

# The Advantages and Implementation of Situation Simulation Teaching Method in the Teaching of Customer Relationship Management

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**Abstract:** This study is to explore the advantages of situational simulation teaching method in the course of customer relationship management and the implementation methods, so as to provide a new mode and method for the teaching of e-commerce. Through the research, the following conclusions are drawn that in the course of customer relationship management, the application of situational simulation teaching method has three advantages over the traditional teaching method: it is in line with the training objectives of management professionals; it can mobilize the enthusiasm of students' learning effectively; it is conducive to the cultivation of students' practical ability and comprehensive quality. The implementation methods of situational simulation teaching mainly include role playing, management and communication games and leaderless group discussion.

## 1. Introduction

Customer relationship management is a very practical course. It requires students to master basic theories and viewpoints. At the same time, it needs to cultivate students' ability to apply theoretical knowledge to practice. The best way to learn is to combine theory and practice effectively. With the rapid growth of social demand for management graduates and the deepening of the reform of talent training mode in colleges and universities, in order to achieve the teaching purpose of the course better, improve students' interest in the teaching, experience the relevant knowledge and methods of management better, make the theory teaching and practice teaching combined closely, and require teachers to adopt effective teaching methods, scenario simulation and practice. The practice teaching method is the coordination and unity of the theory and practice.

## 2. The Concept of Situational Simulation Teaching Method

Situational simulation teaching method was first applied in the field of psychology research, which was first proposed by American psychologist named Tshorn. The main body of situational simulation teaching method is students. The core is to let students play various roles. By setting a certain working scene, students play various roles. By carrying out corresponding activities, students can experience the working scene and the feeling of their own role, and accumulate experience for their future work in customer relationship management.

Using the teaching method of scenario simulation, students understand the hard theory and find the solution to the problem in the simulation practice through the form of scenario representation. Students integrate into the actual role of customer relationship management gradually, and have a preliminary understanding and experience of effective communication with customers, customer complaint handling, etc. The core of this teaching method is that students act as roles or "actors" in order to stimulate students' enthusiasm, initiative and creativity in learning. It is a typical experiential teaching method.

### **3. Problems in Traditional Teaching Methods of Customer Relationship Management**

#### **3.1 Outdated Teaching Concept**

At present, in the teaching of customer relationship management, the traditional teaching concepts such as “teacher as the main body”, “classroom as the center” and “teaching purpose is to teach knowledge” are still followed to some extent. This kind of teaching concept affects and restricts the reform and innovation of teachers' teaching mode, teaching method directly. Restricted by the teaching concept, most colleges and universities adopt the traditional teaching method in the classroom, and the teaching method plays a limited role in a practical course.

#### **3.2 Unclear Teaching Purpose and Lack of Interest of Students**

In teaching, the most commonly used teaching methods are teaching, case analysis, watching video and other methods. Students can't grasp and understand the practical and flexible knowledge points correctly after listening to the lesson, so they need teachers' guidance or teaching for many times. This makes students less interested in learning. The ability of students in management has not been cultivated, let alone the ability of extended learning and independent exploration learning.

#### **3.3 Students Lack of Practice Opportunities**

The theory of customer relationship management can be mastered through the teaching in class, but when it comes to the actual decision-making problems of enterprises, it doesn't know how to use it. When students are on duty, they are at a loss when they are in an emergency. Practical research shows that teachers can optimize teaching and improve the effectiveness of students' learning by choosing appropriate teaching methods. For these problems in the teaching of customer relationship management, the use of situational simulation teaching method can improve the teaching effect effectively, enhance students' enthusiasm for learning and the ability to understand and use knowledge.

### **4. Advantages of Situational Simulation Teaching Method in the Teaching of Customer Relationship Management**

#### **4.1 Meet the Training Objectives of Management Professionals**

The training goal of management professionals is to cultivate high-quality talents who are adaptable to social needs, have innovative consciousness, comprehensive knowledge and well-trained. They need both solid theoretical basis and strong practical ability. There is no doubt that the traditional classroom teaching can cultivate students' theoretical knowledge, but the cultivation of practical ability is weak relatively. Using scenario simulation practice teaching can provide a simulation platform for students to learn more about the customer relationship management theory of enterprises, enhance their perceptual knowledge, and integrate the theoretical knowledge and management practice.

#### **4.2 Be Able to Mobilize Students' Enthusiasm for Learning Effectively**

The situation simulation teaching can let students participate in the teaching in person, improve their participation consciousness greatly, get greater psychological satisfaction. The classroom atmosphere becomes active. Students participating in the simulation hope that their performance is excellent, and they also hope to get the approval of other students and teachers. This can stimulate the initiative of students to learn greatly, so as to improve the teaching effect.

#### **4.3 Conducive to the Cultivation of Students' Practical Ability and Comprehensive Quality**

Through scenario simulation, students can understand the basic theoretical knowledge and basic skills of management deeply, and develop their ability to analyze and solve problems independently. In the simulated scene, students use the knowledge they have learned to master the ability to solve business problems in practice, and turn the theoretical knowledge into practical operation, so as to

apply the knowledge to practice. The process of situational simulation teaching often needs team or group cooperation. Students cooperate with each other and communicate with each other in cooperation, thus enhancing team cohesion, improving communication ability, and learning to respect and care for others, so as to improve themselves.

## **5. Implementation Method of Scenario Simulation Teaching Method of Customer Relationship Management**

There are many methods of situational simulation practice teaching. This paper mainly introduces some common methods.

### **5.1 Role Play**

Role play is the most commonly used method in scenario simulation practice teaching. It refers to a scenario simulation teaching method that students participating in the simulation perceive and deal with various problems encountered by enterprises in customer relationship management by playing different roles in a certain enterprise management scenario. The role-playing method requires students to design the scene according to the teaching content and background materials. Students play the corresponding role in the scene to participate in communication, so that students can be present in the scene, so as to enhance students' communication ability and skills.

### **5.2 Management and Communication Games**

Generally, teachers design certain game scenes to communicate with customers according to the teaching content. Students complete the specific tasks assigned according to the program set by the game. The customer communication game can let students speak freely, but it also needs to cooperate with each other. Only through the joint efforts of the team can the task be completed.

Let students experience the fun of communication by setting up communication games. For example, through the "listening and feedback" game, students can master the listening skills of communication with customers and experience the effect of "listening" and "feedback" in interpersonal communication.

### **5.3 No Leading Group Discussion**

Leaderless group discussion refers to a situation simulation method in which the teacher gathers several students to form a group according to a certain customer relationship management problem, does not designate a specific host or leader in advance, and lets the students discuss the problem, the teacher observes on the side, and then makes a judgment. For teachers, it is important to be good at observation and judge each student's organizational ability, communication and coordination ability and leadership ability through observation.

## **6. Conclusion**

In the new economic form, good communication ability with customers is a powerful guarantee to earn customer loyalty and healthy operation of enterprises, and also a prerequisite to win a wide range of customer resources, expand product market and establish corporate brand image. Mastering customer management skills is very important for the improvement of enterprise performance and the success of personal career.

The course of customer relationship management is very practical. If we adopt the traditional teaching method, we can only introduce the theory to the students and ignore the importance of practice. For the students who lack social practice, it is difficult to achieve the teaching effect of this course. Based on this, this paper proposes the application of situational simulation teaching method in the course of customer relationship management.

The situational simulation teaching method through the reproduction of real life scenes lets students bring themselves into the scene through discussion or discussion to learn, provides a platform for students to understand and communicate with each other, and is welcomed and valued

by teachers and students. In the process of participating in the classroom situation simulation, students enhance their ability of interpersonal communication and problem analysis through discussion with peers and role play. Through the exchange of roles, students experience different feelings. Through students playing the role of customer to experience and master knowledge, teachers have achieved the combination of theory and practice truly, mobilized students' initiative and creativity in learning, trained comprehensive professional ability and comprehensive quality, and cultivated students into innovative general talents.

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