



Themed Restaurant Examination to Improve Student's Knowledge and Skills in Food and Beverage Management Class

Kevin Gustian Yulius
Universitas Pelita Harapan, Indonesia
E-mail: kevin.yulius@uph.edu

Article Info	Abstract
Article History Received: 2024-09-07 Revised: 2024-10-27 Published: 2024-11-10 Keywords: <i>Experiential Learning: Hospitality Education: Hospitality Management: Food And Beverage Management.</i>	The paper emphasizes the importance of practical knowledge and hands-on experiences in hospitality education, particularly in food and beverage management. Themed events provide a platform for students to apply their theoretical knowledge, develop practical skills, and face real-world challenges. The event, centered around the culinary heritage of Tuscany, showcased student creativity and attention to detail. The event was successful overall, with positive guest feedback and student committee evaluations. However, areas for improvement were identified, including coordination issues, delays, and food quality inconsistencies. These findings highlight the need for better planning, coordination, and attention to detail in future events. In conclusion, the event provided valuable experiential learning for hospitality management students, allowing them to apply knowledge, develop skills, and navigate challenges. While the event showcased student capabilities, areas for improvement were identified, emphasizing the importance of continuous enhancement in execution and attention to detail. This research contributes to understanding the effectiveness of themed events and experiential learning in hospitality education, informing future improvements in preparing students for internships and careers in the industry.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-09-07 Direvisi: 2024-10-22 Dipublikasi: 2024-11-10 Kata kunci: <i>Pembelajaran Berdasarkan Pengalaman: Pendidikan Perhotelan: Manajemen Perhotelan: Manajemen Makanan dan Minuman.</i>	Makalah ini menekankan pentingnya pengetahuan praktis dan pengalaman langsung dalam pendidikan perhotelan, khususnya dalam manajemen makanan dan minuman. Acara bertema menyediakan platform bagi mahasiswa untuk menerapkan pengetahuan teoritis mereka, mengembangkan keterampilan praktis, dan menghadapi tantangan dunia nyata. Acara tersebut, yang berpusat di sekitar warisan kuliner Tuscany, memamerkan kreativitas dan perhatian mahasiswa terhadap detail. Acara tersebut secara keseluruhan sukses, dengan umpan balik tamu yang positif dan evaluasi komite mahasiswa. Namun, area yang perlu ditingkatkan diidentifikasi, termasuk masalah koordinasi, keterlambatan, dan inkonsistensi kualitas makanan. Temuan ini menyoroti perlunya perencanaan, koordinasi, dan perhatian terhadap detail yang lebih baik di acara mendatang. Sebagai kesimpulan, acara tersebut memberikan pembelajaran pengalaman yang berharga bagi mahasiswa manajemen perhotelan, yang memungkinkan mereka menerapkan pengetahuan, mengembangkan keterampilan, dan menghadapi tantangan. Sementara acara tersebut memamerkan kemampuan mahasiswa, area yang perlu ditingkatkan juga diidentifikasi, yang menekankan pentingnya peningkatan berkelanjutan dalam pelaksanaan dan perhatian terhadap detail. Penelitian ini berkontribusi untuk memahami efektivitas acara bertema dan pembelajaran pengalaman dalam pendidikan perhotelan, yang menginformasikan peningkatan di masa mendatang dalam mempersiapkan mahasiswa untuk magang dan karier di industri tersebut.

I. INTRODUCTION

In the dynamic field of hospitality management, acquiring practical knowledge and developing valuable skills are essential for students to excel and thrive in their future careers (Preko & Anyigba, 2022). As a hospitality and tourism management students embark on their educational journey, they recognize the significance of rigorous coursework and hands-on experiences to prepare themselves for the real-world challenges that lie ahead (Gebbs et

al., 2019). This research paper focuses on exploring the implementation of a themed restaurant examination, specifically the "Giardino Dell'Onesta" or Garden of Honesty event, on the knowledge and skills acquisition of hospitality management students in the context of the Food and Beverage Management course.

Food and beverage management is a fundamental aspect of the hospitality industry (Phatan, 2021). It encompasses the intricate processes involved in providing exceptional

dining experiences, managing culinary operations, and ensuring customer satisfaction (Poh, 2012). For hospitality students, a comprehensive understanding of food and beverage management is crucial for their professional growth and success (Buted et al., 2014; Alexakis & Jiang, 2019). The Food and Beverage Management course at Pelita Harapan School of Hospitality and Tourism aims to equip students with the theoretical knowledge and practical skills necessary to excel in this area.

Experiential learning and practical classes have always played a pivotal role in hospitality education (Kiser & Partlow, 1999; Lin et al., 2017; Azanza et al., 2022). The mere acquisition of theoretical knowledge is insufficient to prepare students for the multifaceted challenges they will encounter in their careers (Deale et al., 2010). Through experiential learning, students engage in immersive, hands-on activities that bridge the gap between theory and practice (Alfaro, 2022). By actively participating in practical classes, students acquire invaluable skills, refine their decision-making abilities, and develop a deep understanding of the complexities involved in the hospitality industry (Darling-Hammond et al., 2019).

Themed events or restaurant services in hospitality education provide students with a unique opportunity to apply their theoretical knowledge and practical skills in a real-world setting (Clark et al., 2023). These events serve as a platform for students to showcase their creativity, attention to detail, and ability to deliver exceptional experiences to guests (Kandampully et al., 2018). Themed events, such as the Giardino Dell'Onesta event, immerse students in an environment where they can fully explore a specific theme, dive into its cultural context, and design an immersive dining experience that captivates and delights guests.

Hospitality students are expected to be internationally minded, able to work in a multicultural environment (Lugosi & Jameson, 2017; Metli & Lane, 2020). The theme of Giardino Dell'Onesta or garden of honesty was chosen to introduce the students to international culture, in this context the culinary heritage of Italy, specifically the region of Tuscany. It revolved on the story of Pinocchio, which was set in rural Tuscany in early 20th century, correlating the fairy tale, the region, and the cuisine (Masi, 2017). Through this idea, the students created an organization to prepare and hold this event accordingly.

Preparing oneself with the necessary skills before embarking on an internship is of utmost importance in the hospitality industry (Soffi & Mohamad, 2021; Vo et al., 2021). Internships provide students with invaluable opportunities to gain firsthand experience, develop professional networks, and apply their acquired knowledge and skills in a real-world setting (Anjum, 2020; Shtembari & Elgun, 2023). By engaging in practical classes and participating in themed events, students can bolster their skillset and build the confidence necessary to excel during their internships, making a positive impression on potential employers and maximizing their learning opportunities.

By conducting qualitative research on the impact of the Giardino Dell'Onesta event, this study aims to examine how themed restaurant examinations, experiential learning, practical classes, and the acquisition of skills in food and beverage management contribute to the preparedness of hospitality management students before their internships. Through in-depth analysis, this research seeks to shed light on the effectiveness of these pedagogical approaches in enhancing students' knowledge, skills, and confidence as they embark on their professional journeys in the hospitality industry.

II. METHOD

The research method employed for this study will utilize a case study approach to investigate the Giardino Dell'Onesta event at Pelita Harapan School of Hospitality and Tourism. A case study is a qualitative research method that focuses on exploring a specific phenomenon or event within its real-life context (Rashid et al., 2019). In this research, the Giardino Dell'Onesta event serves as the case, allowing for an in-depth examination of the event and its impact on students' knowledge and skills in the context of food and beverage management.

To gather comprehensive data, multiple data collection methods will be employed. Firstly, semi-structured interviews will be conducted with the students who participated in the event. These interviews will delve into the participants' experiences, perceptions, and reflections on the event, exploring topics such as their engagement with the themed luncheon, their learning outcomes, and the perceived impact on their internship preparedness. The interviews will provide rich qualitative data, capturing the diverse perspectives and nuances of the participants' experiences (Ruslin et al., 2022).

In addition to interviews, observations will be conducted during the Giardino Dell'Onesta event. Researchers will observe the students' interactions, the dynamics of the event, and the overall atmosphere to gain a deeper understanding of the practical aspects and implementation of the themed luncheon (Smit & Onwuegbuzie, 2018). These observations will provide valuable insights into the students' engagement, their ability to apply theoretical knowledge, and the overall effectiveness of the event as a learning experience. Furthermore, document analysis will be carried out to examine relevant materials such as event planning documents, menus, and student reflections, which can offer additional insights into the preparation and execution of the event (Morgan, 2022).

The preparation for this event took two months during the short semester from April to June 2023. During the preparation phase, classes are being held online and onsite respectively. The teaching methods employed during this phase are lecture and group presentation. Lecture was chosen to be able to impart a large amount of information at a short time to the students (Alaagib et al., 2019). Group presentation was done on every meeting to provide update to the course instructor before the day of the event. The execution of the event and the evaluation for the students will be presented and discussed in the next part of this article.

III. RESULTS AND DISCUSSION

The event ran smoothly and successfully on June 23, 2023. In the Giardino Dell'Onesta event, 41 students were involved, all of whom were 6th-semester hospitality management students who would undergo their internship in the following semester. Table one will outline the list of student committees based on their departments and describe their responsibilities in this activity.

Table 1. Students' Committee Department and Responsibilities

Department	Position	Responsibilities
Steering Committee	F&B Manager (Head of Event)	F&B Manager or Head of Event plans, organizes, and coordinates the event. They lead meetings, oversee progress, and guide the team. They address issues and maintain a professional atmosphere for participant satisfaction.
	Secretary	Documenting and organizing event-related documents, sending invitations and communications, managing meeting schedules and coordination, preparing meeting minutes, handling logistics and administrative tasks, and managing event-related correspondence.
	Treasurer	Creating and managing the event budget by considering income and expenses sources. They maintain accurate financial records and store all related documents. They handle payments, receipts, and expenditures associated with the relevant documents.
Event Team	Stage Manager	Plans and organizes the event concept, creates a schedule, oversees the event, ensures equipment availability, communicates with the committee, handles emergencies, ensures safety, and familiarizes themselves with the event concept and guests.
	Graphic Designer	Planning design concept, providing design related support to all department, creating logo, and marketing material.
	Photographer	Planning a documentation strategy during the event and carrying out documentation duty during the event.
	Master of Ceremony	Guiding the event to adhere to the predetermined schedule. They create a positive and engaging atmosphere. They familiarize themselves with the event concept and all attending guests.
Food Production	Executive Chef	Planning the menu for the event and being responsible to kitchen operation and staffs. Being the bridge between instructor and students.
	Sous Chef	Assisting the executive chef, delegating assignments, and providing supervision duty before and during the event.
	Appetizer Team	Working together to create the appetizer for the event.
	Soup Team	Working together to create the soup for the event.
	Main Course Team	Working together to create the maincourse for the event.
Pastry Production	Pastry Chef	Planning the menu for the event and being responsible to pastry operation and staffs. Being the bridge between instructor and students.
	Pastry Sous Chef	Assisting the pastry chef, delegating assignments, and providing supervision duty before and during the event.
	Patisserie & Baker	Working together to create the bread, dessert, and small bites during the event.
Food & Beverage Service	Restaurant Manager	The Restaurant Manager oversees the overall operations and management of the restaurant, ensuring smooth service and customer satisfaction.
	Head Waiter	Head Waiter supervises the waitstaff, ensures efficient service, maintains the dining area's cleanliness and appearance, and provides exceptional customer service to guests.
	Greeter	Hostess or Greeter warmly welcomes and assists guests, manages table reservations, maintains the waiting list, and ensures a smooth and organized flow of guests into the restaurant.
	Server	Takes customer orders, delivers food and beverages, provides knowledgeable recommendations, and ensures customer satisfaction.
	Bartender	The Bartender prepares and serves non-alcoholic beverages, crafts specialty mocktails, ensures accurate drink orders, maintains a well-stocked bar, and provides excellent customer service to guests.
	Steward	Efficiently washing and sanitizing utensils, and maintaining cleanliness in the dishwashing area.

The guests invited to this event were the ambassador of Italy to Indonesia, owners of Italian restaurants, alumni of the university, and lecturers from hospitality management department. A total of 40 distinguished guests joined this luncheon and guest comment cards were distributed to measure their satisfaction. Only 25 were returned to the committee with results presented below on table 2.

Table 2. Guest Comment Card Result

Welcoming Party					
No	Question	Bad	Average	Good	Excellent
Food & Beverage					
1	Beverages			10	15
2	Service		1	6	18
3	Ambience		2	5	18
Gala Lunch					
No	Question	Bad	Average	Good	Excellent
Food & Beverage					
1	Beverages		1	10	14
2	Service		1	6	18
3	Performance		1	5	19
4	Ambience			8	17

Based on table 2, it can be concluded that the guests were satisfied with the event and the performance of students' committee. The statements on the remark part of the card was also good and a proof that the students put all their effort into the planning of this event. There was a slight delay on the event though because the Italian ambassador was late to the venue and resulted to loss of excitement from several guests due to prolonged waiting time. It also resulted on reduced enthusiasm of the students and problem on the food and beverage which will be discussed on the evaluation. After the event, an evaluation meeting and interview was conducted. Table 3 will provide more insight on the evaluation of this event for each department.

Table 3. Evaluation of the Event

No	Department	Evaluation
1	Steering Committee	The planning process was not executed flawlessly, indicating room for enhancement in overall organization. Additionally, there was a lack of initiative and individualism among team members. Briefings before and after the event were insufficient, resulting in confusion among some committee members regarding their responsibilities. Insufficient communication and bonding within the team led to numerous misunderstandings. Furthermore, the department exhibited inflexibility in adapting to unforeseen circumstances, leading to multiple errors in various aspects of the event.
2	Event Department	On the positive side, the event demonstrated effective utilization of Section C for the Welcoming Party, and it concluded on time. However, there were weaknesses that need attention. The event was perceived as lacking substance or feeling empty, and it began 30 minutes later than scheduled. Additionally, the MC did not succeed in uplifting the mood of the attendees at the Giardino Dell'Onesta event. These weaknesses highlight areas that require improvement to enhance the overall quality and impact of future events.
3	Food Production	The food production team evaluation had both successes and challenges. The small bites, like Geppeto, were well-executed and tasted as intended. However, the calzone dough didn't meet expectations, leading to a menu change to Stromboli with a classic pesto base. The appetizers aligned with the concept but weren't served warm due to miscommunication with the Restaurant Manager. The soup had a slightly acidic taste, overcooked orzo, and under-seasoned rottolo di pollo, with the soup temperature below 80 degrees Celsius. The main courses were in line with the concept, taste, and temperature but had issues with portioning. Overall, the team performed well, but some dishes didn't meet expectations due to pressure in the workflow. During the event, the students followed their job descriptions, maintained proper grooming, and made efforts to create delicious food. However, there were temperature issues due to miscommunication with the F&B service team.

4	Pastry Production	The evaluation of the pastry production team showed generally positive results. The small bites, such as panforte and strawberry ricotta crostini, had good taste and texture. The focaccia for the welcoming bread received satisfactory feedback. The dessert torta di mele had excellent overall taste, but there were minor issues with the tuile and excessive caramel coating on the sponge cake. The souvenir item, ricciarelli, didn't achieve the desired texture due to consistency and oven temperature issues. Pre-sifting dry ingredients and promptly preparing the meringue can help improve the outcome in the future.
5	F&B Service	The F&B service and bar team evaluations were generally positive. The Giardino Dell'Onesta event went well, with minor delays but successful service. The Gala Lunch received praise for good service, along with feedback for improvement. The bar team had strengths in fulfilling tasks, following instructions, contributing ideas, and collaborating with other divisions. However, areas for improvement were identified, including gathering guest feedback, improving communication with other divisions, minimizing mistakes, and enhancing attention to detail in ordering ingredients. These areas should be addressed for smoother operations and continued improvement.

The evaluation of this event indicates several errors committed by the student committee in executing the activities. Coordination issues among team members, lack of collaboration among some team members, and problems during the event resulted in delays and changes in the taste and texture of the food. However, this event successfully prepared students for their hotel internships by training them to organize large-scale events and serve external guests. Previous studies have demonstrated that challenges and problems can have a positive impact on hospitality management students' readiness to enter the hotel industry (Lugosi & Jameson, 2017; Shetu & Sayeda, 2020; Zopiatis et al., 2021; Piramanaygam & Seal, 2023; Ren et al., 2023).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, the evaluation of the Giardino Dell'Onesta event highlights both successes and areas for improvement. Despite some errors in execution, such as coordination issues and delays, the event served as a valuable learning experience for the hospitality management students. It provided them with the opportunity to apply their theoretical knowledge, develop practical skills, and navigate real-world challenges in a controlled environment. The event showcased their ability to plan and organize a large-scale themed event, engage with external guests, and deliver satisfactory service. The positive feedback from guests indicates that the students' efforts were recognized and appreciated, further boosting their confidence and motivation.

However, the evaluation also identified areas for improvement. The event was perceived as lacking substance or feeling empty, and it started later than scheduled, leading to a reduced level of excitement

among guests. Additionally, there were issues with the food and beverage quality, such as inconsistent taste and texture. These weaknesses highlight the need for enhanced planning, coordination, and attention to detail in future events. It is crucial for the students to reflect on these shortcomings and strive for continuous improvement in their skills and execution.

Overall, this research underscores the importance of experiential learning, practical classes, and themed events in preparing hospitality management students for internships and their future careers. Through hands-on experiences like the Giardino Dell'Onesta event, students gain valuable insights into the complexities of the hospitality industry, develop problem-solving skills, and enhance their ability to deliver exceptional service. The event not only serves as a platform for them to showcase their creativity and knowledge but also exposes them to the challenges they may encounter in real-world settings. The findings of this research contribute to the existing body of knowledge on the effectiveness of such pedagogical approaches in enhancing students' knowledge, skills, and confidence.

B. Suggestion

Future studies can further explore strategies to address the identified weaknesses and enhance the overall effectiveness of themed events in hospitality education, ultimately better preparing students for their future careers.

REFERENCES

- Alaagib, N. A., Musa, O. A., & Saeed, A. M. (2019). Comparison of the effectiveness of lectures based on problems and traditional lectures in physiology teaching in Sudan. *BMC Medical Education*, 19(1). <https://doi.org/10.1186/s12909-019-1799-0>
- Alexakis, G., & Jiang, L. (2019). Industry competencies and the Optimal Hospitality Management Curriculum: An empirical study. *Journal of Hospitality & Tourism Education*, 31(4), 210–220. <https://doi.org/10.1080/10963758.2019.1575748>
- Alfaro, S. M. A. (2022). Linking Experiential Learning and Real Life: A Design Case Featuring Immersive Learning. *Journal of Learning Spaces*, 11(1).
- Anjum, S. (2020). Impact of internship programs on professional and personal development of Business Students: A case study from Pakistan. *Future Business Journal*, 6(1). <https://doi.org/10.1186/s43093-019-0007-3>
- Azanza, G., Fernández-Villarán, A., & Goytia, A. (2022). Enhancing learning in tourism education by combining learning by doing and team coaching. *Education Sciences*, 12(8), 548. <https://doi.org/10.3390/educsci12080548>
- Buted, D. R., Felicen, S. S., & Manzano, A. I. (2014). A correlation study between student performance in food and Beverage Services Course and internship in F&B Department of Hospitality Business. *International Journal of Academic Research in Business and Social Sciences*, 4(6). <https://doi.org/10.6007/ijarbss/v4-i6/924>
- Clark, A. E., Woodbury, B., Patten, E. V., & Stokes, N. (2023). Students' perceptions of their student-operated restaurant experience: A qualitative study. *Nutrients*, 15(9), 2186. <https://doi.org/10.3390/nu15092186>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Deale, C., O'Halloran, R., Jacques, P., & Garger, J. (2010). An examination of current hospitality and tourism teaching methods. *Journal of Hospitality & Tourism Education*, 22(2), 20–29. <https://doi.org/10.1080/10963758.2010.10696973>
- Gebbels, M., Pantelidis, I. S., & Goss-Turner, S. (2019). Towards a personology of a hospitality professional. *Hospitality & Society*, 9(2), 215–236. https://doi.org/10.1386/hosp.9.2.215_1
- Kandampully, J., Zhang, T., & Jaakkola, E. (2018). Customer experience management in hospitality. *International Journal of*

- Contemporary Hospitality Management, 30(1), 21–56.
<https://doi.org/10.1108/ijchm-10-2015-0549>
- Kiser, J. W., & Partlow, C. G. (1999). Experiential learning in hospitality education: An exploratory study. *Journal of Hospitality & Tourism Education*, 11(2–3), 70–74.
<https://doi.org/10.1080/10963758.1999.10685240>
- Lin, P. M., Kim, Y., Qiu, H., & Ren, L. (2017). Experiential learning in hospitality education through a service-learning project. *Journal of Hospitality & Tourism Education*, 29(2), 71–81.
<https://doi.org/10.1080/10963758.2017.1297716>
- Lugosi, P., & Jameson, S. (2017). Challenges in hospitality management education: Perspectives from the United Kingdom. *Journal of Hospitality and Tourism Management*, 31, 163–172.
<https://doi.org/10.1016/j.jhtm.2016.12.001>
- Masi, S. (2017). Food across time and space: Pinocchio and its English translations. *mediAzioni*, 22.
- Metli, A., & Lane, J. F. (2020). International mindedness: A revised Conceptual Framework. *Journal of Research in International Education*, 19(3), 202–219.
<https://doi.org/10.1177/1475240920976229>
- Morgan, H. (2022). Conducting a qualitative document analysis. *The Qualitative Report*, 27(1), 64–77.
<https://doi.org/10.46743/2160-3715/2022.5044>
- Phatan, I. (2021). Examining The Future Need Of Food And Beverage Management. *Ilkogretim Online-Elementary Education Online*, 20(1), 5896–5906.
<https://doi.org/10.17051/ilkonline.2021.01.618>
- Piramanayagam, S., & Seal, P. P. (2023). Overcoming the challenges of covid-19 by hospitality educational administrators: A grounded theory approach. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2023.5542>
- Poh, T. L. (2012). Food and beverage management for the hospitality, tourism and Event Industries. *Anatolia*, 23(1), 135–136.
<https://doi.org/10.1080/13032917.2012.664067>
- Preko, A., & Anyigba, H. (2022). The tourism and hospitality career & progression pathway. *International Hospitality Review*. <https://doi.org/10.1108/ihr-02-2022-0005>
- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step guide for Business Researchers. *International Journal of Qualitative Methods*, 18, 160940691986242.
<https://doi.org/10.1177/1609406919862424>
- Ren, S., Islam, M. T., & Chadee, D. (2023). Career Adaptability of International Hospitality Management Students during the COVID-19 pandemic: Focus on the role of Language Communication Competence. *Journal of Hospitality and Tourism Management*, 54, 231–239.
<https://doi.org/10.1016/j.jhtm.2022.12.019>
- Ruslin, Mashuri, S., Rasak, M. S. A., Alhabsyi, F., & Syam, H. (2022). Semi-structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies. *IOSR Journal of Research & Method in Education*, 12(1), 22–29.
<https://doi.org/10.9790/7388-1201052229>
- Shetu, S. A., & Sayeda, T. (2020). An investigation on students' perception and expectation from hospitality internship program in Dhaka. *Journal of Economics, Management and Trade*, 1–14.
<https://doi.org/10.9734/jemt/2020/v26i1030294>
- Shtembari, E., & Elgün, R. F. (2023). Generation Z “Life skills” acquired and enhanced through internships before and during COVID-19 pandemic. *Administrative Sciences*, 13(2), 38.
<https://doi.org/10.3390/admsci13020038>

- Smit, B., & Onwuegbuzie, A. J. (2018). Observations in qualitative inquiry: When what you see is not what you see. *International Journal of Qualitative Methods*, 17(1), 160940691881676. <https://doi.org/10.1177/1609406918816766>
- Soffi, M. N., & Mohamad, S. F. (2021). Strategizing hospitality internship for effective implementation: Perspectives of Internship Coordinators. *International Journal of Academic Research in Business and Social Sciences*, 11(4). <https://doi.org/10.6007/ijarbss/v11-i4/9843>
- Vo, N. T., Le, L. H., & Lam, V. T. (2021). Challenges for student satisfaction of Internship Program in hospitality and tourism industry in Vietnam. *Journal of Quality Assurance in Hospitality & Tourism*, 23(5), 1298–1324. <https://doi.org/10.1080/1528008x.2021.1964414>
- Zopiatis, A., Papadopoulos, C., & Theofanous, Y. (2021). A systematic review of literature on Hospitality Internships. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100309. <https://doi.org/10.1016/j.jhlste.2021.100309>