



## Housekeeping Room Attendant (NOC 6661)

### Job Definition<sup>1</sup>:

A (housekeeping room attendant) is responsible for cleaning the rooms of hotels, motels and resorts.

### Additional Occupational Information<sup>2</sup>:

A housekeeping room attendant:

- promotes a positive image of the property for which he/she works,
- interacts with guests in a positive and hospitable manner,
- ensures the comfort and security of guests by paying attention to organization, cleanliness, and presentation in guest rooms and public areas.

### Overview:

This Occupational Language Analysis (OLA) presents Canadian Language Benchmarks (CLB) competencies and typical listening, speaking, reading and writing tasks performed at a competent level by housekeeping room attendants. The tasks are illustrative only, and do not provide a complete sample of what a housekeeping room attendant does on the job. Other essential skills such as numeracy and computer skills are beyond the scope of the OLA. The content of the OLA was validated by people employed in the occupation and by CLB experts. It was developed by a Registered OLA Analyst using three key resources:

- the *Canadian Language Benchmarks 2000*, Centre for Canadian Language Benchmarks and Citizenship and Immigration Canada
- the *National Occupational Standards for Housekeeping Room Attendant*, Canadian Tourism Human Resource Council, 2002
- the *Essential Skills Profile for Light Duty Cleaners*, Human Resources and Skills Development Canada

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<sup>1</sup> *Essential Skills Profile for Light Duty Cleaners (NOC 6661)*, Human Resources and Skills Development Canada

<sup>2</sup> *National Occupational Standards for Housekeeping Room Attendant*, Canadian Tourism Human Resource Council, 2002

For a more complete picture of the competencies that are needed to perform this occupation, refer to these source documents.

## How to Read this Occupational Language Analysis:

The titles, numbers and sequence of categories are based on the *Canadian Language Benchmarks 2000*, which address four major skill areas: speaking, listening, reading and writing. CLB competencies (language descriptors) are entered at the left margin and followed by a number indicating the benchmark level (1 - 12) for each competency. Sample occupational tasks (work/task descriptors) drawn from the Essential Skills Profile or the National Occupational Standards are indented and italicized underneath each competency and referenced to their source, as follows:

Task Source	Reference	Example
Essential Skills Profile	ES + the first letters of the profile section	(ES-DU) = Essential Skills Profile, Document Use section
National Occupational Standard	NOS + the section/subsection	(NOS-B2.5b) = National Occupational Standard, Major Category B, Skill 2; Subskill 5; Sub-subskill b

## Comparative Ratings:

The following chart compares typical and most complex essential skills ratings for housekeeping room attendants, based on the Essential Skills Profile, to the corresponding range of CLB ratings, as suggested in *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*<sup>3</sup>. These are general ranges and there may be some language tasks that fall outside of this range.

Skill Area	Typical		Most Complex	
	Essential Skills	CLB	Essential Skills	CLB
Speaking	1	5 - 6	1 - 2	5 - 8
Listening	1	5 - 7	1 - 2	5 - 8
Reading	1 - 3	3 - 9	1 - 3	3 - 9
Writing	1 - 2	4 - 7	1 - 3	4 - 8

## Common Conditions of Communication:

Condition	Description
Purpose	– taking/giving direction or information; working as part of a team; providing customer service; keeping records
Audience	– one-on-one or small group interaction; co-workers; supervisors/managers; customers
Context	– low-pressure; predictable or routine
Topic	– usually familiar topics; factual exchange of information
Mode	– face-to-face; in person; by phone (occasionally)

<sup>3</sup> *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*; Centre for Canadian Language Benchmarks, 2005

# Skill: Speaking

## I. Social Interaction

### Interpersonal Competencies

#### **Greet, introduce self and ask about the other person. (CLB 3)**

- *use titles, such as sir or madam, or guest's name (e.g., Mr. Jones) when possible (NOS-A1.4b)*

#### **Open, close and respond to short casual small talk. (CLB 4)**

- *answer questions honestly and accurately: if answer is unknown, say so (NOS-A1.4b)*
- *welcome new employees (NOS-A1.6d)*

#### **Extend, accept or decline an invitation or offer. (CLB 5)**

- *accept gratuity graciously: thank guest (NOS-A1.7g)*

#### **Express and respond to compliments or congratulations. (CLB 5)**

- *congratulate others on achievements (NOS-A1.6e)*

#### **Respond to a minor conflict or complaint. (CLB 8)**

- *respond to complaint: apologize for inconvenience, e.g., "I'm sorry that your room is not ready. Let me see what can be done"; thank guest for bringing problem to your attention (NOS-B1.7b)*
- *refer guest with major complaint to supervisor immediately (NOS-B1.7b)*
- *speak politely when dealing with disruptive guests (NOS-E1.1c)*
- *report to supervisor or front desk do not disturb signs on door after check-out time (NOS-E1.2j)*

### Conversation Management

#### **Encourage others in a conversation by showing interest. (CLB 5)**

- *promote house policies, e.g., encourage discussion, inform co-workers (NOS-A1.1d)*

#### **Confirm own comprehension. (CLB 7)**

- *ask questions to ensure understanding (NOS-B1.2e)*
- *clarify own understanding of problem (NOS-B1.7b)*

### Phone Competencies

#### **Carry on a brief phone conversation in a professional manner. (CLB 8)**

- *contact security personnel, supervisor or front desk [to] provide details of security problem, e.g., location, nature of problem (NOS-E1.1c)*

## II. Instructions

#### **Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. (CLB 7)**

- *explain use of guest room features to guests when necessary (NOS-B1.5c)*

## III. Suasion (Getting Things Done)

#### **Ask and grant permission. (CLB 3)**

- *announce self (e.g., "Housekeeping") and wait a moment; if guest answers, say, "Sorry to disturb you. This is housekeeping. When would you like me to make up your room?" (NOS-F2.2d)*

#### **Ask for, offer, and accept assistance. (CLB 3)**

- *request assistance, if needed (NOS-F2.3m)*
- *call for removal [of cots and cribs] (NOS-F2.4c)*

#### **Give and get permission. (CLB 5)**

- *offer to return later if guests return before cleaning is complete (NOS-F2.3r)*

#### **Give simple informal advice. (CLB 5)**

- *advise guest to use own judgment, if asked what appropriate tip/gratuity would be (NOS-A1.7d)*

- ❑ refer requests for information about guests to front desk (NOS-B2.1c)

**Call for emergency assistance. (CLB 5)**

- ❑ inform switchboard or front desk: of fire (NOS-D2.2b)
- ❑ inform switchboard or front desk: in case of injury or illness to guest or co-worker (NOS-D2.2c)
- ❑ inform switchboard or front desk: in case of death at property (NOS-D2.2d)
- ❑ report immediately any verbal, physical, or other threats, e.g., criminal, sexual (NOS-E1.1c)

**Make a simple formal suggestion; provide reason. (CLB 6)**

- ❑ interact with co-workers to co-ordinate work (ES-OC)
- ❑ offer a refund or redo the job (when a customer complains) (ES-TS)
- ❑ communicate with team members, e.g., inform co-workers of guests' special needs or requests (NOS-A1.6c)
- ❑ identify possible solutions (NOS-B1.7b)

**Make a verbal request for an item. (CLB 6)**

- ❑ ask guest to call for pickup when item is no longer needed (NOS-B1.6c)

**Request a word. Ask for and respond to recommendations or advice. (CLB 7)**

- ❑ report to supervisor or switchboard/front desk if unable to clean room or if any discrepancies are found (NOS-E1.3b)
- ❑ inform supervisor immediately when valuable items are found, e.g., expensive jewellery, large amounts of cash, passports, airline tickets, credit cards (NOS-E2.1b)
- ❑ inform supervisor immediately when valuable items are found (NOS-F2.3j)

**Make an extended suggestion on how to solve an immediate problem or make an improvement. (CLB 7)**

- ❑ make suggestions on how to improve service (NOS-A1.4f)

**Propose/recommend that certain changes be made in a familiar area. (CLB 8)**

- ❑ assign tasks and monitor the work of more junior cleaners under their direction (ES-OC)

## **IV. Information**

### **Presentations**

**Describe briefly a person, object, situation and daily routine. (CLB 3)**

- ❑ report if [wood supply] low (NOS-F2.6e)

**Express immediate and future needs, wants, plans. (CLB 3)**

- ❑ report that room is ready as per house policy (NOS-F2.8h)

**Tell a detailed story/report an incident (CLB 5)**

- ❑ call supervisor or notify maintenance, if necessary (NOS-B1.7b)
- ❑ report problems to maintenance department (NOS-F2.1c)
- ❑ report deficiencies, e.g., cracked sink or mirror (NOS-F2.5v)
- ❑ report repairs needed (NOS-F2.6c)

**Describe a scene or picture. (CLB 5)**

- ❑ contact supervisor if there is no sign of guest and door is chained (NOS-F2.2d)
- ❑ report missing or damaged linens or supplies (NOS-F1.3d)

**Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences. (CLB 6)**

- ❑ provide information for incident report, e.g., time, date, type of injury, actions taken (NOS-D2.2c)
- ❑ provide information for incident report or logbook (NOS-E1.1e)

**Describe and compare people, places etc. (CLB 6)**

- ❑ provide information about property (NOS-B1.3)
- ❑ provide information about community (NOS-B1.4)
- ❑ answer guests' questions [about property] (NOS-B1.3e); refer to display areas [about community] (NOS-B1.4c)

### **Interaction One-on-One**

**Ask for and provide information related to routine daily activities (e.g., personal, family, others, work). (CLB 5)**

- ❑ advise supervisor [about] co-workers who are feeling ill or who are very busy (NOS-A1.6f)
- ❑ ask supervisor or co-workers to demonstrate [guest room features] (NOS-B1.5b)
- ❑ follow up, if possible, e.g. check that repairs were made, ensure satisfaction of guest (NOS-B1.7c)
- ❑ inform supervisor about complaint (NOS-B1.7d)

- ❑ *call supervisor with problems, e.g., room discrepancy, damage to rooms, illegal activities (NOS-F2.2e)*

**Ask for and provide information in an interview related to daily activities. (CLB 6)**

- ❑ *follow house policies: ask supervisor, attend staff meetings, talk with co-workers to ensure common understanding (NOS-A1.1b)*

**Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 7)**

- ❑ *interact with co-workers to co-ordinate work (ES-OC)*
- ❑ *find information when needed: seek support from co-workers, human resource personnel, or appropriate in-house committees (NOS-A1.2c)*
- ❑ *ask supervisor about duties and responsibilities of other departments (NOS-A1.5a)*
- ❑ *report to supervisor money found in unusual location in check-out room, e.g., under mattress, in drawer (NOS-A1.7c)*
- ❑ *request name and picture identification and ensure key opens door if guest wishes to enter room while you are cleaning: offer to return later to finish room (NOS-E1.2i)*

**Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. (CLB 8)**

- ❑ *interact with their supervisors to receive work assignments, discuss priorities and report problems (ES-OC)*
- ❑ *interact with clients to provide and receive job-related information, assess cleaning situations and discuss costs (ES-OC)*
- ❑ *report to supervisor all injuries, no matter how small and areas that are unsafe, e.g., wet floor (NOS-D1.1n)*

**Interaction in a Group**

**Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty. (CLB 6)**

- ❑ *may participate in group discussions during staff or safety meetings (ES-OC)*
- ❑ *participate in fire safety program (NOS-D2.2a)*

# Skill: Listening

## I. Social Interaction

Identify verbal and non-verbal details of social exchanges, including styles of greetings, leave-taking and introductions. (CLB 3)

- *listen attentively: pay attention, e.g., maintain eye contact, nod when appropriate (NOS-B1.2)*

Identify specific factual details and inferred meanings in dialogues containing openings and closings, making and cancelling of appointments, apologies, regrets, excuses, problems in reception and communication. (CLB 6)

- *[listen to] customers who complain about jobs completed (ES-TH)*

## II. Instructions

Understand sets of instructions related to simple technical and non-technical tasks. (CLB 7)

- *comply with medical or police requirements (NOS-D2.2d)*

## III. Suasion (Getting Things Done)

Demonstrate comprehension of details and speaker's purpose in suggestions, advice, encouragements and requests. (CLB 6)

- *interact with co-workers to co-ordinate work (ES-OC)*

Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas. (CLB 7)

- *interact with their supervisors to receive work assignments, discuss priorities and report problems (ES-OC)*
- *interact with the clients to receive job-related information, assess cleaning situations and discuss cost (ES-OC)*

## IV. Information

Demonstrate comprehension of mostly factual details and some inferred meanings in a story about obtaining goods or services; a report or a forecast; a news item. (CLB 4)

- *keep up to date with community events, e.g., listen to radio (NOS-B1.4a)*

Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction (e.g., meeting, discussion). (CLB 6)

- *may participate in group discussions during staff or safety meetings (ES-OC)*
- *find out what policies are [in] effect (NOS-A1.1a)*
- *attend staff meetings, talk with co-workers to ensure common understanding (NOS-A1.1b)*
- *be informed about facilities and services in property by: attending staff meetings (NOS-B1.3a)*

Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence. (CLB 7)

- *familiarize yourself with legislation, for example: ask supervisor, attend staff meetings, contact government departments (NOS-A1.2b)*

# Skill: Reading

## I. Social Interaction Texts

### Get information from personal notes, e-mail messages and letters. (CLB 4)

- read notes from guests to process special requests, such as a request for extra pillows or towels (ES-RT)

### Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction. (CLB 7)

- read memos or electronic mail messages to address service complaints (ES-RT)

## II. Instructions

### Follow one- to five-step common everyday instructions and instructional texts. (CLB 3)

- identify procedures for using fire extinguishers (NOS-D2.2a)
- follow schedule for cleaning (NOS-F3.1a)

### Follow one- to six-step common everyday instructions and instructional texts. (CLB 4)

- read cleaning product labels to understand how to use them (ES-RT)

### Understand/follow moderately complex everyday texts. (CLB 5)

- follow [written] guidelines for accepting gratuities (NOS-A1.7)
- follow [written] security procedures (NOS-E1.1)
- follow instructions [on] cleaning products and tools (NOS-F2.1a)

### Follow a set of common everyday instructions (up to 10 steps) when not presented completely in point form: sequence/order must be inferred. (CLB 6)

- read Workplace Hazardous Materials Information System (WHMIS) labels on products to understand the applicable safety cautions (ES-DU)
- follow emergency procedures: identify symbols for controlled products (NOS-D1.4); identify fire safety information (NOS-D2.1)

### Follow a set of written instructions on 10- to 13- step everyday procedures related to simple technical and non-technical tasks. (CLB 7)

- may refer to manuals to learn about equipment, such as dishwashers, or about cleaning procedures, such as how to safely clean up blood (ES-RT)
- may refer to policy and equipment manuals to find out what to do in an emergency or how to use a particular piece of equipment (ES-TS)

### Follow everyday instructional texts. (CLB 7)

- follow WHMIS guidelines: locate relevant MSDS (NOS-D1.3a); follow handling and storage guidelines for cleaning products (NOS-D1.3b)
- follow WHMIS guidelines: locate relevant MSDS and be familiar with information provided (NOS-D1.3a); dilute products according to instructions (NOS-D1.3a); follow instructions on labels (NOS-D1.3b)

### Follow an extended set of multi-step instructions for established process. (CLB 8)

- may read the Material Safety Data Sheets (MSDS) of products being used for the first time to identify protective equipment requirements, potential hazardous reactions and emergency procedures (ES-RT)
- consult Material Safety Data Sheets (MSDS) to find out a product's chemical composition and how to use it safely (ES-TS)

### Follow formal instructions of advisory, instructional texts, and instructions for a familiar process/procedure that require integration of several pieces of information. (CLB 9)

- read training manual or employer handbook (NOS-A1.1)

## III. Business/Service Texts

### Find information in formatted texts: forms, tables, schedules, directories. (CLB 3)

- read maid worksheet tables for information on room occupancy to determine which rooms to clean (ES-DU)
- read whole numbers, fractions, decimals, percent, equations and formula, rate, ratio and proportion (ES-N)
- check schedule before leaving, e.g., for changes and assignments (NOS-F1.1b)

### Find information in formatted texts: forms, tables, schedules, directories. (CLB 4)



- ❑ *check [room assignment sheets] for special assignments and requests (NOS-F1.1a)*

**Get information from short business brochures, notices, form letters and flyers. (CLB 4)**

- ❑ *read pamphlets to obtain information on, for example, new floor finishing products, paying particular attention to safety-related details (ES-RT)*
- ❑ *read posting on bulletin board [about legislation] (NOS-A1.2b)*
- ❑ *be informed about facilities and services in property by reading brochures and memos (NOS-B1.3a)*
- ❑ *check bulletin board each shift (NOS-A1.1)*

**Identify factual details and some inferred meanings in moderately complex business/service texts, including formatted texts. (CLB 5)**

- ❑ *read training manual or employee handbook (NOS-A1.1b)*
- ❑ *refer to house policy (NOS-A1.3b)*
- ❑ *identify procedure for communicating with various departments (NOS-A1.5b)*
- ❑ *check room assignment sheet: confirm room number, determine room status, note special requests, note guest name (NOS-F2.2a)*

**Identify factual details and some inferred meanings in moderately complex texts containing advice, requests, specifications. (CLB 6)**

- ❑ *read notes from supervisors to receive work assignments and from co-workers sharing information (ES-RT)*

**Identify factual and inferred meanings in written proposed solutions, recommendations and proposals; and in statements of rules, regulations, laws and norms of behaviour. (CLB 8)**

- ❑ *[refer to] legislation related to job (NOS-A1.2a)*

**Locate and integrate three or four pieces of information contained in moderately complex formatted texts. (CLB 8)**

- ❑ *may read letters from the fire department about handling combustible wastes (ES-RT)*
- ❑ *read memos from management explaining various workplace issues, such as changes to the benefits package (ES-RT)*

## **IV. Informational Texts**

**Get the gist, key information, and important detail of simple explicit one- to two-paragraph texts. (CLB 3)**

- ❑ *identify emergency telephone number and in-house emergency information (NOS-D2.2a)*
- ❑ *identify locations of emergency facilities and equipment (NOS-D2.2a)*

**Use standard reference texts: dictionaries, maps and diagrams, graphs. (CLB 4)**

- ❑ *check floor plans (NOS-B1.3a)*

**Demonstrate comprehension of standard maps, basic diagrams, basic graphs. (CLB 5)**

- ❑ *refer to assembly drawings for specialized sweeping equipment when removing and emptying canisters (ES-DU)*

**Show comprehension of a one-page moderately complex descriptive/narrative text on a familiar topic. (CLB 6)**

- ❑ *keep up to date with community events, e.g., consult recent tourist brochures, read newspapers (NOS-B1.4a)*

**Demonstrate comprehension of a one- or two-page moderately complex extended description, report or narration on a familiar topic. (CLB 7)**

- ❑ *may read minutes from staff meetings (ES-RT)*

### **Information Literacy/Reference and Study Skills Competencies**

No communication tasks for this category were found in the source documents. These tasks may, in fact, exist for this occupation and will require individual assessment in each work context.

## Skill: Writing

### I. Social Interaction

No communication tasks for this category were found in the source documents. These tasks may, in fact, exist for this occupation and will require individual assessment in each work context.

### II. Recording/Reproducing Information

**Copy short texts to record information for personal use, or to complete tasks, or to learn information. (CLB 4)**

- *write brief notes to themselves about their supervisor's instructions (ES-W)*

### III. Business/Service Messages

**Fill out simple forms. (CLB 3-4)**

- *complete time sheets (ES-DU)*
- *sign in, e.g., fill in time sheet (NOS-F1.1a); sign in keys/key cards (NOS-F1.1b); sign in lost and found items (NOS-F1.1b)*
- *sign out required keys/key cards (NOS-F1.1a)*
- *record time when room should be cleaned (NOS-F2.2d)*
- *indicate on assignment sheet [if furniture is missing] (NOS-F2.3l)*

**Convey simple business messages as written notes. (CLB 3-4)**

- *write notes to co-workers about tasks to be done (ES-W)*
- *write lists of supplies and equipment when taking inventory (ES-W)*
- *label item [left by guest], recording type of item, name of finder, location found, date (NOS-E2.1a)*
- *log maintenance that has not been attended to (NOS-F1.1b); note discrepancies (NOS-F1.1b)*
- *note and report missing or damaged linens or supplies (NOS-F1.3d)*

**Fill out forms. (CLB 5)**

- *use forms to record the completion of assigned tasks. These forms may require the use of check marks (e.g., bathroom cleaning lists), the notation of times and a brief description of the task (ES-DU)*
- *record details about [borrowed] item, including room number and date, according to house policy (NOS-B1.6b); return of item (NOS-B1.6g)*
- *record cleaning in logbook or checklist (NOS-F3.1d)*

**Convey business messages as written notes. (CLB 5-6)**

- *leave notes for clients to communicate information about the service provided, including special requests (ES-W)*

**Fill out moderately complex forms. (CLB 6-7)**

- *complete a variety of forms, such as sign-out sheets when removing stock room inventory, logs to record the completion of assigned tasks and invoices to bill for services provided (ES-W)*

### IV. Presenting Information

**Write two or three paragraphs to narrate a familiar sequence of events from the past; to tell a story; or to provide a detailed description, comparison. (CLB 7)**

- *write inspection reports to describe problems and maintenance requirements for their supervisor's review (ES-W)*

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**For more information about:****Contact:**

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Canadian Language Benchmarks or  
Occupational Language Analyses

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National Occupational Standards for Housekeeping  
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Essential Skills Profiles

Human Resources and Skills Development Canada,  
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112 Kent Street, Tower B, 21st floor  
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[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

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