

ONLINE BUSINESS SIMULATIONS PRE-SIMULATION SURVEY



This survey seeks your views about the use of online simulations in business education and should take less than **15 minutes** to complete. The survey is part of an Australian Government funded project titled *Enhancing Student Learning Outcomes with Simulation-based Pedagogies*. This project will evaluate and promote pedagogies that enhance the learning outcomes of online simulations in business and related fields.

Your participation is entirely **voluntary** and you can cease completion of the survey at any time without comment or penalty. All answers are **confidential** and can in no way be linked to your personal details. Once a survey is completed it is impossible for any collected data to be withdrawn. Aggregated data and project reports may be used by the Australian Government, or their licensees, as comparative data in future projects, and will be presented in a publicly accessible online site. Individual data will not be published separately. By taking the survey you are giving **consent** to be part of this research.

This study adheres to the Guidelines of the ethical review process of The University of Queensland. Whilst you are free to discuss your participation in this study with Dr Pierre Benckendorff (contactable on (07) 3346 7089 or p.benckendorff@uq.edu.au) if you would like to speak to an officer of the University not involved in the study, you may contact the Ethics Officer on (07) 3365 3924.

1. What is your student identification number?

Note: this information will only be used to link your pre-simulation and post-simulation surveys and will not be retained for further analysis.

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SECTION 1: LEARNING FROM SIMULATIONS

Read each question and mark your answers by filling the circles like this: ●

2. The following items are about your **expectations** of how the simulation may benefit your **learning**. Please rate your agreement with the following statements.

I expect that the simulation will develop my...

	STRONGLY DISAGREE				STRONGLY AGREE			
...problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...planning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understanding of finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understanding of marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understanding of staffing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understanding of operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understanding of strategic management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understanding of how the different departments of an organization interact with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...understanding of 'real world' problems faced by organisations trying to make a profit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...knowledge of key business terms, concepts and conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ability to apply my knowledge to a business	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ability to analyse data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ability to evaluate problems and make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ability to create new ideas or plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The following items are about your **expectations** of enjoyment and satisfaction. Please rate your agreement with the following statements.

	STRONGLY DISAGREE				STRONGLY AGREE			
I think the simulation will be challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I will enjoy learning with the simulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect the simulation will make the course more interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect that the simulation will allow me to build on knowledge gained from previous courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect that the simulation will make me more 'work ready'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I hope the skills and knowledge learnt during the simulation will be useful for my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 2: TEAMWORK

4. The following items are about your **attitudes** toward teamwork. Please rate your **agreement** with the following statements.

	STRONGLY DISAGREE				STRONGLY AGREE			
Teamwork is an effective way to prepare for the workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork is an effective way to accomplish a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable working in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect that the simulation will reinforce my understanding of the importance of teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect that the simulation will develop my teamwork skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect that working as part of a team during the simulation will improve my communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I think I learn more working in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 3: INDIVIDUAL ENGAGEMENT

5. The following items relate to your general level of **confidence**. Please rate your agreement with the following statements.

	STRONGLY DISAGREE				STRONGLY AGREE			
Even when things are tough, I can perform quite well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I can obtain outcomes that are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident I can learn the concepts taught in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can perform effectively in different tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to other people, I can do most tasks very well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I have the computer skills to complete the simulation requirements of this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to achieve most of the goals that I have set for myself in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident of earning a good grade in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can succeed in almost any endeavour I set my mind to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4: PROBLEM SOLVING CASE STUDY

Please read the following scenario and answer the questions below. Mark only one option for each question.

Melbourne Airlines has experienced a drop of business over the last quarter resulting in a loss of \$500,000. The CEO is very concerned and has asked for your advice to assist in improving the airline's profit in a number of areas of the airline's operations.

- In order to make sure the airline is profitable, I would foremost recommend to:
 - Increase airfares
 - Decrease staff salaries
 - Increase load factors
 - Ensure RASK is higher than CASK
 - Increase travel agent commissions
- Which one of the following aspects is most important in airline revenue management...
 - Monitoring fares and ticket sales
 - Monitoring load factors
 - Discounting fares and offering high demand routes
 - Forecasting and monitoring ticket sales
 - Monitoring expenses and revenue
- The Marketing Manager's key responsibility is to...
 - Manage schedules and fares
 - Promote and advertise the airline
 - Discount tickets to sell more seats
 - Monitor load factors
 - Implement sustainability initiatives
- Why is it important to monitor an airline's load factor?
 - Airline seats are perishable
 - The airline needs to breakeven
 - Airlines can increase their inventory
 - Customers book in advance
 - Fares constantly change
- If the CEO decides to reduce staff wages, what is the most likely possible outcome...
 - Profits will increase
 - Staff will strike
 - Load factors will increase
 - Passenger demand will increase
 - RASK will increase
- Which of the following would clearly be evident on Melbourne Airline's balance sheet if they leased new aircraft and added more routes last quarter?
 - Their expenses increased
 - Their short term debt increased
 - Their total assets increased
 - Their revenue increased
 - Their staffing increased
- Melbourne Airlines had a cash balance of \$320 million at the start of the quarter. If the airline generates \$17 million from ticket sales and \$4 million from cargo, and incurs expenses of \$16 million and \$3 million in taxes, what will the cash balance be at the end of the quarter?
 - \$341 million
 - \$322 million
 - \$325 million
 - \$2 million
 - \$21 million

SECTION 5: ABOUT YOU

- Please tell us, are you:
 - Female
 - Male
- In what year were you born?
- If you are an international student, what is your home country?
.....
- What is the name of your university?
.....
- What is the name of the degree you are completing?
.....
- What is the code and/or title of the course using the simulation?
.....
- What is your current GPA?
- What year level are most of the courses you are studying this year?
 - First year
 - Second year
 - Third year
 - Postgraduate
- Which of the following apply to you? (Select all that apply)
 - I am studying part-time
 - I am studying externally (distance education)
 - English is not my first language
 - I am an International student
 - I am working casually / part-time while studying
 - I am working full-time while studying
 - I am an exchange student