

# Research on the Application of Scenario Simulation Teaching Method in Business Negotiation Course

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**Abstract:** Business negotiation is an important part of modern business activities, and business negotiation course is one of the key courses in business education. However, traditional business negotiation teaching methods often fail to effectively cultivate students' practical ability and ability to cope with complex negotiation scenarios. Scenario simulation teaching method is a teaching method that simulates real scenarios, which can effectively improve students' practical ability and coping ability. This paper explores the application of scenario simulation teaching method in business negotiation courses, including its theoretical basis, teaching design, implementation process and effect evaluation.

**Keywords:** Scenario Simulation Teaching Method; Business Negotiation.

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## 1. Introduction

With the rapid development of the global economy, business negotiation has become an important link in corporate development and international cooperation. However, business negotiation is a complex skill that requires comprehensive consideration of multiple factors such as language, culture, psychology and strategy. Therefore, how to effectively cultivate business negotiation talents has become an important challenge in the field of business education.

Traditional business negotiation teaching methods mainly rely on theoretical lectures and case analysis, but these methods often fail to provide real practical experience, resulting in students' lack of confidence and proficiency in actual negotiations. Simulation-based learning is a new teaching method that allows students to practice negotiation skills in a safe and controlled environment by simulating real business negotiation scenarios.

This study aims to explore the application effect of simulation-based learning in business negotiation courses. By designing and implementing a series of business negotiation simulation scenarios, we will examine the improvement of students in negotiation skills, self-confidence and teamwork. At the same time, we will also analyze the attitudes and feedback of teachers and students on this teaching method, in order to provide new ideas and methods for business negotiation education.

The results of this study will help business educators and training institutions design more effective business negotiation courses and provide better negotiation talents for enterprises. At the same time, this study will also make new contributions to the theory and practice of business negotiation teaching methods.

## 2. Theoretical Basis of Simulation-Based Learning

Simulation-based learning is a teaching method that simulates real situations, which can effectively improve students' practical ability and coping ability. This approach is based on the following theoretical foundations:

Situated Learning Theory is a learning theory proposed by American educators Jean Lave and Etienne Wenger in the 1990s. The theory emphasizes that learning occurs through participation in communities of practice and situations, rather than through abstract knowledge transfer.

### 2.1. Core Concepts

Refers to a community where a group of people gather together for a common goal or interest to share knowledge, experience and resources. Refers to the specific environment and context in which learning occurs, including the physical environment, social environment and cultural environment. Refers to the process in which learners gradually move from peripheral participation to core participation in a community of practice, through which learners gradually acquire the knowledge, skills and identity of the community.

### 2.2. Theoretical Assumptions

Learning is situational, and learning occurs through participation in communities of practice and situations, rather than through abstract knowledge transfer. Learning is socialized, and learning occurs through interaction and cooperation with others, rather than through individual efforts. Learning is practical, and learning occurs through practice and experience, rather than through theory and abstract knowledge.

### 2.3. Theoretical Application

The contextual learning theory can be applied to workplace learning, helping employees learn and develop by creating communities of practice and providing learning opportunities. The contextual learning theory can be applied to educational reform, helping students learn and develop by creating communities of practice and providing learning opportunities. The contextual learning theory can be applied to professional development, helping professionals learn and develop by creating communities of practice and providing learning opportunities.

### 2.4. Theoretical Advantages

The contextual learning theory can improve learning

efficiency, and learners can acquire knowledge and skills faster by participating in communities of practice and scenarios. The contextual learning theory can improve learning motivation, and learners can better understand the meaning and value of learning by participating in communities of practice and scenarios. The contextual learning theory can improve learning quality, and learners can acquire deeper and broader knowledge and skills by participating in communities of practice and scenarios.

### **2.5. Theoretical Disadvantages**

The contextual learning theory requires the support and participation of the community of practice, which can be difficult. Time and resources are required: The contextual learning theory requires an investment of time and resources, which can be expensive. The contextual learning theory requires evaluation and feedback mechanisms to ensure learners' progress and outcomes.

## **3. Teaching Design of Scenario Simulation Teaching Method**

Scenario simulation teaching method is an effective teaching method, especially in business negotiation courses. This method allows students to learn and master negotiation skills in practice by simulating realistic business negotiation scenarios. The following is a teaching design using scenario simulation teaching method in a business negotiation course:

### **3.1. Course Objectives**

Understand the basic principles and skills of business negotiation. Learn how to apply negotiation strategies in different business scenarios. Cultivate students' communication, negotiation and conflict resolution abilities.

### **3.2. Teaching Design**

At the beginning of the course, introduce students to the basic theories and concepts of business negotiation, including the definition, types, processes and strategies of negotiation. Select several typical business negotiation cases and ask students to analyze and discuss the key factors and strategies in the negotiation process. Divide students into groups, with each group playing different roles (e.g., buyer, seller, supplier, etc.). Provide a specific business negotiation scenario for students to conduct simulated negotiations. During the simulated negotiation process, students need to apply the learned negotiation theories and strategies to conduct actual negotiations. Teachers can provide guidance and feedback during the negotiation process. After the simulated negotiation, ask students to reflect on their negotiation process and results. Teachers can also provide feedback and evaluation to help students improve their negotiation skills. According to the feedback and evaluation results of students, the simulated negotiation process can be repeated to allow students to continue to improve their negotiation skills.

### **3.3. Simulated Negotiation Scenarios**

Simulated negotiation scenarios include price negotiations between buyers and sellers, contract negotiations between suppliers and purchasers, and profit distribution negotiations between business partners.

### **3.4. Evaluation Methods**

Evaluation methods include student participation and

enthusiasm, negotiation results and achievements, student reflection and self-evaluation reports, and teacher observation and evaluation.

### **3.5. Teaching Resources**

Teaching resources include business negotiation theory and case analysis materials, simulated negotiation scenarios and role descriptions, negotiation strategy and skills guidance materials, feedback and evaluation forms.

Through this teaching design, students can learn and master business negotiation skills in practice and improve their communication, negotiation and conflict resolution abilities. At the same time, teachers can also adjust teaching content and methods based on students' feedback and evaluation results to improve teaching effectiveness.

## **4. Implementation Process of Scenario Simulation Teaching Method**

Scenario simulation teaching method is a method of teaching by simulating real-life scenarios, which is particularly effective in business negotiation courses. The following are the steps of the implementation process:

### **4.1. Preparation**

Teachers prepare scenario cases for business negotiations, including the background, goals, roles, etc. of the negotiations.

Students are divided into groups, and each group member plays a different role (such as buyer, seller, arbitrator, etc.). The teacher provides necessary materials and tools (such as negotiation strategies, skills, etc.).

### **4.2. Simulated Negotiation**

Each group of students conducts a simulated negotiation, and the teacher observes and records the negotiation process. Students need to use the negotiation strategies and skills they have learned to achieve their negotiation goals. During the simulated negotiation, the teacher can pause the negotiation, ask questions or provide feedback to help students improve their negotiation skills.

### **4.3. Feedback and Discussion**

After the simulated negotiation, the teacher provides feedback and evaluation, pointing out the strengths and weaknesses of the students.

Students conduct self-reflection and discussion, sharing their experiences and feelings. The teacher guides the discussion and helps students summarize the key points and skills of the negotiation.

### **4.4. Summary and Application**

The teacher summarizes the results of the simulated negotiation and the performance of the students. Students need to apply the negotiation skills and strategies they have learned to actual business negotiations. The teacher provides further guidance and support to help students continue to improve their negotiation skills.

### **4.5. Notes in Implementation**

Teachers need to ensure that students understand the background and goals of the negotiation. During the simulated negotiation, teachers need to remain neutral and avoid interfering in the negotiation process. Feedback and discussion are important links in the implementation process.

Teachers need to provide constructive feedback and evaluation. Teachers need to adjust teaching content and methods based on students' performance and feedback.

## **5. Evaluation of the Effectiveness of Scenario Simulation Teaching Method**

Simulation-based learning is a teaching method that simulates real-life scenarios. It is particularly effective in business negotiation courses. This method allows students to practice negotiation skills in a simulated environment and experience the negotiation process in different scenarios, thereby improving their negotiation ability and confidence.

### **5.1. Advantages of Using Scenario Simulation Teaching Method in Business Negotiation Courses**

The use of scenario simulation teaching method in business negotiation courses can improve students' negotiation skills and strategies. Enhance students' practical experience and confidence. Provide students with opportunities to contact actual business negotiations. Help students understand the complexity and challenges of negotiations.

#### **(1) Improve student participation**

Through simulated negotiation scenarios, students can actively participate in the learning process and improve their interest and participation.

#### **(2) Cultivate students' negotiation skills**

Simulated negotiation scenarios allow students to practice different negotiation strategies and techniques and improve their negotiation ability.

#### **(3) Enhance students' confidence**

Through simulated negotiation, students can try different negotiation methods in a safe environment and enhance their confidence.

#### **(4) Improve students' critical thinking ability**

Through simulated negotiation scenarios, students can think critically about the negotiation process and analyze the negotiation results in different scenarios.

#### **(5) Provide immediate feedback**

Simulated negotiation scenarios allow students to get immediate feedback and understand the effectiveness of their negotiation skills and strategies.

### **5.2. Evaluation of the Effectiveness of Using Scenario Simulation Teaching Method in Business Negotiation Courses**

#### **(1) Students' negotiation skills and strategies**

Through simulated negotiation scenarios, students can improve their negotiation skills and strategies, including communication, negotiation, and compromise.

#### **(2) Students' confidence and participation**

Simulated negotiation scenarios can improve students' confidence and participation, allowing them to participate more actively in the learning process.

#### **(3) Students' critical thinking ability**

Through simulated negotiation scenarios, students can improve their critical thinking ability and analyze the negotiation results in different scenarios.

#### **(4) Students' teamwork ability**

Simulated negotiation scenarios allow students to improve their teamwork ability, including communication,

collaboration, and conflict resolution.

#### **(5) Students' cultural awareness and sensitivity**

Through simulated negotiation scenarios, students can improve their cultural awareness and sensitivity and understand negotiation habits and norms in different cultural backgrounds.

### **5.3. Challenges and Limitations of Using Scenario Simulation Teaching Methods in Business Negotiation Courses**

Teachers need to prepare relevant materials and tools. Students may lack actual negotiation experience. Unexpected situations may occur during simulated negotiations. Teachers need to remain neutral and fair. In short, scenario simulation teaching methods are an effective teaching method in business negotiation courses, which can improve students' negotiation skills and strategies and enhance students' practical experience and self-confidence.

#### **(1) Design and development of simulated negotiation scenarios**

Designing and developing effective simulated negotiation scenarios requires a lot of time and resources.

#### **(2) Student participation and enthusiasm**

Student participation and enthusiasm may affect the effectiveness of simulated negotiation scenarios.

#### **(3) Teacher guidance and feedback**

Teacher guidance and feedback are crucial to students' learning outcomes.

#### **(4) Cultural and language differences**

Cultural and language differences may affect the effectiveness of simulated negotiation scenarios.

In summary, scenario simulation teaching methods are an effective teaching method in business negotiation courses, which can improve students' negotiation skills, self-confidence and critical thinking ability. However, teachers need to pay attention to factors such as the design and development of simulated negotiation scenarios, students' participation and enthusiasm, and teachers' guidance and feedback to ensure teaching effectiveness.

## **6. Conclusion and Outlook**

### **6.1. Conclusion**

The scenario simulation teaching method is an effective teaching method that can improve the teaching effect of business negotiation courses. This method can cultivate students' practical ability and ability to deal with complex negotiation scenarios. Teachers need to design real business negotiation scenarios, prepare relevant teaching materials, and implement scenario simulation teaching. At the same time, teachers need to evaluate the negotiation results, including negotiation results, negotiation process, and negotiation skills.

### **6.2. Outlook**

Although this study has achieved certain results, there are still some aspects that need further research and improvement: Future research can further explore the effectiveness and applicability of different types of scenario simulation teaching methods (such as case-based simulation, game-based simulation, etc.). In order to better meet teaching needs, more business negotiation simulation scenarios need to be developed, which should be able to reflect business negotiation practices in different industries and cultural backgrounds. Future research can explore how to combine

new technologies (such as artificial intelligence, virtual reality, etc.) and teaching methods (such as flipped classrooms, micro-classes, etc.) to improve the effectiveness and efficiency of scenario simulation teaching methods. Future research can further evaluate the long-term effects of scenario simulation teaching methods, including their impact on students' career development and business negotiation ability.

In conclusion, this study provides new insights and suggestions for scenario simulation teaching methods in business negotiation courses, and future research can further explore and improve on this basis.

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