



ELSEVIER

Contents lists available at [ScienceDirect](https://www.sciencedirect.com)

# Journal of Hospitality, Leisure, Sport & Tourism Education

journal homepage: [www.elsevier.com/locate/jhlste](http://www.elsevier.com/locate/jhlste)



## Role-Playing a staffing process: Experiential learning with undergraduate tourism students

Irene Huertas-Valdivia

Department of Business Administration (A.D.O.), Faculty of Legal and Social Sciences, University Rey Juan Carlos, Paseo de Los Artilleros s/n 28032, Madrid, Spain

### ARTICLE INFO

#### Keywords:

Role-play  
Job interview  
Recruitment  
Experiential learning  
LinkedIn  
CV

### ABSTRACT

This paper presents a teaching experience with Bachelor's in Tourism students based on experiential learning through classroom role-play. Simulation of a staffing process was proposed and performed in class. Following general and specific skills from the syllabus, students were instructed to design and prepare their curriculum vitae and given multiple tools to conduct active job searches and strategies for participating in selection processes. The results show that students internalized key issues to consider during staffing processes. Participants also discussed and learned key mistakes to avoid in job interviews and examples of good practices for future interviews.

### Authors statement

The author confirms sole responsibility for the following: study conception and design, data collection, analysis and interpretation of results, and manuscript preparation.

### 1. Introduction

Most university students have had little or no professional experience and lack specific workplace skills and competences (Schreck et al., 2020). Due to job interviews' centrality to post-graduation employment, Lord et al. (2019) argue that classes must prepare students for transition to the workplace.

Of the multiple selection process hurdles, the job interview is often the most stressful for recent graduates. Many experience anxiety or unexpected reactions during interviews, blanking and being unable to answer a question (Lord et al., 2019). Professors teaching Human Resources Management classes should cover selection processes and include activities to familiarize students with staffing practices, enabling students gradually to acquire skills to tackle job selection processes successfully.

Experiential learning is especially important to developing professional competences. Role-play enables students to connect theoretical situations to everyday life (Armstrong, 2003). It also consolidates students' confidence, enabling them to overcome fear of circumstances they perceive as challenging through simulations in familiar (non-threatening) environments. Despite these benefits, "some of the literature on role-play continues to be fairly descriptive" (Armstrong, 2003, p. 6), and "few studies have been conducted on role playing methods in the field of tourism and hotel management" (Doğantan, 2020, p. 2).

Recently, Guachalla and Gledhill (2019) demonstrated the positive impact of experiential learning on employability skills for

E-mail address: [irene.huertas@urjc.es](mailto:irene.huertas@urjc.es).

<https://doi.org/10.1016/j.jhlste.2021.100334>

Received 19 March 2021; Received in revised form 18 August 2021; Accepted 24 August 2021

Available online 27 August 2021

1473-8376/© 2021 Elsevier Ltd. All rights reserved.

Travel and Tourism students and students' greater confidence when attending job assessment centers. The authors recommend future studies "on different approaches to reflective practice that influence the development of employability skills; both in written documents such as CVs and cover letters as well as in person through job interviews and group activities" (p. 11).

Responding to these calls, this study describes enactment of a *real* in-class staffing process with 34 third-year students in the Bachelors' program in Tourism at Spain's second-ranked university for Tourism studies in 2019. In the course Human Resources Organization and Management, three 2-h class sessions were organized for students to learn about the various tools for preparing CVs and job application letters and agents involved in the staffing process, by enacting this process through role-play.

This study demonstrates the importance of experiential learning in class, particularly for professions involving social interaction. Our research questions are: 1. Is role-playing beneficial to help Tourism students acquire specific employability skills? 2. What main types of learning outcomes do students obtain from experiential learning that simulates a staffing process? 3. Do such active learning exercises encourage students' involvement in and positive perception of the subject?

This study's main goal is to share a teaching experience based on role-play to inspire other instructors to apply experiential learning methodology in class. This paper makes three contributions. First, we share a series of tools and activities to help other teachers work on specific content in the field of Human Resources in Tourism. Second, we provide recommendations for developing job search competences, creating CVs, and holding job interviews. Finally, we illuminate how to integrate and implement specific experiential learning activities into higher education curricula. Like Schreck et al. (2020), this study can help other instructors to determine the best methodology for developing specific competences in their classes.

## 2. Literature review

### 2.1. Experiential learning and role-play

Aligned with the constructivist theory of learning, experiential learning incorporates learning from life experience (learning by doing), following a four-step cycle—*experimentation, experience, observation, conceptualization* (Kolb, 1984). This learning process takes students to the situation being studied (through professional internships in companies, service learning activities, etc.) or simulates a real environment in class, adding direct experience content in knowledge acquisition. "[E]xperiential learning is designed for students to grasp a greater level of real-life business contexts, compared to the traditional, lecture-based learning" (Kim & Jeong, 2018, p. 120).

Experiential learning mixes content and processes to create environments that encourage emotional involvement (often making students leave their comfort zone), formation of relationships with classmates, and significant reflection on and reevaluation of knowledge applied (Swartz, 2013). Some experiential learning practices imitate real-life practices, help transform theoretical information into practical concepts, and encourage assimilation of content in real-life business contexts (Kim & Jeong, 2018).

Practical knowledge and skills acquired in such environments can be transferred to future careers (Zhang et al., 2020). Focused on "doing," experiential learning has been proven useful in improving Tourism students' skills and in initiatives with substantial practical components (Doğantan, 2020; Guachalla & Gledhill, 2019; Özoğul et al., 2020).

Experiential learning approaches such as role-play encourage deeper learning by improving various skills and student motivation. Role-play bridges the gap between academic knowledge and practical skills often identified in tourism and hospitality education (Ruhanen, 2006). In role-plays, "students take a character role in developing a story that serves as a metaphor for real life experience in order to develop a potentially wide range of subject-related and generic learning outcomes" (Dracup, 2012, p. 12).

Role-play absorbs players in realistic situations and fosters critical thinking (Zhang et al., 2020). Horng et al. (2020) note the importance to learning of role-play activities over classical learning (notetaking, lecture). Armstrong (2003) and Harris (1997) have demonstrated that using role-play in class motivates students to make decisions and helps them understand concepts and acquire skills. Other studies show that role-playing improves learners' collaboration and interaction, as well as their cognitive and communicative skills (Zhang et al., 2016).

One advantage of role-play is its flexible length, complexity, and purpose—characteristics of a powerful teaching tool (Armstrong, 2003). Edelheim (2007) also notes the advantages of simulation-based learning in developing decision-making, group work, and communication skills.

## 3. Method

### 3.1. Context and method design

The course Human Resources Organization and Management is required in the sixth semester of the Bachelor's in Tourism program on the Madrid campus of a Spanish university.

In academic year 2019–2020, 34 students were enrolled in this course. At the beginning of the semester, the students were surveyed to determine their prior knowledge of specific questions related to the course. Most of the students had no prior professional experience and had never participated in a staffing process; the majority of the students also indicated a need to learn more about these questions.

In this context, an exercise was designed for Unit 3 of the course, on company staffing processes. An experiential learning activity was proposed for students to simulate a staffing process through in-class role-play.

The experience followed the three-stage role-play approach outlined in Doğantan (2020): preparation, implementation, evaluation and reflection. It also included the three key elements Zhang et al. (2020) highlight for creating conditions that motivate experiential learning: reflection, motivation, assessment.

Following the *twin-cycle experiential learning* model (Bergsteiner & Avery, 2014), three in-class training sessions involved students in passive roles (observation, assimilation of content, reflection) and active roles (planning, finding and gathering information, active participation in process, choice, decision-making) (see Fig. 1).

The main goal was to develop students' employability skills and increase their confidence about job search, recruitment, and selection processes. This activity constituted 10% of the final course grade.

Throughout the process, as in Zhang et al. (2020), the professor observed the participants and recorded their observations in a teaching diary.

### 3.2. Procedure

Fig. 1 summarizes the sequence of activities conducted during the three class sessions. (Supplementary material details the tasks each group performed in each session).

## 4. Results

We present the role-play results following the structure in Armstrong (2003).

### 4.1. Students' reactions and reflections

#### 4.1.1. Students' insights

Role-plays generate opportunities for participants' self-evaluation and reflection on their performance (Dracup, 2012; Swartz, 2013). Following the qualitative methodology based on open-ended questions in Lourenço and Morais (2017), our students wrote an essay after the activity discussing their overall learning from the experience.

Their essays showed that students felt better prepared for job interviews, since they had learned what mistakes to avoid and what actions create a favorable image in the interview team. Important details such as initial handshake, personal grooming, greetings, body language, eye contact, and participants' attitude and bias during the interview were discussed in depth, as in Guachalla and Gledhill (2019). Further, experiential learning enabled students to recognize a gap between their attitudes and behaviors like that asserted by Zhang et al. (2020).

Table 1 presents some of the comments.

<b><u>Preparation</u></b> (Session 1: 2 hrs.)	<b><u>Implementation</u></b> (Session 2: 2 hrs.)	<b><u>Evaluation and reflection</u></b> (Session 3: 2 hrs.)
<b>Theoretical-practical session</b>	<b>Practical session</b>	<b>Theoretical-practical session</b>
<i>External and internal recruitment sources (40 min)</i>	<i>PHASE 1 (40 min)</i>	<i>Submission and discussion of essays with evaluation of activity and what was learned. (30 min)</i>
<i>CV structure and format (analysis of real CVs and LinkedIn profiles) (40 min)</i>	<i>Team of candidates discusses strategies for tackling the interview.</i>	<i>Feedback to candidates chosen and not chosen. (30 min)</i>
<i>Cover letters (20 min)</i>	<i>Team of recruiters selects CVs and records reasons for rejection.</i>	<i>Discussion of socialization process. (40 min)</i>
<i>Search for real job advertisements and selection of real job advertisement (20 min)</i>	<i>Interview team prepares questions and interview sequence.</i>	<i>Spontaneous discussion of career plans in tourism industry. (20 min)</i>
	<i>PHASE 2 (15 min)</i>	
	<i>Recruiters inform candidates chosen and schedule interviews.</i>	
	<i>Classroom set up for role-play.</i>	
	<i>PHASE 3 (65 min)</i>	
	<i>Role-play interviews with candidates.</i>	
	<i>Observers take notes on process and participate in the final vote.</i>	
	<i>Selection of candidate.</i>	

Fig. 1. Sequence of staffing process simulation sessions.

#### 4.1.2. Students' satisfaction and engagement

Only one student who participated in this reflection thought the activity not useful for the students not participating in the interview process; 99% expressed great satisfaction with the activity and with what they learned.

Contrary to Armstrong's experience (2003), our students embraced the activity with enthusiasm and high expectations. Armstrong observed many students initially uncomfortable with the role-play, perceiving it as tedious, anxiety-causing, or confusing. Our results align with those of Özoğul et al. (2020), who reported that students felt happy, comfortable, and self-confident in this lesson and found it beneficial. We believe our students understood in advance the activity's utility for their professional future and were thus very engaged.

Performed approximately one month into the course, this activity may have positively influenced students' *academic engagement*. Rates of class attendance, assignment completion, class participation, and classmate interaction (Schoffstall et al., 2013) were high compared to the other classes the professor taught.

Further, testing of the learning outcomes on the final exam showed that all students who attended the role-play classes answered all questions on job search processes correctly.

All item scores on the course teaching evaluation were above average for the degree program. The section on teaching methodology received the highest score: 4.85/5.

#### 4.2. Achievement of educational objectives

This activity achieved the four proposed goals successfully:

- 1) Familiarize students with actions performed in different stages of a staffing process.
- 2) Give students skills for an active job search (gain familiarity with major webpages, create professional *LinkedIn* profile, design and prepare CVs, draft job application letters, etc.)
- 3) Have students reflect on strategies for tackling job interviews competently (including key issues to consider before, during, and after the interview).
- 4) Develop general and specific competences detailed in course syllabus (many identical to those identified by Schreck et al. (2020) as *essential attributes* Tourism and Recreation students must develop).

Furthermore, the role-play aligned with the general and specific competences the course content sought to develop (see Table 2).

#### 4.3. Teacher's observation and reflections

The students conducted the role-play with minimal intervention from the professor, who allowed them to interact freely with each other, reach their own conclusions, and express these in the final essays.

Students learned about both internal recruitment sources (workers' references, internal promotion, positions open on organization's Intranet) and external sources (temporary employment agencies, specialized webpages, placement agencies, professional associations, job fairs, advertisements in communications media and social networks, information published on corporate webpage, etc.). They invested great effort in creating professional-looking CVs and showed thorough understanding of the sequencing of actions that the various agents involved in job search processes perform. Furthermore, they gained insights into desirable behavior and attitude at a job interview.

Our results align with Guachalla and Gledhill (2019), who demonstrate the utility of role-play in developing employability skills and the value of these exercises to students' confidence in understanding recruitment schemes. Like these authors, we later received comments from students who participated in the class exercise about how useful it was in helping them obtain jobs. Future studies could monitor participants long term to evaluate the experience's utility in future jobs.

The third session of the role-play sparked spontaneous discussion of future career paths in the tourism sector. We recommend that future in-class experiences with Tourism students tackle these questions in depth. The Euroguidance website has helpful resources

**Table 1**

Comments from individual reflections on the role-play.

- 
- "It made me realize it's not good to lie on your CV because they can ask you to demonstrate your skills."
  - "I learned how important it is to personalize your CV to the position you are applying for. I think this can even be decisive."
  - "This exercise made me realize you have to be really careful to follow etiquette in this kind of process. It makes a very good impression to greet people and say goodbye to each interviewer."
  - "I think it was a fun, useful exercise that helps you learn what you should and should not do in an interview." - "Personally, I have never had an interview. After this exercise, I concluded that it's very important to stay calm and have some idea of possible answers to the questions they can ask you. It's really easy to freeze and give a bad answer under pressure. I thought it was really useful."
  - "This exercise is a good example of the reality of a job interview and putting yourself in both roles, interviewer and interviewee. I realized there are things I had not prepared for in going to the interview."
  - "I learned a lot about questions they can ask you in a job interview. There were a lot of questions I would not have been able to answer because I had never thought about them. It's really good to have them in mind."
-

**Table 2**  
Competences developed.

Competence	Examples of activities performed
Analytical capability	- Analyzing appropriateness of participants' behavior in each phase. - Selecting CVs that fit job description.
Problem solving	- Determining ideal candidate's profile. - Proposing questions to ask candidates to measure capabilities and competences. - Differences in recruiters' criteria and opinions.
Information management capability	- Handling and reviewing different candidates - Feedback to all candidates on their CVs.
Teamwork	- Interacting with other participants for collaboration, negotiation, and debate (Dracup, 2012). - Discussing how to prepare a job interview.
Application of knowledge in practice	- Better understanding of steps of a staffing process. - Insights into attitudinal and behavioral performance during job interview.
Autonomous learning	- Individual preparation of blind CVs - Final essay.
Capability to manage human resources	- Developing interpersonal skills. - Organizing sequence of job interviews. - Coordinating among team members. - Improved relationships among individuals
Decision-making	- Choosing CVs best suited to job advertisement profile. - Democratic division of proposed roles. - Voting process to select candidate.
Oral and writing competences	- Developing ability to write effective CVs and professional cover letters. - Feedback on CVs of rejected candidates - Arguments for candidate selection. - Sharing impressions orally and in written essays.
Creativity	- Increasing confidence in group assessments and panel job interviews (Guachalla & Gledhill, 2019). - Increased creativity and understanding through adopting others' perspectives (Zhang et al., 2016).

(<https://www.euroguidance.eu/resources>).

In this experience, professors assessed the competences acquired qualitatively, through observation and analysis of opinions expressed in the essays students submitted individually after the exercise. Future studies could apply quantitative assessment tools such as questionnaires, as Schreck et al. (2020) propose. It may be important to assess students' perceptions before and after role-plays (Doğantan, 2020).

Self-surveys can be administered to participating students twice during the course (beginning and end of term) to analyze quantitatively changes in students' competence.

#### 4.4. Improvements to the role-play

In this experience, the students performed the exercise constructively and with respect, although one interviewer was briefly rude to a participant. It could help to establish behavior guidelines beforehand (Doğantan, 2020) or provide a pre-established script, as Zhang et al. (2016) propose, although scripting sacrifices some spontaneity.

Future role-plays could involve students completing a Myers-Briggs-type indicator or using the True Colors methodology (<https://bit.ly/3ArBhuc>) for better self-awareness.

Further, real-time conversations with HR professionals can be very fruitful for students. In future experiences, professors could invite HR recruiters and headhunters to the session either on-site or through videoconference.

Aesthetics contribute to the "art" of the activity. Requiring students to dress as they would for a real interview adds realism. More developed, engaging narratives can stimulate students' immersion, and special badges or certificates could be designed to reward outstanding performance and motivate students (see <https://openbadges.org/>).

To make the role-play more dynamic and participative, student observers could act as *coaches*, giving interviewees advice. Other students could assess and suggest questions to the interview team or question candidates directly.

The last interview could have been organized in smaller rotating groups that follow the same model, enabling all students to be interviewees and recruiters at least once. This activity could also be performed as a job fair, with simultaneous interviews for different companies and positions.

Since tourism professionals interact with stakeholders of very diverse cultural, demographic, and socio-economic backgrounds, it would be interesting to raise cross-cultural awareness in class (Kim & Jeong, 2018; Lee et al., 2020).

## 5. Discussion and conclusions

This study describes an experiential learning process based on role-play to support the teaching of human resources management topics and to develop employability skills (Guachalla & Gledhill, 2019) in students in the bachelor's degree in Tourism.

In assuming different character roles and simulating a staffing process, students cease to be passive learners and become the center of the learning process. This process encourages authentic learning when real-life contexts are not feasible (Dracup, 2012).

Besides strengthening students' creativity by combining joy and learning (Özoğul et al., 2020), experiential learning helps participants recognize the gap between their attitudes and behaviors (Zhang et al., 2020).

Experiential exercises must also include pre-established goals and clear evaluation guidelines and inform participants of them prior to the activity. Professors should first understand the group of students, their personal characteristics, and their in-class work dynamics to determine students' specific needs and the interest, involvement, and participation such activity can inspire in the target audience. The exercise's difficulty should also match students' maturity level and prior training.

Role-play requires planning, organization, and supervision and is thus time-consuming to develop and implement (Armstrong, 2003). Implementing information and communication technologies can create more effective, productive, appealing learning environments (Doğantan, 2020). Decisions to undertake such exercises must evaluate time available to perform them.

Given the manageable number of students in our course, we based the activity on small group work. Role-play and experiential learning can be challenging in large classes (Schoffstall et al., 2013).

Our description of the activities in this staffing process simulation can help professors who wish to apply them in different educational environments. Role-playing has also proven useful in training teachers (Zhang et al., 2016).

Educators must understand the types of skills, knowledge, personality types, and leadership styles important to becoming a successful tourism professional. Educators need industry professionals' perspectives and must train students in these capabilities during the degree program (Lee et al., 2020). It is especially important that faculty have worked in private firms (Hornig et al., 2020) or have strong links to the business world (Dev, 2020), so they can provide up-to-date views of real processes used in hospitality and tourism sector firms and imitate how businesses in this sector function (Kim & Jeong, 2018).

## Acknowledgements

We thank the anonymous reviewers who helped us to improve this study. Special thanks also to our students for their interest in learning and willingness to participate in all activities proposed.

## Appendix A. Supplementary data

Supplementary data to this article can be found online at <https://doi.org/10.1016/j.jhlste.2021.100334>.

## Funding

This research was funded by the III Plan de Fomento de la Investigación 2020 FCSJ, University Rey Juan Carlos.

## References

- Armstrong, E. K. (2003). Applications of role-playing in tourism management teaching: An evaluation of a learning method. *The Journal of Hospitality Leisure Sport and Tourism*, 2(1), 5–16. <https://doi.org/10.3794/johlste.21.24>
- Bergsteiner, H., & Avery, G. C. (2014). The twin-cycle experiential learning model: Reconceptualising Kolb's theory. *Studies in Continuing Education*, 36(3), 257–274. <https://doi.org/10.1080/0158037X.2014.904782>
- Dev, C. S. (2020). The future of hospitality management programs: A wakeup call. *Journal of Hospitality and Tourism Research*, 44(8), 1203–1210. <https://doi.org/10.1177/1096348020945373>
- Doğantan, D. E. (2020). An interactive instruction model design with role play technique in distance education: A case study in open education system. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 27, 100268. <https://doi.org/10.1016/j.jhlste.2020.100268>
- Dracup, M. (2012). Designing online role plays with a focus on story development to support engagement and critical learning for higher education. *Journal of Learning Design*, 5(2). <https://doi.org/10.5204/jld.v5i2.104>
- Edelheim, J. (2007). Effective use of simulations in hospitality management education - a case study. *The Journal of Hospitality Leisure Sport and Tourism*, 6(1), 18–28. <https://doi.org/10.3794/johlste.61.104>
- Guachalla, A., & Gledhill, M. (2019). Co-creating learning experiences to support student employability in travel and tourism. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 25, 100210. <https://doi.org/10.1016/j.jhlste.2019.100210>
- Harris, P. J. (1997). A seminar role-play model for hospitality accounting and finance education: Development, implementation and evaluation. *International Journal of Hospitality Management*, 16(1), 65–77. [https://doi.org/10.1016/S0278-4319\(96\)00047-3](https://doi.org/10.1016/S0278-4319(96)00047-3)
- Hornig, J. S., Liu, C. H., Chou, S. F., & Huang, Y. C. (2020). The roles of university education in promoting students' passion for learning, knowledge management and entrepreneurialism. *Journal of Hospitality and Tourism Management*, 44, 162–170. <https://doi.org/10.1016/j.jhtm.2020.06.005>
- Kim, H. J., & Jeong, M. (2018). Research on hospitality and tourism education: Now and future. *Tourism Management Perspectives*, 25, 119–122. <https://doi.org/10.1016/j.tmp.2017.11.025>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall, Inc. <https://doi.org/10.1016/B978-0-7506-7223-8.50017-4>, 1984.
- Lee, S., Shin, H. H., & Jeong, M. (2020). Are students ready for their future career in the event and meeting industry? Lessons from a comparative study between students and event and meeting professionals. *Journal of Hospitality and Tourism Education*, 32(2), 77–87. <https://doi.org/10.1080/10963758.2019.1654886>
- Lord, R., Lorimer, R., Babraj, J., & Richardson, A. (2019). The role of mock job interviews in enhancing sport students' employability skills: An example from the UK. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 25, 100195. <https://doi.org/10.1016/j.jhlste.2019.04.001>
- Lourenço, F., & Morais, F. (2017). Role-playing to explore values. *Critical Tourism Studies Proceedings*, (1). <https://digitalcommons.library.tru.ca/cts-proceedings/vol2017/iss1/146>.



- Özoğul, T., Sezerel, H., Aktaş, S. G., & Adıgüzel, Ö. (2020). Learning through creative drama in vocational hospitality education: Efficiency, retention, and attitudes. *Tourism Management Perspectives*, 36, 100728. <https://doi.org/10.1016/j.tmp.2020.100728>
- Ruhanen, L. (2006). Bridging the divide between theory and practice: Experiential learning approaches for tourism and hospitality management education. *Journal of Teaching in Travel and Tourism*, 5(4), 33–51. [https://doi.org/10.1300/J172v05n04\\_03](https://doi.org/10.1300/J172v05n04_03)
- Schoffstall, D. G., Arendt, S. W., & Brown, E. A. (2013). Academic engagement of hospitality students. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 13(1), 141–153. <https://doi.org/10.1016/j.jhlste.2013.09.004>
- Schreck, C. M., Weilbach, J. T., & Reitsma, G. M. (2020). Improving graduate attributes by implementing an experiential learning teaching approach: A case study in recreation education. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 26, 100214. <https://doi.org/10.1016/j.jhlste.2019.100214>
- Swartz, M. (2013). *Best practices in experiential Learning. The learning and teaching office (LTO) best practices*, 36 pp. 1–20. <http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>.
- Zhang, L., Beach, R., & Sheng, Y. (2016). Understanding the use of online role-play for collaborative argument through teacher experiencing: A case study. *Asia-Pacific Journal of Teacher Education*, 44(3), 242–256. <https://doi.org/10.1080/1359866X.2015.1081673>
- Zhang, K., Wang, H., Wang, J., Li, C., & Zhang, J. (2020). Nature-based experiential learning as a framework for preparing responsible tourism practitioners. *Journal of Hospitality, Leisure, Sport and Tourism Education*. <https://doi.org/10.1016/j.jhlste.2020.100297>

**Irene Huertas-Valdivia**, Ph.D, is a lecturer in Business Administration at the University Rey Juan Carlos, Madrid. From 2012 to 2014, she was lecturer in Tourism and Hospitality Management at the University of Guadalajara (Mexico). For over 9 years, she worked as a middle-manager in leading hospitality corporations. Her main research focuses on issues related to human resource management, engagement, empowerment, and leadership in the hospitality industry. The results of her work have been published in *Tourism Management*, *International Journal of Hospitality Management*, *International Journal of Contemporary Hospitality Management* and others ([irene.huertas@urjc.es](mailto:irene.huertas@urjc.es))