



Article Title

Using Role Play in Hospitality Sales Courses

Citation

Beck, J., & Adler, H. (1997). Using role play in hospitality sales courses. *Journal of Hospitality & Tourism Education*, 9(2), 27-30. DOI: 10.1080/10963758.1997.10685308

Abstract

The curriculum of a typical four-year I baccalaureate program in hospitality management often encompasses a broad spectrum of subjects and competencies. Many of these are vital to successful functioning in a business environment, whether it be the hospitality industry or any other. When one is teaching in the areas of accounting and finance, human resource management, law, front office management, housekeeping, and marketing, educators can employ a number of different instructional strategies. This study is focused on the role playing strategy.

Methods

Using a role play/simulation adapted from Manning and Reece (1995), the last six weeks of the class were spent with the students in the role of sales trainees. The students were given information about a fictitious hotel, such as location, size, meeting room capacities, competitors and potential clients. The role play presentation is divided into three phases: 1) the students role play a "cold call" to a prospective client about whom they have little information; 2) the students make an "appointment call" on that client; and 3) the students make a "presentation call" on that client.

Conclusion

From the comments that were made by students and the comments made by industry people, it is apparent that students want industry people involved in role playing exercises and that industry people enjoy being involved. In the past it has been standard that hotel industry people come into the classroom and mainly talk. However, an exercise such as this allows both the industry person and the student to interact to a much greater extent. The students are able to learn from the immediate feedback that they are given based on the current experience of the industry person.