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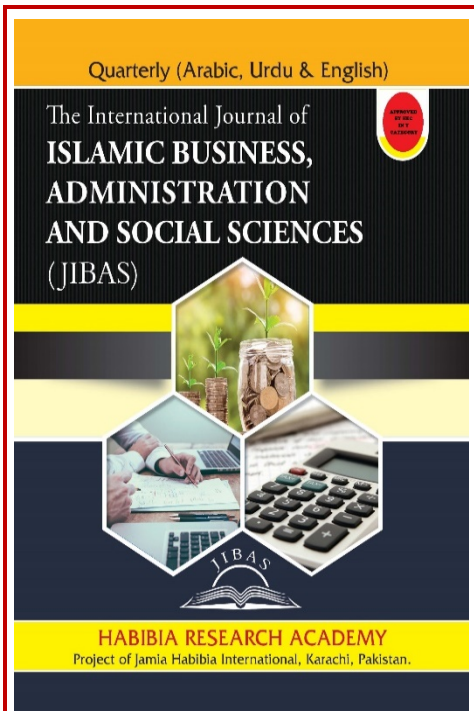
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TOPIC:

USE OF SIMULATION FOR TEACHING BUSINESS / ORGANIZATIONAL COMMUNICATION AT A PUBLIC SECTOR UNIVERSITY OF PAKISTAN

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USE OF SIMULATION FOR TEACHING BUSINESS / ORGANIZATIONAL COMMUNICATION AT A PUBLIC SECTOR UNIVERSITY OF PAKISTAN

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ABSTRACT:

Many teachers, who teach organizational communication at higher educational institutions, are not familiar with the specific needs of students and their fields such as Engineering, Medicine, Chartered Accountancy, and Human Resource Management etc. Various research studies have been conducted, but there is still a major gap to provide a more comprehensive and practical teaching approach. Some teachers use simulation games or role-play only a few times throughout the course that does not even help in providing a complete understanding of course to the students. Another problem is that most of the tasks used for simulation technique are not even relevant to fields of these students. Organizational communication course requires interactive and practical teaching approach that demands professional development of teachers. This study aims to offer a comprehensive design of simulation-based teaching method to prepare future professionals with effective teaching methods. The method of research is the observation and analysis of extended simulation-based teaching method applied in a classroom setting. This research adapted Lee-Kelley's methodology of presenting the chronological account based on observation and analysis of extended simulation-based teaching method applied in a regular classroom setting of 63-64 undergraduate Civil Engineering students for about 48 hours in four months semester program. Findings reflect that students enjoy learning by role-play or simulation games when they experience the whole process of recruitment through job advertisements, hiring, rehiring, termination, report writing, and all other procedures in writing as well as in practice.

KEYWORDS: *Business Communication, organizational communication, simulation-teaching method.*

INTRODUCTION: Learning by doing' is one of the most popular tactics that develop confidence, enhance the experience, and increases the level of retention (Magnuson & Good, 2017). "Simulations do a great job allowing students to practice what they learned by making decisions and analyzing results in a simulated environment" (Magnuson & Good, 2017, p. 96). These unique features mentioned by Magnuson and Good offer an environment for deeper learning that goes beyond the traditional learning of business enterprise. Business enterprise simulations tool is considered as a very effective approach to teach business communications (Magnuson& Good, 2017). Today, it has been realized that every field needs to develop employability skills of students to ensure they are familiarized with the organizational settings to best fit the organizational needs as an employee, or to lead organizations through management and leadership expertise, as well as to prepare students to establish their own business. Schech, Kelton, Carati, and Kingsmill (2017) also discussed the need to incorporate simulation practices in the global workplace to enhance graduate employability.

According to Barjis et al. (2012), simulation-based learning methods are becoming one of the popular methods to gain experience in the real work environment. Communication is the most essential and integral employability and leadership skill. This is the reason; Higher education institutions have identified the need to develop both disciplinary knowledge and soft skills to foster the employability of graduates (Schech et al., 2017). Business or organizational communication courses have become part of various academic discipline to enhance employability skills of students to best serve organizations in future or to establish their business.

Business communication has now evolved and emerged as the broader term of organizational communication. As defined by Cardoso (2006), “The new challenges faced by organization have significantly changed the focus of business communication to a more strategic view of communication” called organizational communication. “Organizational Communication takes on a much broader role, referring to everything that concerns the social position and functioning of the organization, from its internal climate to its institutional relations” (Cardoso, 2006, p. 1139). Since recognition of the need for the business/organizational communication course in various disciplines, teachers teaching this course are facing difficulties and challenges, as they are not familiar with students from different fields and different needs. In order to overcome the issue, this study offers extended-simulation based teaching method for Business and/or Organizational Communication course at higher educational institutions.

Research Question

- How to enhance teaching skills for Business and/or Organizational Communication course using extended-simulation based teaching method?

Aim: The aim of this study is to enhance professional teaching skills of teachers for Business and/or Organizational Communication, at higher educational institutions, by expanding dimensions of business simulation practices. This study presents a framework of extended simulation-based teaching method as an answer to many challenges and issues faced by ESP teachers teaching business communication course in the different field of studies.

Outcome and Significance : According to Magnuson and Good (2017), “Simulations do a wonderful job helping students to learn and retain business acumen” (p. 95). It is an effective approach to help students learn by applying theory into classroom practice through a real-life assignment or internship experience. This framework has positive implications for course developers, curriculum developers, teacher trainers, ESP practitioners, and educators also.

Literature Review

Impact of Simulation in Business Education: Simulation based learning has many benefits. It follows practical approach to achieve learning objectives. The problem-solving tasks assist students to think critically and creatively. Further, they improve their interpersonal communication skills, management skills, computing skills, and learn to be self-reliant (Hasan & Khan, 2011). It allows pupils to have real world market/business experience in which they learn to make decisions in order to excel either their prospective business or their future professional life.

However, there is another side of simulation-based learning, the individual assessment of students become difficult for teachers. As in the study conducted by Hasan & Khan (2011) majority of the participants feel that teachers cannot assess the strengths and weaknesses of students in group simulations. Secondly, Cost is also a serious issue in such activities. (Lopes, Fialho, Cunha, & Niveiros, 2013).

Below are some underpinned studies which were conducted to investigate or explore the impact of simulation-based games/learning/teaching in business classroom context.

Tam (2015) conducted a longitudinal study to examine the role of a professional learning community (PLC) in changing teachers' beliefs and practices. The researcher used qualitative approach (semi-structured interview and observation) to examine the role of a

professional learning community (PLC) in changing teachers' beliefs and practices ($N=12$ teachers). This study supports the need to enhance teaching practices through the effective curriculum, teaching, learning, roles of teachers, and learning to teach. In other words, PLC had a positive influence on teachers' development as it provides a platform to teachers to share their experiences, expertise and practices with other colleagues. It provides opportunity for all to think and grow in their professional teaching career. This study found some patterns: change in practice but not beliefs, change in beliefs but not practices, and change in belief and practices. This study also supports the significance of needs analysis based on a goal-oriented approach to enhance professional development.

Based on this study, there is need to change traditional approach and belief of simulation practices for a few activities or few days training programs. Simulation practice is a very popular concept since 1955 when the American RAND Corporation ("Research And Development") used simulation as the business enterprise games and simulation practice for inventory managers in a supply scenario (Faria et. al., 2009). Later, the American Management Association created "Top Management Decision Simulation" for the training seminars (Faria et. al., 2009; Magnuson & Good, 2017).

Students apply for positions by responding to a survey. They indicate preferences and provide supporting documentation, assign positions and teams, offer salaries, announce bonuses and performance evaluations etc. (Magnuson & Good, 2017). The study also focuses and suggests the role of the instructor to assist team communication process, goals settings, to overcome behavioral and performance issues, and defining in roles in real life. The outcome of these practices suggested that when students arrive on the job, those who completed the Katz Capstone course were more adept at working with their colleagues, networking and dealing with the boss through "upward political management" and "persuasion". The success of Katz Capstone course is based on effective coaching, monitoring, design, and execution by the instructor.

The study conducted by Magnuson and Good (2017) offers an overview of Katz Capstone course, which is only limited to a few areas of business practices, applicable only for the MBA students, focusing only on business decisions by higher management about performance evaluations, bonus, and decision-making practices of board members. There is need to expand these practices in broader context. There is still need to provide suggestions and complete plan for the teachers to enhance their professional skills to ensure they provide effective coaching, monitoring, design, and executions, because business communication is part of many fields, but teachers are not familiar with the professional needs and requirements of the business environment.

A conference paper presented by Gunawan, Fiarni, & Lawalata (2015) at the 2nd International Conference on Human Capital and Knowledge Management reflects that "all the courses related to business processes are taught without taking accounts of real-time environments and their subsequent pressures such as time, capacity and limited resources. Therefore, an adapted learning system based on a real condition of a company's pressure is needed to help students understand the real condition of a business process" (Gunawan et al., 2015, p. 1). The study offered the web-based business process simulation learning system that works in a collaborative learning environment and a framework for teaching and learning the business process by using Business Simulation Games. This teaching and learning practice is an effective approach to learn the complexity and dynamic

of the real industry through simulation. According to the study, the web-based technology will help students and teacher collaborative interactively in a real-time manner. Simulation can take place with the role of the instructor and participants” (Gunawan et al., 2015).

The study conducted by Russ and Drury-Grogan (2013) assessed the impact of a Business Communication Simulation on Students' Self-Perceptions. $N=51$ tertiary students participated in the study, 30 were men and $N=21$ were women. The main target was to help participants distinguish between effective and ineffective behaviors. Secondly, this study investigated pupils' perceptions after going through business communication simulation (BCS). The results revealed several significant differences between students' pre-scores and post-scores after simulation practice. Students reported significantly higher post scores in 4 out of 5 of the examined categories namely message construction, message delivery, critical analysis, and collaboration, except participation category.

Likewise, Hasan & Khan (2011) study focused on the use of business simulation as learning tool. Umea Business School in Sweden provided two master's program based on four main courses. The modules were largely based on traditional approach (case studies, self-study and class lecture) except one which used simulation for learning. Quantitative method (questionnaire) was used to measure the perceptions of learners. The results gleaned from questionnaire revealed that students are in favor of simulation learning tools because it follows practical/gaming approach which consequently assists in retaining theoretical concepts easily. Furthermore, a positive correlation emerged between the students who would again like to experience simulation learning with their willing to register in a simulation-based course in future. In the light of literature review and results a basic model of an effective simulation was proposed; it illustrate that the goals of simulation must be to encourage team work, decision making and promote/develop analytical skills.

Kriz and Auchter (2016) conducted five studies comprised of 10 years in Germany. The purpose of the investigation was to check that whether the simulation game-based educational entrepreneurship program accomplished its goals or not. More than 1000 pupils belonging from 50 different varsities participated in the study. The results exhibit that students' knowledge related to business administration and business plan preparation skills in start-up domain enhanced. As far as gender is concerned, the performance of men was good than women in simulation games but both gave positive feedback about it.

A similar kind of study based on business games was conducted by Ben-Zvi & Carton (2007). They opted for: International Operations Simulation Mark/2000 (INTOPIA) game created to involve students into entrepreneurial decision-making tasks. Around 1000 tertiary students participated in the research. The results suggest, benefits of business games can be charted into three categories. Firstly, business games provide a platform to pupils to apply theoretical knowledge in problem solving management situations. Secondly, students are involved in decision-making tasks which usually do not have any real or personal risk, as contrary in the real-world situation where their decision have serious consequences. Thirdly, students become independent learners where they take decisions related to management issues with confidence. Overall, business games are an effective pedagogy which enhance motivation of students towards learning the skills required in business management context.

Methodology: Gunawan, Fiarni, and Lawalata (2015) proposed the teaching approach to understand real environment and practice of retail industry, where “the instructor acts as the controlling company's market and resource conditions while students compete for profits with the influence of pressure on suppliers’ stock, market demand, warehouse capacity, distributed time, market dynamic conditions and resources in time based condition” (p. 1).

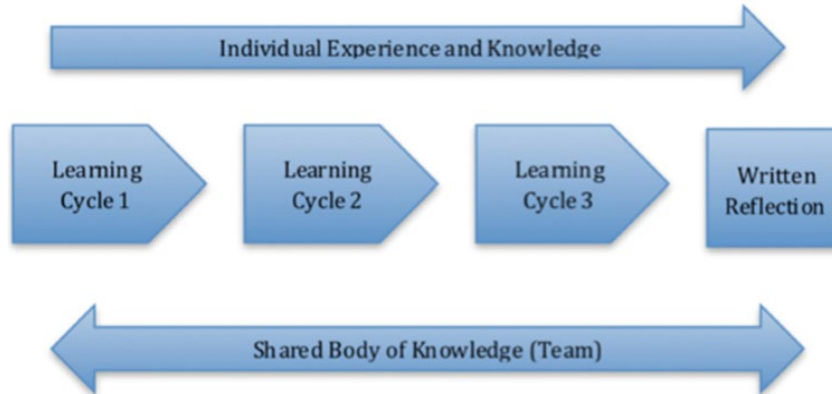
A study conducted by Gunawan et al. (2015) focused on research questions that how to teach not only the basic concepts of the dynamic of the organization business process but also to understand the pressures in organization’s decision-making process? And what kind of educational approach and technologies can be used to teach and give the collaborative experience of the business process organization. Researchers proposed the system model and architecture with the explanation of the design and implementation method of the proposed system (Gunawan et al., 2015). The method applied by Russ and Drury-Grogan (2013) was based on assessing students' pre- and post-scores after simulation practice for the examined categories of message construction, message delivery, critical analysis, collaboration, etc.

One of the recent research papers published in *Elsevier ScienceDirect International Journal of Project Management* by Lee-Kelley (2018) discussed the effectiveness of simulation practice for project management practices for the managers. This study provides supports that simulation practice is not only effective for students, but it is widely used in the professional and business settings as a successful learning and training tool. The study proposed the question that “how easily is knowledge developed in the classroom transformed into effective practice?” by conducting the MSc program and project management PPM simulation and presenting the chronological account of a 3-day simulated project by 25 experienced managers. The researcher was an independent observer of these simulation practices.

Table 1: Lee-Kelley’s Simulation Project

Timetable for the simulated project.

Day 1	a.m.	Revision on fundamentals
	p.m.	<i>Experiential Learning Cycle 1</i>
		Issue of simulation booklet
		Simulation briefing
		<i>Task 1 – Team preparation</i>
Day 2	a.m.	<i>Output 1 - Team presentations (initial plan)</i>
		Simulation starts
	p.m.	<i>Experiential Learning Cycle 2</i>
		Simulation pauses
		<i>Task 2 - Team debriefing & reflection (interim results)</i>
		<i>Output 2 - Team presentations (revised plan)</i>
Day 3	a.m.	<i>Experiential Learning Cycle 3</i>
		Simulation resumes
		Facilitator introduces ‘unexpected’ events
	p.m.	<i>Task 3 - Team debriefing & reflection (final results)</i>
		<i>Output 3a - Final presentations (lessons)</i>
	<i>Output 3b – Team reflective essay, 2 weeks later (assessed)</i>	



Based on analysis of methodologies used by previous researchers, this research adapted Lee-Kelley's (2018) methodology of presenting the chronological account based on observation and analysis of extended simulation-based teaching method applied in a regular classroom setting of 63-64 undergraduate Engineering students. This classroom setting can be termed as 'learning laboratory' the term used by Lee-Kelley (2018) to represent the learning environment for participants. The simulation practice extended to the full length of a semester in contrast to the previous techniques of applying simulation for a specific task or class activity. Even Lee-Kelley (2018) applied the simulation project for only three days, where participants assumed particular roles. While, this research provides a detailed account of how complete course of business or organizational communication can be efficiently taught to students of any field by applying the framework of extended Simulation-Based Teaching Method. The simulation project is applied and tested in the classroom setting of a reputable institution after the implementation of practical lab hours by Higher Education Commission HEC of Pakistan, for the students of Civil Engineering

Results and Discussion: The curriculum of Civil Engineering for Bachelor's & Master's Degree revised in 2017 by HEC to make it more "practical, competitive, efficient and realistic" (HEC, 2017, p. 10). National Curriculum Revision Committee (NCRC) also recommended internship programs, training/career opportunities, field visits, and lectures of guest speakers from the academia/industries to familiarize students with the real organizational setups and working environment (HEC, 2017). According to the revised Framework for 4-year in BSc/BS/BE Civil Engineering Business Communication Course is divided into lecture and lab/practical hours.

- Lec CH (Lecture Credit Hours) = 2 hours

- Lab CH (Lab/practical Credit Hours) = 1 hour (HEC, 2017)

3 credit hours/week i.e. Total 48 hours for four months semester However, the curriculum and course outline provided for the course allows only a few activities to be done in lab/practical hours. For example, meeting simulation practice, presentations, group discussions, speech, mock interviews, and simulation practices of employment interviews. It was observed that students were excited about lab practice, but they had no clear idea about the course and its significance or need for their career in Engineering. Initially, students' responses about the course were unfavorable, as they believe they do not need to practice business communication. This offers an opportunity to test and implement a new teaching methodology by utilizing lab/practical hours to introduce the real

business/organizational setting and need of writing, speaking, listening, and reading skills in real organizational setups.

Although HEC and National Curriculum Revision Committee (NCRC) have recommended internship programs, training/career opportunities, field visits, and lectures of guest speakers from the academia/industries, it is not possible to ensure that all students avail these opportunities. Extended simulation practices not only offer an opportunity for students to practice and learn in a simulated organizational environment, but it is also an effective teaching methodology to develop employability and communication skills of students by developing their interest and promote their leadership skills.

For the professional development of teachers, an effective framework and guideline of teaching methodology are required that can help them to improve their teaching skills. This extended simulation-based teaching framework is designed, implemented, and tested to meet all the learning outcomes as well as it resolves the issue of teachers' unfamiliarity with the specific fields of their students. Instead of days, time, and other details, as used by Lee-Kelley (2018), the activities are categorized into tasks in chronological order to ensure application of this framework for varying time duration and varying requirements of technical skills in different fields.

Table 2: Framework and Design of Extended Simulation-Based Teaching Method

Tasks	Class Activities	Follow-up tasks	Outcomes
Task 1	Introduction and CV writing	CV writing and Job application	Students identified the need and importance of this course for their related fields
Task 2	Best students were selected on the basis of their CVs and they were asked to think of a company name, logo, slogan, product, services etc. (either individually or in partnership) as CEO, Owner, Director	Rest of the students were asked to recheck their CVs and improve Job application letters because next task is 'job search', interview process, and practice to ensure they can get the job.	Students were very excited enjoying real experience of job searching and establishing an organization

Task 3	Establishing, registering, and setting organization. Applying for Jobs	Competent students were asked to display their company name, logo, product/service etc. with specific seating arrangements (representing organization/firm/company). Rest of the students were asked to visit and drop their CVs and job application letters in these organizations.	Students experienced real-life scenario of how they will need more CVs and job applications to ensure they get the job in one of the Organizations.
Task 4	Interview session (aimed to prepare students for taking interviews and giving interviews)	Selection of candidates' CVs, calling for interview, conducting interviews	Students learned best approaches to conduct and take the interview
Task 5	Selection of employees	Hiring candidates, writing appointment letters, writing employment contract, writing recommendation letters, and other such documents	Students experienced how friendships, socialization, merit, extraordinary class performances, and other such factors assist in getting jobs in the real world.
Task 6	Learning communication in the organizational hierarchy	Assigning various posts, arranging seats according to hierarchical positions, communicating following hierarchy	Students learned verbal, non-verbal, and written communication process across hierarchy (within the organization)
Task 7	Communication within the organization by writing letters, notice, memos, etc.	Students were asked to produce various forms of writings common within the organization	Students enjoyed writing and communicating with different departments, authorities, subordinates, etc.
Task 8	Company Portfolio	Preparing short company portfolio report	Developed a better understanding of their field and

			technical writing skills
	Routine messages, persuasive messages, bad news, or good news messages	Termination of employees, resignation letter, demotion, timing notice, etc.	Students learned various forms of messages and correct patterns of writing for different types of business writings
Task 9	Analytical Report writing	Students were asked to write market competitor analysis report	Understanding external market and communication with other organizations
Task 10	Communication with other organizations (persuasive letter writing) and writing replies to letters	For market analysis, students were asked to write persuasive letters taking permission to visit, survey, or interview for data collection	Students understood the need for ethical and professional approaches in a real organization.
Task 11	Meetings	Students were asked to conduct a meeting to efficiently plan their visits and data collection process with the allocation of roles and responsibilities	Students learned to write a notice of the meeting, agenda, and various forms of minutes of the meeting
Task 12	Data collection and recording (Visits, surveys, interviews, questionnaires, etc.)	Students used various means of data collection and collected information from all the organizations in class	Students used permission letters, consent forms, approvals, etc. They learned various means for the data collection
Task 13	Data analysis and presentation of findings	Students used graphs, tables, figures, and learned to interpret and explain results	Students learned various aspects of report writing and application of various tools for data presentation and analysis

			(qualitative & quantitative)
Task14	Writing and sending Proposals	After students have sufficient information about other organizations, they were asked to write and send proposals to other organizations to persuade them to buy their goods or services.	Students learned persuasive writing in more complex documents
Task 15	Presentations (use of PowerPoint, multimedia, projectors, audio, video, speakers, mic, etc.)	Students presented their organizations, reports, proposals, etc.	Students were provided an opportunity to present their work to other organizations in class that helped in enhancing their presentation skills
Task 16	Public Speaking	Students were asked to speak as a guest speaker, being the best employee or best CEO of the company, sharing their experience for inspiration	Students had the opportunity to enhance their persuasive skills while overcoming audience fear and boosting confidence

This framework enhances teachers' control, command, and strategic teaching skills. This teaching methodology also promotes the strong and effective relationship between teacher and students through interactive teaching-learning environment. This framework/teaching methodology also promotes active application of all communication skills (speaking/oral discussion, participation, writing, reading, and listening).

Discussion and Analysis : David Carver listed three essential elements of an ESP course, (1) authentic materials, (2) purpose-related orientation, "which means that a reasonable simulacrum of reality in which practitioners have the possibility to get involved in communicative tasks that replicate real situations is mandatory", and (3) self-direction, which means, "learners are to become active users" (as cited in Flu, 2017, p. 2). The results of study provide clear evidence that students learn more when they are offered a practical and real environment to prove their ability and skills. During the classroom activities, it was observed that students started taking interest in the learning and they actually considered it a real-world competition, where a group of students started improving their organizations.

For example, once they believed that they have an organization with specific place, where they were required to sit and perform their activities during lab/class hours, they started improvements not only in their performance, but they realized the need to display larger logo, visible slogan, and company name to ensure everyone can see it. When one company did this, other groups followed and they pasted their company's colorful and beautiful logos, visible slogans and company names on walls where they usually sit, to claim their territory or company location. This resulted in providing them a real experience of the organization, whenever they have lab hours; they quickly arrange their seats (according to hierarchical positions) to the place where they have pasted their company name and logo. A multi-method study conducted by Loon et al (2015) emphasized on the effectiveness of simulation games in the instructional design reflecting best practices. Findings of the study revealed that student learning enhanced through simulation games by acting as a catalyst and as a vehicle for learning. According to Loon et al (2015), the simulation-based approach is "valuable for those with an academic interest in the use of simulation games and management educators who use, or are considering its use concerning the effective implementation of simulation game-based training in business and management education" (Loon et al, 2015, p. 227). It was observed that once students learned to write a notice, its purpose, and need of notice board, many groups utilized the wall as their notice board and started writing and displaying notices. They also started enjoying this practice and almost every group prepared their visiting cards (printed and even some were made of best quality material like professionals).

Students reflected enthusiasm when they visit other organizations and distributed their visiting cards. Many groups prepared employee ID cards for their company employees, assigned positions, made departments, and even had nameplates with designations on their seats. All these arrangements and classroom environment assisted them in progressing their learning and motivated them to improve their communication skills. They identified need and importance of this course when they communicate in written and communicate orally within and outside their organizations (simulated). Students were told to identify mistakes in the written and oral communication of other groups when their company representatives visit them, send them letters, emails, reports, proposals, and other messages. Therefore, students paid attention to improve their writing and speaking skills.

According to the study by Crocco et al. (2016), the simulation game-based learning GBL in higher education has potential benefits for students. According to them, method of various studies "rely more on close reading, inference, small sample sizes, and qualitative responses than on quantitative, data-driven analyses" with proof-of-concept on enjoyment, engagement, and learning in higher education applying simulation game-based learning GBL for large sample size 440 students (Crocco et al., 2016, p. 403). Outcomes of the study revealed that students not only improved their communication skills, but they also understood various theoretical concepts such as the importance of feedback in communication, various medium and channels of communication, communication cycle, types of audiences, and other such concepts.

Students enjoyed the process of the interview when they have to give an interview for a job, along with learning opportunity as interviewer. During the course, students understood how they should be formally dressed for an interview and for presentations. They had sufficient opportunities to interact and communicate using various means, channels,

medium, and skills of communication. This extended simulation-based technique is very effective, as students were not only provided the opportunity to write different types of minutes of the meeting, but they also experienced the real-life difficulties of writing minutes while attending the meeting. They learned that they should be able to extract and record the relevant information without missing important points of the meeting. They understood the need to mention time, date, venue, and all other essential details while recording minutes. Students have their company letterheads (printed or handmade) with logo, name, and other details to write letters, minutes of the meeting, memo, and other such official writing samples.

The extended simulation-based teaching methodology appeared to be very effective for students as well as for teachers. Vlachopoulos and Makri' (2017) emphasized on the need to prepare future professionals with innovative teaching methods such as games and simulations using systemic reviews/meta-analyses of previous literature relevant to games and simulation pedagogy in higher education. A study by Vlachopoulos and Makri' (2017) offers a collection of various previous scholars, researchers, and ESP practitioners that supports simulation as best approach in higher educational and professional settings. This teaching method also provides an answer to the biggest challenge for ESP teacher that is lack of familiarity or understanding about the specific field of students.

As mentioned by Hutchinson and Waters, ESP teachers are "all too often reluctant dwellers in a strange and uncharted land" (as quoted by Flu, 2017, p.6). The extended simulation-based practice allowed the relief for ESP or business/organizational communication teachers. If a teacher is not familiar with the specific field of students, it is suggested that they should ask students to introduce themselves and their field and then try to connect information with the course outcomes/significance. It is recommended for teachers to ask students to write CV on the first day as a teacher will get the opportunity to know about students and their field/subject areas. Another benefit of this teaching methodology is that if teachers do not have any idea about field of students, teacher should only ask students to think of any business or organization they want to establish or join in future, and think of a name, logo, and slogan for their company and share these ideas/logo designs.

For example, during classroom practice, students of civil engineering came up with the ideas of establishing consultancy firms for real estate; construction industries; manufacturing companies for construction material etc. Students do the rest as teacher or instructor is only responsible to guide them for the tasks. As mentioned by Gunawan, Fiarni, and Lawalata (2015) "the instructor acts as the controlling company's market and resource conditions while students compete for...dynamic conditions and resources in time based condition" (p. 1). During this teaching methodology, teacher or instructor is responsible to strictly monitor, control, guide, evaluate, and assess the performance of students as instead of real company profits, students will be competing for scores and it will act as a catalyst for simulation-based practice.

It is also important that teacher or instructor should carefully assess, remark, evaluate, and review every writing sample with proper comments to ensure students receive regular and timely feedback to improve their writing or other communication skills. Vos (2015) addressed the question that how educators can assess student learning from simulations in business and marketing education. Vos (2015) suggested developmental (formative) assessment opportunities over the course of the simulation. Similarly, in this teaching

method, students perform all activities and tasks repetitively such as they produce notice, various types of letters, memos, meeting agendas, minutes of meetings, reports, proposals, and other such writing samples in every lab/course hour. Thus, regular feedback and guidance from teacher/instructor result in quick learning and improvement.

Conclusion: In conclusion, simulation-based teaching methodology has always been considered as an effective, practical, realistic, and outcome-based approach. Various eminent ESP scholars and researchers discussed the issues, challenges, and complication faced by teachers while dealing with students from different fields with their specific needs. Since the emergence of simulation-based teaching practices, various improvements have been made. Many recent scholars and researchers utilized this technique as evidence to ensure improvement in students' performance, but there is a major gap in providing the best framework that can provide a solution to difficulties faced by teachers not familiar with fields of students. There was no framework or guidance for teachers to ensure the best learning opportunity which can maximize employability skills of their students. Therefore, the framework and design of extended simulation-based teaching method is an answer to many challenges and issues faced by ESP teachers teaching business and/or organizational communication course in the different fields of studies such as marketing, finance, business, accountancy, medicine, law, and various academic disciplines including nursing, engineering, management, journalism, as well as public and international relations.

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