LEARNER RECEPTIVITY TOWARD ROLE PLAY SIMULATION IN TEACHING H.R.M. TO UNIVERSITY STUDENTS IN HONG KONG

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Abstract: As an antidote to direct information impartation and passive note taking, role play simulation have been widely considered and introduced in university level learning and teaching of business interactive skills to young adult undergraduates. Besides apparently complementing other lecturing methods and teaching activities, role play serves a number of purposes including student involvement or their active participation. The purpose of role-play is to provide young adult students an opportunity to immerse into a 'role' of a job seeker in a pre-determined context. With prior briefing and information given in advance, students are then free to act as they do in real life. Students participating in role play, or the rest of the class who have observed the re-enactment are assumed to be able to experience transference of formal cues and soft interactive skills. Each role-player acts as part of the social environment of the others and provides a framework in which they can study the interacting behavior of the group, so as to acquire real-life skills/ techniques that would be useful in workplaces. This paper examines role-play simulation as a learning tool for university students in the business disciplines who are targeted to become competent with job interview skills and techniques necessary for them to become a potentially competent human resources professional. This paper reflects upon tertiary education instructors' insights into the possibilities of getting their students to reach their learning objectives by implementing non-traditional teaching methods such as role-plays.

Keywords: *higher education, human resource management, interactive learning, business interpersonal skills, role-play simulation.*

Introduction

Many teaching methods are open to use by lecturers in higher educational setting, like in a university. The interactive skills in business like job selection interview are essential requisites for these students in many university programs that cater for the needs of would-be managers. Arguably undergraduate program with a business and human resource management orientation aims to incorporate these learning objectives in their skill-based teaching components.

Management simulations have been gaining more ground in the education system over the past several decades (Dale & Klasson, 1964; Salas, Wildman & Piccolo, 2009) since they provide students with the hands-on practice they need for work in the future. Ideas of role-playing activities can be derived from different everyday activities. In role-playing, one is practicing a set of (desired) behaviors considered appropriate to a particular role. Ladousse (1987) considers the idea of "role" as taking part in a particular situation, while the idea of "play" is associated with a relatively safe environment that encourages improvisational creativity. Generally, role-play simulation could be any synthetic environment created to manage a team's experiences with reality (Bell, Kanar, & Kozlowski, 2008). This type of training method allows a systematic acquisition of attitudes, concepts, knowledge, rules, and skills that will lead to improved performance in both university classroom and workplace (Goldstein, 1991). Role-play, as a simulation-based training (SBT) can be used to impart those competencies (i.e. attitudes, concepts, knowledge, rules, and skills) that will improve a trainee's (or a student's) skill-based performance. Role-play training particularly focuses on providing students with the opportunities to develop and practice the required competencies and receive feedback in classroom before they join the labor force after graduation from college (Salas et al., 2008).

To begin with a role-play, its participants are instructed to take on the roles of imaginary characters, real people, or just to behave the way they are. And the context in which the play is done can be simple or elaborate; familiar or strange. The context can be described in detail or be vague just as to leave some room for imagination and creativity for the role-players. However, in this study, where the students have to learn particular interview skills or techniques, the "recruitment context" needs to be as clear as possible so that the students will know what kind of questions to ask and be clear about the goals of the role-play interview (in a simulated staff recruitment setting), so that the outcomes of this role-play activity will coincide with the learning objective of this university course. To do this, the course instructor has to spend sufficient time explaining to the students the objectives of the role-play activity, and ensure that his/her students treat it is as "authentic" and not just an exercise.

The ultimate purpose of the role-players in this activity is to feel, react and behave as normally as possible to the way an interviewer/ an interviewee / an observer being placed in a work role of that specific context would do. Although the rest of the class are observing the role-play (this is very important for them to give comments to the role-players at the de-briefing stage and also to serve as a mirror to themselves for what should be done / avoided in a role-play, or a real-life interview to be more

specific), the role-players should only concern with the effects of their behavior on other players, not the audience. They could do themselves whatever they consider appropriate within their assigned role in that specific setting to persuade and convince the other players that their ideas and decisions are important. As long as a role-player gives his/her fellow role-players ample information and an indication of their attitudes and wishes, s/he does not need to convince them of the fact that s/he has already transformed into another person. And thus, according to van Ments (1999), the goal of a role-play is achieved through the interactions among role-players in an enacted scenario, role-players themselves and the rest of the class are able to learn facets about the person, problem and/or situation unique to the subject area (in this case study – job employment interview).

1.1 Advantages of using role-play simulation in university classroom

Incorporating role-play into the routine management curricula will definitely make it more fun for the students, and benefit them and also the course instructor in many directions (more details to follow). In general, role-play is to impart to management students the previously mentioned competencies (i.e. attitudes, concepts, knowledge, rules, and skills). The ultimately objectives are improve their task / job performance and the overall performance of the organizations that eventually hire them in a way that it usually replicates real-life problems for the role-players to address behaviorally.

Firstly, role-play is superior to other training strategies for imparting complex applied competencies in a university classroom. In the past several decades, tertiary management education has been criticized as tending to focus too heavily on the teaching of theory, and not help university students put theory into practice: a very important skill-set for survival in the real world (Lane, 1995: 610). A well-designed role-play simulation activity can, if appropriately implemented, impart both theory and practice in the same breath. This is of paramount importance to management students of today for many of the skills and competencies necessary to be a successful business manager could only be acquired through practice. Besides, Wolfe (1997), in another recent study, concludes that management simulations actually point to more learning outcomes than the "case study" approach which is widely the well-regarded and adopted for management education around the world.

Secondly, while the majority of effective management skills are normally gained slowly over the course of one's career, role-play allows students to acquire interactive skills in a much snappier time frame. Role-play simulations can pinpoint this problem by allowing students to acquire and develop those skills swiftly with their ability to collapse time and space (Lane, 1995). For instance, a job interview role-play simulation can not only be used to replicate a decision-making situation in an interview for appointing which interviewee to fill up the vacant position within an hour, but it can provide rapid and real time feedback after each round of role-play interview to the students. This unique feature of role-play is useful for the course participants to develop essential decision-making skills. Tracking of decision-making processes that were not always possible in the real world is now made much easier in the role-play setting (Keys & Wolfe, 1990). In a simulated environment, the learning curve of managerial skills and interpersonal competence accelerates while role-players engage in iterative process of decision-

making to adjust their responses and feedback in real time mode.

Thirdly, role-play is considered as being able to facilitate more complex and realistic learning than other training strategies (Cook & Swift, 2006; Lane, 1995). Management students can then practice their skills and competencies in a complex model of reality. Role-play allows the course instructor to design the style of the role-play according to his/her own teaching needs and learning can be grounded in a context that is directly relevant to his/her management students. In this regard, Bell, Kanar, and Kozlowski (2008: 1420) coin the notion "immersion to the sense of realism that a simulation elicits" which does not mean that the interview simulation has to have phenomenological authenticity but this role-play activity can "replicate the underlying psychological processes that would take place in the intended transfer setting" (op.cit). It is also the effect of immersion that allows students to engage in the training situation more readily, and prompt relevant emotional responses during "training critical to the gaining of new competencies" (Lane, 1995).

Moreover, role-play allows for the complex modeling of reality, whereas simulations allow for "reality to be simplified enough to make training manageable" which is very important for classroom discipline and teaching time management (Cohen & Rhenman, 1961; Dale & Klasson, 1964; Kolb, 1984; Cook & Swift, 2006). Simulations help to strike a good balance between the complexity of the real world and the directness of lectures or demonstration videos. This contextualizing of the environment make it realistic enough to stimulate critical thinking while still retaining sufficient control to guide their own learning in a meaningful direction.

Fourthly, a role-play interview setting provides a risk-free environment for management students to test and practice experimental and innovative new techniques. This setting can be used to simulate certain crisis events such as absence of candidates/interviewers while providing a risk-free opportunity for students to elicit emergency response strategies without having to worry about the perceived influence of their decisions and actions over staff recruitment of the company. Students are therefore more likely to think creatively and experiment with different strategies which are conducive to their learning process. Take heart, the benefits of a risk-free practice environment can be consolidated when the course instructor encourages creative decision making as a learning experience, rather than penalizing students for committing mistakes (Keith & Frese, 2008).

Lastly, a role-play is tipped to be more engaging than other training methods in training university students for interview skills. Many training literature have suggested that motivation is critical for training to be effective (Matheiu & Martineau, 1997; Tannenbaum & Yukl, 1992; Tharenou, 2001). As a hands-on training approach, role-play is more likely to engage the students than lectures. Using simulations as part of the management curriculum has been demonstrated to increase interest, involvement, and enthusiasm toward the educational materials, including the list of interview competencies that we have provided for the students beforehand (Keys & Wolfe, 1990; Raia, 1966).

Some other advantages of using role-play as an interview skill teaching tool include: it trains students for some infrequently used but critical skills at an affordable cost; it is also relatively simple to learn and operate as research has shown that even simple business simulations like role-play are more effective tools for improving understanding of concepts than other learning approaches, such as case studies (Raia, 1966). Role-play is a form of learner-controlled training which is proved to be crucial for effective learning in different researches (e.g., Merill, 1975; Morrison, Ross, & Baldwin, 1992; Reigeluth & Stein, 1983). Increased learner control means students can work through the job interview content at their own pace, having more time to clarify any unclear aspects, and exploring any other options within the role-play simulation. When small groups of students can work through concepts and materials at a self-determined pace, a deeper development of the desired skills, such as leadership skills and communication skills can take place.

2. INTEGRATION OF ROLE-PLAY INTO A CURRICULUM

Having discussed the advantages of using role-play in university business classroom, here we report how it is ensured that the role-play activity is properly implemented in order to enjoy the advantages coming alongside with management simulations. Before we integrate the role-play activity into our teaching curriculum. Firstly, a "training needs analysis" will be used assess and inventory the knowledge, skills and attitudes (KSAs) held by the intended training population (i.e. the second year management students) and the desirable skills that students should demonstrate in the role-play interviews.

In this case study, the role-play session was introduced in the middle of a university semester of a second year BBA course titled "Recruitment and Selection". Most of the basic theoretical knowledge in this human resources course, e.g. as the normal procedures of recruiting staff at a company, appropriate questions to be asked during a job interview, and things that an interviewer has to pay extra attention to, had already been discussed in the first few weeks of the course. After its course participants had received basic input of most of the course contents, it was then the time to introduce the role-play simulation. Interactions among role-players at a well-defined job setting (a company seeking an IT manager) were used to enable the students immerse and participate in the full spectrum of job employment interview process. They could discover and develop their own characters and modify them for better and more flexible use at the workplace in future. Another practical reason of introducing the role-play activity in the mid-semester was that it gave a break to the students so that they could refresh their mind and recap and start to brainstorm how they could implement what they had learnt into an applied context. The knowledge delivered to them at an earlier stage would also be accepted as more generally valuable and practical.

2.1 In context

Before the role-play activity was carried out by the students, consideration had been given to each of the items listed by the Careers and Occupational Information Centre (1985) as below:

Firstly, when designing the role-play interview setting, the tutor of this second year BBA course knew exactly the number of participants in this interview role-play activity, had an idea of what the students knew about the content of the role-play, whether or not the students had participated in any similar role-play before in other modules of their degree programme, and definitely their age groups of between 20 and 21 years old.

Secondly, the objectives of this role-play activity were clearly set that necessary interview skills should be acquired by the course participants, and that by practicing the roles of being an interviewer and interviewees, the students would know the best way to perform each of these roles. Students could then have a deeper level of learning (Marton, 1984) by this role-switching where they had to apply the knowledge they had acquired, including the skills of setting and answering behavioral questions and the general human resources knowledge. A further objective of these role-play interview sessions was to select some well-performed interviews as part of the teaching materials of this BBA course or other business courses to be delivered in the future, and pinpoint areas that needed improvements for using role-play in teaching, hoping to contribute an additional page to the current teaching method for university business courses.

Thirdly, to help students immerse themselves into a suitable role-play situation, a set of scenario creating documents, including the background of the company recruiting staff, a pre-determined set of suggested questions and answers, and the way to begin and end an role-play interview smoothly, was provided for the students a week before they were to do the role-play, so as to ensure that each role-player knew exactly what they should do in the role-play within the limited class time. This provision of detailed information for the role play activity may post certain constraints on the behaviors of the students involved (for instance, students' creativity might be suppressed), but the results were tested to be better than they were not given any clear instructions as these students were only in their second undergraduate year and that they did not have much experience for practicing role-play in a university classroom.

To partly offset the drawbacks of this restrictive aspects of this study, students were asked to well-prepare for their role-play by having with them a clearly written company background, the vacancy to be filled in that company, and an appropriate set of interview questions were allowed to put their own scenario on stage. This would achieve a better result in the learning process as the students were performing their own scripts, instead of a given role. Participants were able to delve more into the role-play situations if the whole or part of the context were determined or constructed by them, since they were trying to materialize efforts "on stage" (i.e., in front of a camera in this study as a professional

recording house was hired to record every single role-play done for use in the de-briefing session, and also as teaching reference/resources in the future).

Fourthly, physical constraints for using role-play in the university classroom setting were also considered before the role-play was announced to the course participants. Considering that a formal classroom was not large enough to accommodate a real interview session, a large multi-function room, with movable furniture, was booked for running the two-hour role-play simulation. Long tables were put near the centre of the room with chairs surrounding it. And as mentioned earlier, since a professional video-recording house (known as "Best Video Limited") was hired to record the students' performance in the role-play interviews, spaces had also to be given to the setting of camera and mic-stands.

Formal settings used and suggested for future use is shown below:
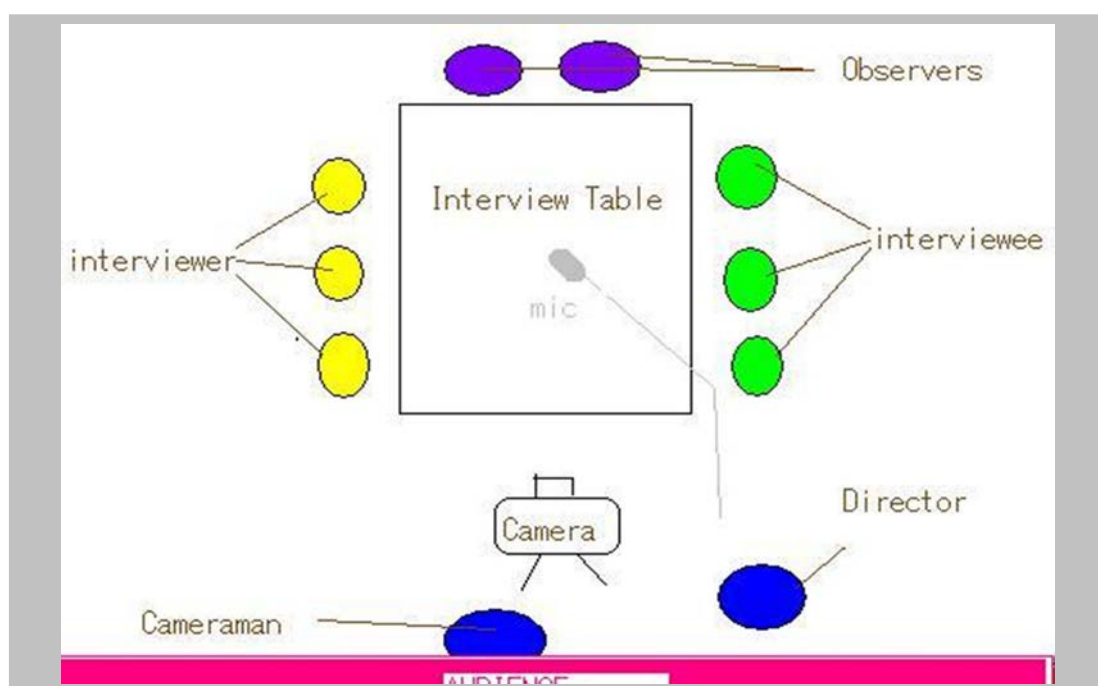
Figure 1: Setting used in the role-play interview of this study at the City University of Hong Kong

Finally, sufficient time (around 25 – 30 minutes) was given to each group of students to run the two-hour role-play so as to ensure that role-switching could be carried out for each role-player to switch roles between that of interviewers and interviewees. Sufficient time was given to the role-plays to ensure that the video recording team gets a fuller spectrum of video clips for editing in the post-production stage, so that demonstration videos of professional publishing quality could be generated for future reference.

The whole interview role-play activity was actually more or less modeled on the van Ments's

flow chart in Figure 2 below, where preparations occupies most of the participants' time. After that, students' performance (in "run session") was recorded onto high-definition (HD) video tapes for debriefing purposes.
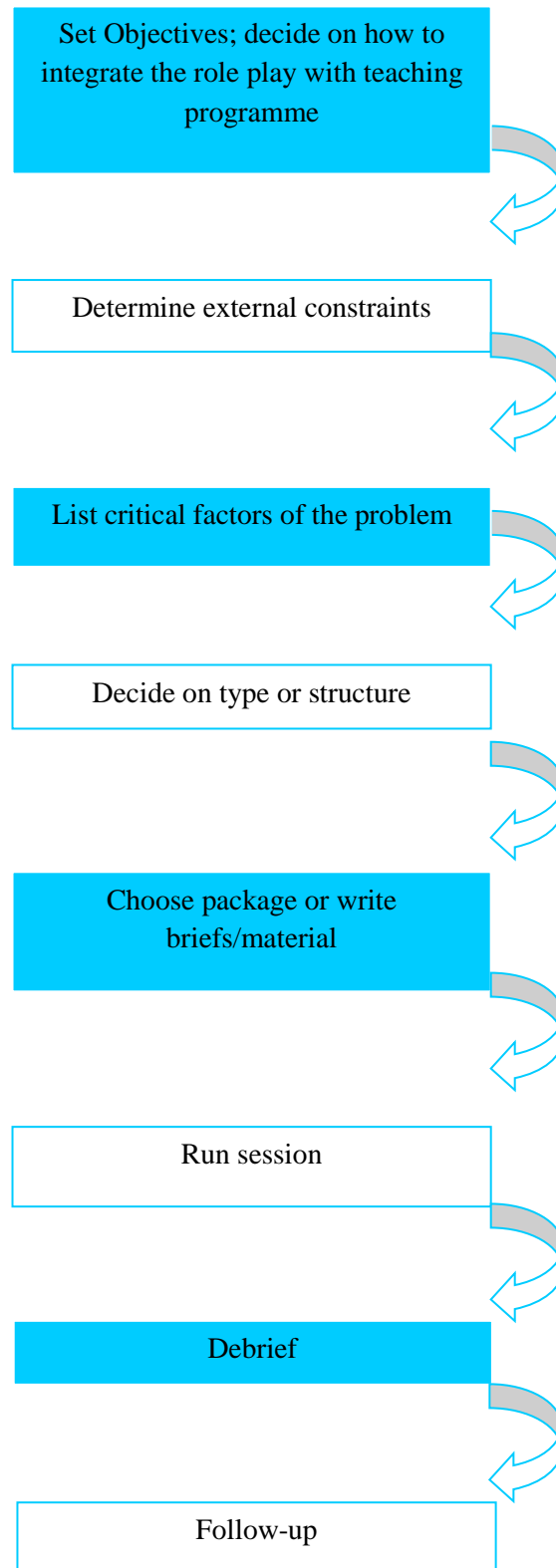
Figure 2: Role-play flow chat (Source: van Ments, 1999)

In general, it is suggested that the time allowed for preparation, role-play running, and debrief should be set in the ratio 3:2:3, since only when students and the tutor are well-prepared can they run the role-play sessions smoothly. It is especially important when a recording team was made use of to take shots for the students. Smooth running of the session is also useful for building up confidence among the students for they are not disturbed too often when performing the given roles.

After editing of the video clips was done by the production house in one week's time, a debriefing session was held to show the students their video clips and to discuss on how well each group did in the role-play interview. The idea of a debriefing was to give rooms for "reflection" and "evaluation" to take place in classroom. The reflective phase allowed students to consider and evaluate their own learning experiences as well as those of others. Perceptions led to interactions, and subsequent questions were raised in the discussion. According to van Ments (1999), debriefing is of vital importance in bringing out the values of doing a role-play session for teaching, and that it serves a number of purposes, which includes (i) correct misunderstandings and mistakes that students committed in the role-play; (ii) give role-players opportunity to develop self-observation; (iii) develop observational skills (which is particularly important for students going to be an HR staffing professional); (iv) relate outcome to original aims; (v) analyse why things happened that way; (vi) draw conclusions about behavior; and (vii) link the role-play with previous learning.

Role-play in this regard was only considered as a process; while all these following discussion and knowledge generation were the fruits (deliverables). Debriefing was thus a very important part of the whole learning process as students were able to receive comments from their tutor for suggestions for improvements in the future. At the same time the tutor understood better the weaknesses and strengths of the university students of today for fine-tuning future role-play simulation. Application of role-play in the teaching does not end at this course, but, if we look at the influence of it on the students from a bigger picture, it will affect the learning experience of the students on other courses of their degree studies too. Fruits nurtured from this role-play learning activity include the proper use of English phrases in interview conversations, attention to natural facial expressions and gestures used also applicable in other advanced HR business-related courses.

3. DISCUSSION: THE CASE FOR ROLE PLAY

As a technique, role-play is seen as a powerful tool used in teaching students certain 'soft' skills in business interactions that lecturing in a university classroom cannot deliver fully effectively. It is highly motivating and allows business students to immerse themselves in scenarios that they may never experience before (or at least for the role of an interviewer). In particular, role-play opens up opportunities for students to put themselves in others' shoes, since to read or to hear about something (in classroom) is different from experiencing it (Kolb, 1984) and the latter impresses more firmly onto the doers' minds. Walklin (1982) claims role-play as a direct participatory learning method for tertiary

teaching, as we are no longer preparing the students for some public examinations, but rather, the role of a Hong Kong university is, to paraphrase the aims of City University "contribute to the social and economic development of the city". Only by letting our university students to experience the challenges and to empathize with the feelings of an interviewer or an interviewee would they be able to generate within themselves the requisite techniques and skills for holding a productive job interview. That way, it is hoped that they will be able to match the right talents with the right jobs. It is argued that when we want to teach subjects that involve interpersonal or interactive skills in business, we should seriously turn to role-play as a teaching method. It can be used at different levels to teach communication skills by showing how to interact with people and to explore deeper personal blocks as well as to manage one's emotions.

Traditional teaching methods, like lecturing in a university setting may not be able to serve all the teaching and learning purposes of business courses with an interactional or interpersonal skill dimension. Firstly, these conventional methods are not good at changing students' attitude and behavior. Take heart, to read or hear about something is way far from experiencing it, and it is often only via authentic and first-hand experience that students fully understand the purposes of acquiring certain knowledge. For instance, it is easy for the students to learn the "Do's" and "Don'ts" from a textbook, but only when they come to take the role of an interviewer, they will be able to realize that which Don't needs more effort to avoid and which "Do's" should be encouraged more.

Secondly, conventional methods are not efficient in imparting intangible knowledge like interpersonal and communication skills, and the only way in our minds to acquire them is to practice the skills in authentic inter-personal situations. Role-play requires the students to directly apply knowledge to a real-time spontaneous situation and engage in the appropriate set of demeanor and behavior while receiving feedback how to improve and change these to become more effective in similar scenarios in future. Role play comes to seem a more appropriate means for developing complex managerial competencies, including bargaining skills, leadership skills, interpersonal skills, communication skills, and conflict resolution (Faria, 2001: 103).

One again, the upside of role-plays pointed out Chesler and Fox (1966) are listed below for adding support to applying role-play in teaching university level business course:

1. Role-play enables students to empathize with others and understand their motivations;
2. It gives practice in various types of behaviors desirable in interviews;
3. It portrays generalized communication problems and dynamics of groups interaction
4. It gives life and immediacy to academic materials, such as the use and setting up of behavioral questions in role-play interviews;
5. It provides opportunity for non-articulate students and emphasizes the importance of

non-verbal and emotional responses, such as the most desired response time, the desirable tone, facial expression, frequency of speech and gestures;

6. It provides rapid feedback for both students and tutors. Real time comments are so valuable that no other kinds of teaching method can do better than role-play for observing a student's performance in a real situation and give them pinpointing feedback so immediately.

7. It closes gap between training and real life situations. At this point, it all about the difference between knowledge and the use of knowledge, of which the former has no value while the latter is invaluable; and

8. It changes attitudes by allowing the students to discover their unobvious lacks.

Apart from the above eight advantages, post role-play discussion provides a "safe" space as the student's own behavior is not at issue, but only the behavior of the student-in-role that is being reviewed and discussed. The perceived risk of posting quizzical feeling by students is minimized as the focus is on a way that virtual character scenario and acted by that student, not the student herself or himself. Moreover, it is held that role-play does much better than conventional teaching methods in linking the university classroom to the outside world. In this study, linking its business students to human resources professionals highlight behavioral patterns that the students need to use in workplace, it enables the students to gain practical experience and rehearse skills that they will need in their roles in the workplace.

Moreover, a role-play can be adopted and incorporated as an assessment component in the course curriculum as in some situations it is a valid assessment human resources professional competency. Competency-based qualifications need to rely on activity like role-play that requires students to apply knowledge to solve one or more professional problems, or to demonstrate their appropriate use of the circumstantial information itself (Harden & Cairncross, 1980; Boud et al, 1986, Gibbs et al, 1986). Research studies conducted by Faria (2001) and Feinstein (2001) have demonstrated that role-play is actually more effective at imparting knowledge than case-based educational methods. Raia (1966) and Slotte and Herbert (2007) have discovered that Learners react more positively to management simulations than other methods.

Despite the large number of advantages of using role-plays in teaching undergraduate business course, it does have some drawbacks (i.e., remediable though) for classroom teaching. Firstly, successful implementation of role-plays in classroom depends very much on the level of commitment, conscientiousness and seriousness of the students. Classroom control and self-discipline are pre-requisites of deploying role-play effectively and if it were poorly managed then role-play time will become student slack time for idling and relaxation. They will learn much less than they would have by following the traditional teaching methods.

Secondly, the tutor has less control over the suitability, relevance and accuracy of what is learnt by the students. One Catch-22 situation in this study was a full set of scenario with pre-set questions and

answers were given to the students to allow them to concentrate on the key learning points, including application of desirable non-verbal signals and setting of an interview context. However in this "Recruitment and Selection" course under studied, all verbal and even non-verbal communications are still valuable basis of post role-play discussion. Contents of groups and their own originated scripts had been approved beforehand by the instructor before the video-camera is turned on. Lastly, a good amount of time, space and sometimes manpower make role-play less attractive to educators. The process of warming-up and getting the students accustomed to the use of role-play in learning takes up extra time in preparation.

4. CONCLUSION

In view of the above drawbacks of using role-play as a teaching method in a university classroom, guidelines for effective role-play implementation in undergraduate management education are thus explained below to give education researchers and teachers some insights on how to maximize the benefits of management simulations.

Firstly, any course instructor who plans to use role-play for teaching management should gather his/her students' learning needs. This could be done by leveraging course descriptions to inform the students of what they can expect to take away from the course, so that learning needs (following the mindset of the course instructor) will be seeded in the minds of students. This can help to ensure that role-play focuses on the competencies that are underdeveloped in that particular cohort of students. In order to encourage new thinking in the implementation of role-play in the classroom, one also needs students' preparedness, cooperation and participation in the course design. Thus, it is practical to take the time to ask the students directly to identify which skills and competencies they themselves want to develop and perfect.

Secondly, the instructor needs to assess the current skills levels in the students so that he/she will know whether role-play will be the most effective way for the students to achieve the course learning objectives. According to Faria (2001), younger students with fewer life skills will gain more from simulations. Undergraduate management students, with their relative fresh experience of management are likely to be able to benefit more from management simulation practices. It is suggested that the course instructor incorporate and emphasize role-play activities into the first or second year of the undergraduate curriculum as role-play will be far more effective to be used in those years than in the final year of a degree program.

Thirdly, we need to measure students' learning outcomes directly. Depending on the degree of separation between the role-play simulation and desired outcome: reaction, learning, behavior, and results, reactions are the instantaneous subjective responses of the students to the activity, such as

whether they really liked that training or considered it useful (Kirkpatrick, 1976). The ultimate objective of the role-play activity is to impart new knowledge, skills and attitudes (KSA) to the students. Learning outcomes, which can be further categorized into cognitive outcomes, skill outcomes, and affective-based outcomes are critical for gauging assessing the level of effectiveness of the simulation (Kraiger, Ford, & Salas, 1993). Cognitive-based outcomes include the quantity and type of knowledge and relationships among different elements of knowledge, while skill-based outcomes are concerned with the development of behavioral skills. Affective-based outcomes include changes in the students' attitudes and motivation. Learning then goes a step beyond reactions by assessing the knowledge and skills acquired by the students besides their initial perceptions. Behavioral change refers to whether the students apply the learned competencies to future's role-play activities or in the workplace.

Several studies have shown that business simulations will be made more conducive to learning when the course instructor is heavily involved and the students are highly committed (Faria, 2001). An instructor needs to ensure that his/her students are well-prepared for the simulation activity. S/he will provide a supportive environment for simulation to be carried out as well as encourage the students to be enthusiastic toward the simulation. Wherever possible, opportunities for practice should also be permitted for the students after the management simulation is complete, so that the course participants could amend their behavior or performances according to the feedbacks they received during and after the role-play activity.

Finally, we need to provide detailed learning-focused feedback to the students in a timely manner. Feedback is a fundamental aspect of developing and reinforcing behavior in a learning situation, and it is conducive to performance measurement. It is important for the students to know what they are doing right, what they are doing wrong, and where there is room for improvement (Geister, Konradt, & Hertel, 2006). If the students are performing incorrectly in the first place, it is then unlikely for them to be aware of their deficiencies. Besides, in providing feedback to the students, it is also significant to couple the feedback directly with the course learning objectives so that we will retain control of the original purpose of using role-play.

Role-play supplement a university teaching curriculum for generic business course in a way that gives the course participants an opportunity to effectively absorb the knowledge they have acquired. Participants can turn them into valuable asset useful to them in the future. Immediate feedbacks available from observers and the tutor give the role-player a window to their good performance as well as poorly performed parts and then improvements could then be made.

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