área de la capilla

4 personas en la capilla

1. Barrer las escaleras
2. Barrer el pasillo.
   a. Si un piso cemento, barrer el piso
   b. Si césped, escobillar el piso
3. Sacar la basura
4. Limpiar de yuyos
5. Recolección de basura
   a. Basura orgánica: depositar en el compost
   b. Basura inorgánica: depositar en el depósito de basura

Limpieza Bisemanal y Una Vez en la Semana
Lunes & Jueves: Ventanas, Paredes, ornamentos de parades, techos, y ventiladores

Martes: Estatuas y la estrella central

Miercoles: Yuyos

Appendix X: Tool Inventory

Inventory Item	Current	Needed
Rakes	11	22
Squeegees	29	20
Buckets	15	16
Rags	15	25
Brooms	14	21
Tarps	2	4
Trash Buckets	2	Unknown

Appendix XI: Spreadsheets for Hotel Recordkeeping

Spreadsheet for the Dining Hall (Comedor)

Reservaciones del Comedor: Semana de ___ / ___ / ___							
Nombre	Hab. Nro.	Fecha de solicitud	Fecha de comer	Des/Alm/Cena	Hora de comer	Menú	Personas

Spreadsheet for the Hotel Store (Everyday)

Planilla de ventas del Vissicooler

Nombre	Hab Nro	Fecha	Producto	Cantidad	Peso/Tamaño	Precio	Total	Tarjeta o Efectivo?	Vendido Por	Aclaración

Spreadsheet for the Hotel Store (Weekly)

| | Cantidad | | | | | | | | | | |
| | Bebida | | | | | Comida | | | | | |
Semana	Agua	Gaseosa	Cerveza	Jugos	Otra	Dulce de Leche	Queso Boricua	Queso Paraguayo	Yogur	Otra	Precio Total

Spreadsheet for the Laundry Service (La Lavanderia)

Pedidos de la Lavandería

Fecha	Nombre del Cliente	Habitación Numero	Ha limpiado la ropa?	Ha retornado la ropa?	Precio	Encargado por
Precio Total						

Spreadsheet for the Phone Calls

Las Llamadas Telefonicas

Fecha	Hora	Entregado por (Nombre)	Nombre del Cliente	Nro de Telefono	Correo Electrónico	Razón por la llamada	Notas

Appendix XII: Scripts for Guest Services

<u>Reception (Check-in, Check-out, General Interaction)</u>

<u>La Interacción con clientes (en general)</u>
- Saluda a los clientes con respeto
- Les pregunta si quieren algo
- Escucha a sus requisitos y responde a las preguntas
- Ayuda a los clientes cuando necesitan algo
- Cuando la interacción termina, dice adiós con respeto

<u>Check-In</u>
El alumno abre la puerta, dice "adelante" o "bienvenidos" y un nuevo cliente ingresa al hotel.

Alumno de la Recepción: ¡Bienvenido al Hotel Cerrito! Me llamo [*nombre del alumno*]. ¿En qué puedo ayudarle?

Cliente: Yo tengo una reserva con este hotel. Me gustaría registrarme.

Alumno: ¡Bien! Voy a ayudarle! ¿Cual es su nombre? ¿Cuantas personas?

Cliente: Me llamo [*nombre del cliente*]. Hay [*número de personas*] personas.

El alumno busca la reserva del cliente

Alumno: ¿Bueno, quieren pagar con tarjeta o efectivo? ¿Y factura?

Cliente dice la respuesta y el número. El alumno escribe la respuesta en la carpeta y el alumno registra al huspuedes y da su llave.

Alumno: Bien, bien. Usted está en habitación [*número de habitación*]. Es su llave. [Habla sobre los comodidades del hotel...la piscina, el tour, la comida y más]
Usted es bienvenidos a usar los comodidades del hotel. Hay una piscina grande detrás del hotel y los alumnos pueden ofrecerle un tour de la escuela. También, hay comida en el visicooler para comprar y el hotel ofrece comida para el desayuno, el almuerzo y la cena en el comedor. Puede hacer una reservación por el comedor aca en el lobby. Finalmente, hay un servicio de lavandería si necesita lavar su ropa.
¿Puedo ayudarle con otras cosas?

Cliente: No. Estoy bien.

Alumno: ¡Bueno! Vaya para esos puertas. Me diga si usted necesita algo. ¡Espero que disfruten su tiempo al Hotel Cerrito!
Mostrar los funciones de todo en el habitación

Un cliente llega a la recepción.

Alumno: Hola! ¿Cómo está? ¿Cómo puedo ayudarle?

Cliente: Me gustaría check-out.

Alumno: ¿Cómo se llama y cual es su número de habitación?

Cliente: Me llamo [nombre del cliente]. Mi numero es [numero de habitación].

El alumno busca el archivo del cliente.

Alumno: Bueno! ¿Cómo fue su experiencia?

Cliente: [La respuesta]

Alumno: ¿Puede llenar esta encuesta para retroalimentación de su estancia? [Dar al cliente la encuesta.]

Cliente: [Llena la encuesta y la devuelve.]

Alumno: Gracias! ¿Conoce usted la Planta Láctea que tenemos acá?
      ¿Sí o No?
      Respuesta con sí: continúe a opción B

Opción A) Respuesta con no-
Alumno: [Da información de fondo] En campus tenemos una Planta Láctea que manufactura varios productos como Queso Paraguay, Yogur y Dulce de Leche. También tenemos un queso muy especial y único que se hace con una mezcla de leche de vaca y cabra que se llama Queso Ibérico. Todos estos productos fueron creados por un maestro quesero Español.
Después, continúe a opción B.

Opción B)
Alumno: ¿Ha probado el queso Ibérico? ¿Le gustaría una probada de lo?

 Alumno: ¿Ha visto el refrigerador con los productos de la Planta Láctea? ¿Quisiera comprarlos antes de salir?
      ¿Sí or No?
      Respuesta con no: continúe a opción 2

Opción 1) Respuesta con sí
Alumno: [Muestre los productos en el refrigerador.]

Opción 2)
Alumno: [Continúe con el proceso de hora de salida]

Alumno: La cuenta es [precio].

El cliente paga la cuenta y le da el llave al alumno y controla de aire acondicionado.

Alumno: Bien! Gracias para su tiempo en el Hotel Cerrito. Espero que tenga un buen dia! Ciao!

Script for Dining Services (El Comedor)

El alumno abre la puerta y los clientes entran en el comedor.

Alumno saluda a los clientes y muestra a los clientes a sus mesa.
Por ejemplo:
Alumno: ¿Hola, cómo está? ..... Mi nombre es [el nombre] y yo soy su camarero(a). Esta es su mesa.

Alumno pone el pan y el aceite o la mantequilla en la mesa. Después, pregunta a los clientes que quieren beber.
Por ejemplo:
Alumno: Aca tenemos pan con aceite. ¿Alguien quiere algo para beber?

Alumno trae la bebida. Pone la bebida en los vasos. Después, dice a los clientes que
es el plato principal y precio.
Por ejemplo:
Alumno: Aca tenemos sus bebidas. El plato principal es _____ y es Gs_____ . Yo voy a traer su comida en algunos minutos.

Alumno trae la comida y la pone en la mesa. Después, les pregunta a los clientes si necesitan algo más.
Por ejemplo:
Alumno: Aca tenemos su comida. ¿Alguien necesita algo más?

Después de aproximadamente diez minutos, el alumno retorna para preguntar a los clientes si todo está bien y si alguien necesita algo más.
Por ejemplo:
Alumno: ¿Como está la comida? ¿Alguien necesita algo más?

Cuando los clientes terminan su comida, el alumno retorna para preguntar a los clientes si están terminando. Si los clientes dicen si, trae la carpeta.
Por ejemplo:
Alumno: ¿Quieren algo más?
Cliente: No, gracias
Alumno: Bueno, voy a retornar en un momento.

El alumno trae la carpeta y les dice donde necesita pagar y permite a los clientes para firmarla. Después, el alumno agradece a los clientes.

Alumno: Es su total para la comida. Pueden pagar en la recepción en el hotel pero por favor, firmen esta carpeta. Muchas gracias para comer aca! Espero que tengan un buen dia (o noche)!

<u>Script for Phone Calls (With Formulated Note Sheet)</u>

Reservaciones

Alumno: Hola, Hotel Cerrito! Buen dia, mi nombre es _____. ¿En qué puedo ayudarle?

Cliente: Hola, me gustaria hacer una reserva *[notar en el formulario]*

Alumno: Perdon, pero no podemos tomar una reserva en este momento, pero podemos recolectar su información y llamar a usted tan pronto como sea posible.
- ¿Cómo se llama usted? *[notar en el formulario]*
- ¿Puedo tener su numero y correo electrónico por favor? *[notar en el formulario]*
- ¿Cuales son las fechas aproximadas? *[notar en el formulario]*
    - ¿Y por cuantos personas? *[notar en el formulario]*

Alumno: Muchas gracias, nos pondremos en contacto con usted pronto! ¿Puedo ayudarle con cualquier cosa?

Cliente dice sí o no

Alumno: Bueno, muchas gracias! Buen dia!

Preguntas

Alumno: Hola, Hotel Cerrito! ¿En qué puedo ayudarle?

Cliente: Hola, tengo una pregunta sobre el hotel *[notar en el formulario]*

Si el alumno sabe, responder con la respuesta.

Si no sabe:
Alumno: Perdon, pero no tenemos la información ahora, pero podemos recolectar su información y llamar a usted tan pronto como sea posible.
- ¿Cómo se llama usted? *[notar en el formulario]*
- ¿Puedo tener su número y correo electrónico por favor? *[notar en el formulario]*

Alumno: Muchas gracias, nos pondremos en contacto con usted pronto! ¿Puedo ayudarle con cualquier cosa?

Cliente dice sí o no

Alumno: Bueno, muchas gracias! Buen dia!

Llamadas Telefónicas

Fecha: _____   Hora: _____

Entregado por (Nombre): _____

Nombre del cliente: _____

Numero de teléfono: _____

Correo electrónico: _____

Razón por la llamada (círculo):

Reservación   Pregunta

Otra:_____

Notas:

Appendix XIII: Hotel Cleaning Checklist

<u>Habitaciones</u>
1. Deshacer las camas
2. Llevar la ropa de cama a la lavandería
3. Limpiar los techos, los paredes y las ventanas
4. Quitar el polvo en los muebles y los antepechos
5. Barrer el piso de atrás hacia adelante, incluyendo debajo de las camas
6. Si hay un baño, limpialo
   a. Recoger basura del piso
   b. Remover las bolsas de la basura.
   c. Barrer el piso de atrás hacia adelante
   d. Limpiar los paredes y duchos con agua limpia y lavandina
   e. Limpiar los inodoros, lavabos, espejos, y alcachofas de las duchas con agua limpia y lavandina
      i. Usar un trapo nuevo
   f. Limpiar las basuras
   g. Sacar la basura
7. Trapear el piso con agua limpia y lavandina de atrás hacia adelante, incluyendo debajo de las camas
8. Hacer las camas
9. Organizar cosas personales
10. Verificar la limpieza de los techos, ventiladores, y paredes
11. Si es necesario, usar un plumero para limpiar estos superficies
12. Verificar la limpieza de las ventanas
13. Si es necesario, usar limpiavidrios y hoja de diario para limpiarlas
14. Limpiar las alfeizares de las ventanas, aparadores, y mesas con un plumero o trapo húmedo
15. Recoger basura grande
16. Barrer el piso de atrás hacia adelante, incluyendo debajo de las camas
17. Trapear el piso con agua limpia y lavandina de atrás hacia adelante, incluyendo debajo de las camas
18. Sacar la basura

<u>Los baños comunal</u>
1. Retirar los papeles de baños en bolsa, depositar en el depósito de basura
2. Limpiar los paredes y duchos con agua limpia y lavandina
3. Limpiar los inodoros, lavabos, espejos, y alcachofas de las duchas con agua limpia y lavandina
   a. Usar un trapo nuevo
4. Recoger basura grande del piso
5. Barrer el piso de atrás hacia adelante

6. Trapear el piso con agua limpia y lavandina de atrás hacia adelante, usar agua limpia y lavandina
7. Limpiar las basuras
8. Sacar la basura

Pasillo
1. Limpiar los paredes
2. Verificar la limpieza de las ventanas encima de las puertas. Si es necessario, las limpia.
3. Barrer el piso desde las puertas cerca de lobby hasta las puertas cerca de piscina.
4. Trapear el piso con agua limpia y lavandina desde las puertas cerca de lobby hasta las puertas cerca de piscina.

Lobby
1. Limpiar los paredes y las ventanas
2. Quitar el polvo de los muebles
3. Mover los muebles a un lado
4. Barrer el piso desde las puertas de la sala de reuniones hasta la puerta principal en el lobby
5. Trapeador el piso desde la sala de reuniones hasta la puerta principal en el lobby
6. Reordenar los muebles
7. Arreglarse las mantas y almohadas

Sala de Reuniones
1. Apilar las sillas cerca del pared
2. Mover las mesas cerca del pared
3. Limpiar paredes y ventanas
4. Barrer el piso desde atrás hacia las puertas
5. Trapear el piso desde atrás hacia las puertas
6. Poner las mesas en sus lugares

Limpieza Una Vez en la Semana
Lunes y Jueves: Limpiar las ventanas encima de las puertas de pasillo.