

# Virtual enterprise: an opportunity for inter-connections

*Ma. Virginia Sinay Aguilar*  
**Management & Business, Centre for Business**  
**Canberra Institute of Technology**  
*Email: ginny.aguilar@cit.act.edu.au*

## **Abstract**

*Virtual enterprises (VEs) are simulated businesses set up and run by students, supported by an educator and in partnership with real businesses. They enhance cultural diversity, intercultural interaction and build an understanding of multicultural environments.*

*Virtual enterprises operate as part of the delivery of certificate courses in schools, TAFE colleges and certain universities. For local and international students, VEs provide opportunities to experience working and studying in a simulated office environment. Each virtual enterprise emulates its partner's real business.*

*The purpose of the paper is to examine the attitudes of selected local and international students towards working in a VE. It also looks into the views of selected VE facilitators towards the extent of intercultural connections experienced in the virtual enterprise.*

*The data is gathered from secondary and primary sources. The Virtual Enterprise Australia (VEA) website and internet sites of selected VEs provide the backdrop of the study. Surveys form the primary data collection. Respondents of the May 2009 survey are first semester CIT Management & Business enrolled students, who participated in VEs. A corresponding survey of VE facilitators attending the June 2009 VEA Conference in Adelaide showcase the teachers' perspectives on intercultural connections in the virtual enterprise. Where appropriate, descriptive statistical analysis is employed.*

*In doing so, this paper identifies opportunities and challenges in the use of virtual enterprises, to enhance the study experience of international students.*

## **Keywords**

Virtual enterprise, cultural diversity, intercultural interaction, multicultural environment

## **Introduction**

Virtual enterprises, previously known as practice firms, enhance cultural diversity, intercultural interaction and connections, and build an understanding of multicultural environments. Virtual enterprises (VEs) are simulated businesses set up and run by students, supported by an educator and in partnership with real business.

Virtual enterprises operate as part of the delivery of certificate courses in schools, TAFE colleges and certain universities. For local and international students, VE provide opportunities for a face- to-face experience of working and studying in a simulated office environment. Each virtual enterprise provides the product and service similar to its business partner.

This paper attempts to examine

- 1) the attitudes of selected local and international students towards working in a VE;
- 2) the views of selected VE facilitators towards the extent of intercultural connections experienced in the virtual enterprise

Specifically, the research looks into the extent to which VEs promote cultural diversity, intercultural interaction and connection, and how they enhance the student's study experience.

## Related literature

This research considered aspects of internationalisation, cultural diversity, intercultural interaction and connections. Previous studies examined relationships between and among these areas of international education.

Peacock and Harrison regarded

*“that there is a broad agreement between the United Kingdom (UK) higher education sector that internationalisation is a process that must encompass aspects of the student experience, including both the experience of students in the UK and a wider internationally contextualised experience for all students whether in the UK campus or overseas.”* (Peacock & Harrison, 2008)

Leask of the University of South Australia in her research pointed to the challenge of internationalisation in higher education. She considered the need for *“staff to be simultaneously more reflective and more outward looking, for they must be reflective as they review and interrogate their teaching practice but outward-looking and internationally and cross-culturally aware if they are to develop international perspectives.”* (Leask, 1999)

University of Sydney acknowledged the presence of cultural diversity, and through its existence, Australian culture is constantly developing. It defined cultural diversity as *“including but not restricted to language, race, ethnic background, country or region of origin, dress, values, religion and associated practices, social and community responsibilities, sexuality, disability, notions of family, family responsibilities, political views.”*(University of Sydney, 2009)

Moreover, the Australian Government together with state and territory governments highlighted the enormous contribution international students make to the country’s multicultural diversity, the academic life of institutions and ongoing people to people linkages around the world. In the July 2009 Council of Australian Government (COAG) meeting in Darwin, they agreed to develop a national international student strategy to enhance the experience of international students in Australia (Office of the Prime Minister of Australia, 2009).

Cassandra Calvin from Murdoch University emphasised the importance of social inclusion and engagement.

*“Intercultural inclusion on campus enhance interactions between international and local student. Social engagement referred to processes to actively involve others. Social inclusion pertained to intervention to create circumstances that encourage positive interaction rather than exclusion.”* (Calvin, 2009)

Ward and others, in their New Zealand studies on “Interactions with international students” reported that local students’ attitudes to and perceptions of international students were moderately positive. While students were willing to interact, the amount of contact between students and intercultural friendship were relatively low. (Ward, 2005)

In another study, Chen explored perceptions of intercultural interactions among US undergraduate students shortly after they had a face-to face one-on one conversation with an international student. The research examined the connections between intercultural interaction and intercultural communication satisfaction. (Chen, 2002)

Some of these perspectives and findings were explored in this paper, through a survey of selected students, teachers and facilitators.

## Research methodology

The data was gathered using secondary and primary sources. The VEA website and other internet sites of selected VEs provided the backdrop of the study. A survey was conducted in May 2009 to gather student attitudes towards VEs. Respondents consisted of local and international students enrolled in the CIT Centre for Business, Management and Business programs (Semester One 2009), who experienced the VE in their studies. There was a total of 35 students who were currently enrolled in virtual enterprise delivery and 15 students who have had an experience in the virtual enterprise in their first

semester of studies in business. 24 out of the 35 (68.6%) and 11 out of the 15 (73.3%) answered the survey.

A corresponding survey to gather the teachers' perspectives was undertaken among VE facilitators attending the June 2009 Virtual Enterprise Australia's National Facilitator's Conference in Adelaide. The VE facilitators were given survey questionnaires and individually interviewed about the VE study experience of their students. 25 of the 40 attending VEs (62.5%) responded to the survey.

The survey looked at the extent to which the students and facilitators perceive the VE as promoting cultural diversity and intercultural interaction. It further attempted to identify challenges and opportunities operating in a multicultural environment. *Refer to Appendix 1 & 2 for the students' and facilitators' survey instruments.*

Data analysis covered a discussion of the profile of VEA 2009 members, discussion of the respondents' profile, respondents' rating of the VE experience, discussion on challenges and opportunities in experiencing the VE. Where applicable, descriptive statistical analysis was employed.

### Virtual Enterprise Australia: 2009 members profile

*"A virtual enterprise is a simulated business that participants run as a hands-on way of learning about business procedures... These virtual enterprises trade with each other across Australia (and the world!), buying and selling virtual goods with virtual money... Virtual enterprises are mentored by local business people who meet regularly with participants, helping them with business decisions"* (VEA, 2009)

Aguilar in her 2006 study on "Mentoring with businesses in virtual enterprises: practices and challenges" revealed that VEs are spread across Australia, linking up with businesses engaged in retail trade, property and business services. These business partnerships lasted for more than five years. Close proximity, personal contact, organisation size, friendly and accommodating staff were some of the considerations in choosing and setting-up partnerships. Developing the relationship came in the form of visits, invitations, meetings, recognition and appreciation. Marketing and business planning involvement included trade fairs, use of products, conduct of business sessions, best practices and approaches. (Aguilar, 2006)

**Table1. Virtual Enterprise Australia: 2009 members' profile**

Characteristics	Number	%
Location:		
ACT	7	6.7
New South Wales	29	27.9
Northern Territory	5	4.8
Queensland	5	4.8
South Australia	23	22.1
Tasmania	3	2.9
Victoria	15	14.4
Western Australia	17	16.3
Total	104	99.9*
Type of institute:		
High School	14	13.5
College	25	24.0
TAFE	48	46.2
University	5	4.8
Others	12	11.5
Total	104	100.0
Business partner's industry sector:		
Manufacturing	3	2.9
Retail Trade	49	47.1
Transport & storage	4	3.8
Communication services	7	6.7
Property & business services	14	13.5
Health & community services	4	3.8
Cultural & recreational services	18	17.3
OTHERS	5	4.8
Total	104	99.9

Notes: \* total percentage do not add up to 100 due to rounding off of numbers

Sources: Virtual Enterprise Australia at [www.virtualenterprise.com.au](http://www.virtualenterprise.com.au)

Australian Research Council "ANZSIC Codes," <http://www.arc.gov.au>

2009 figures revealed 104 registered VEA virtual enterprise members. [Table 1](#) summed up the characteristics of the VEs. New South Wales and South Australian VEs comprised half of the total VEs. Tasmania had the lowest number at 2.9%. Almost half of these VEs were TAFE providers. Colleges numbered almost a quarter of the total.

Following the Australian Research Council ANZSIC industry classification, business partners were mostly engaged in retail (47.1%) and cultural and recreational services (17.3%). Business partners included known national and local organisations such as Australian Post, Australian Red Cross, Canberra Times, Coles, Global Ballooning, LJ Hooker, K Mart, Marino Uniforms, McDonalds, SA Tourism Commission, Toll Transport and Woolworths.

## Respondents profile

### Virtual Enterprise Students

Student respondents were Semester One 2009 local and international students enrolled in CIT Business Development programs, who have experienced the virtual enterprise in their studies. 68.6% were in their first semester, pursuing a Certificate III in Business. A third were continuing students studying advertising, international business, marketing and business in general. More than half were males (57%) and under 20 years of age (60%). Most of the students had part time work (71.4%). [Table 2](#) outlines the student respondents' profile.

[Figure 1](#) reveals the distribution of the student respondents' nationality. The numbers were almost split with local students comprising 57% and internationals the remaining 43%. Chinese made up 17% of the total while Vietnamese and Laotians each recorded 5.7% of the total.

*Table 2. Student respondents profile (May 2009)*

Characteristics	Number	%
<b>Age:</b>		
Less than 20 years	21	60.0
20 -24	11	31.4
25- 29	0	0
30 & over	<u>3</u>	<u>8.6</u>
<b>Total</b>	35	100.0
<b>Gender:</b>		
Male	20	57.1
Female	<u>15</u>	<u>42.9</u>
<b>Total</b>	35	100.0
<b>With Part time work</b>		
Yes	25	71.4
No	<u>10</u>	<u>28.6</u>
<b>Total</b>	35	100.0
<b>Semester of study</b>		
First semester	24	68.6
Second semester	8	22.9
Third semester	1	2.9
Fourth semester	<u>2</u>	<u>5.6</u>
<b>Total</b>	35	100.0
<b>Program of study</b>		
Advertising	4	11.4
Business	27	77.1
International business	3	8.6
Marketing	<u>1</u>	<u>2.9</u>
<b>Total</b>	35	100.0

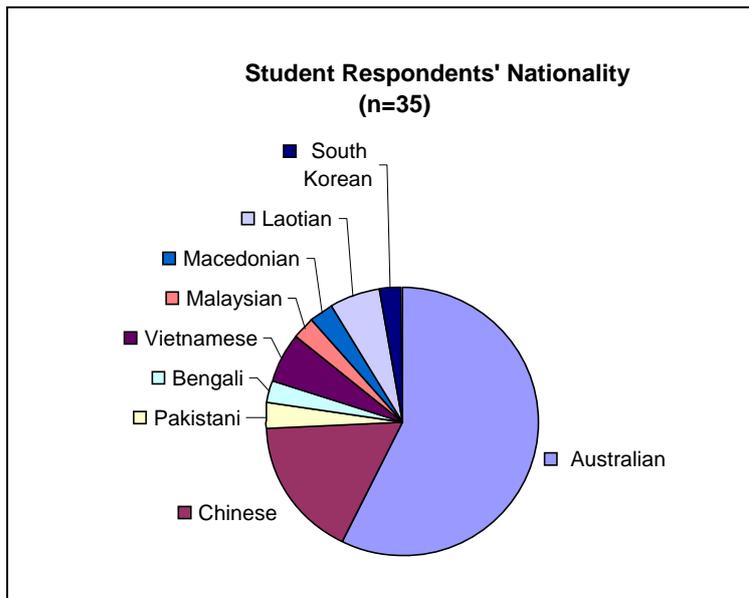


Figure 1: Student respondents' nationality

### Virtual Enterprise Facilitators

The teachers' perspectives were gathered from attending facilitators at the inaugural Virtual Enterprise Australia's National Facilitator's Conference (Adelaide, June 2009). The theme "We Mean Business" offered facilitators and teachers from the VE network an opportunity to come together to share ideas and experiences. Virtual Enterprise Australia presented its new Board, launched its new website and logo. VEA evolved from the founding organisation Australian Network of Practice Firms.

Of the 104 VE listed in the network, 40 members attended the Adelaide Conference. Of the forty representatives, 25 responded to the survey. 70% of the respondents were VE facilitators and the remaining performed coordination functions.

Table 3 summarises the VEs participating in the study. South Australia (44.0%) dominated the representation followed by NSW (16.0%) and Victoria (16.0%). TAFE providers comprised more than half (64.0%) while colleges and universities made up 12.0% each of the total. Students were mostly at certificate level (92.0%)

Table 3. Characteristics of VEs represented by Facilitators (June 2009)

Characteristics	Number	%
<b>Location:</b>		
ACT	2	8.0
New South Wales	4	16.0
Northern Territory	1	4.0
South Australia	11	44.0
Queensland	1	4.0
Victoria	4	16.0
Western Australia	2	8.0
<b>Total</b>	25	100.0
<b>Type of institute:</b>		
High School	1	4.0
College	3	12.0
TAFE	16	64.0
University	3	12.0
Institute	1	4.0
Others	1	4.0
<b>Total</b>	25	100.0
<b>Students course level:</b>		
Certificate	23	92.0
Diploma	2	8.0
<b>Total</b>	25	100.0

## Respondents' attitudes towards the virtual enterprise experience

VEA outlined how VEs operate.

“Students, as manager and staff, work as a team to

- ❑ establish and run their own VE with a virtual product or service
- ❑ apply for bank accounts and get VEAN (like an ABN)
- ❑ undertake all activities associated with a real business
- ❑ develop and enhance employability skills such as communication, team work, problem solving, decision making, negotiation, customer service, self/time management and financial literacy
- ❑ complete part or all qualification or training program by undertaking activities that are linked and or mapped to a specific curriculum
- ❑ learn about business with the help of an experienced business mentor “ (VEA, 2009)

Student respondents participated in the CITSTAR Virtual Enterprise. CITSTAR has 11 departments and mainly sells newspaper advertising, similar to the Canberra Times. Each group operates between 9am – 12 noon and 1230pm – 230pm, with a thirty minute lunch break. The number of students in each group range from 12 to 20.

The VE delivery covered five subjects within the Certificate III in Business program, including Conduct Online transactions, Deliver and Monitor a Customer Service, Purchase Goods and Services, Organise Workplace Information and Working Effectively in Diversity. To be deemed competent, students were required to undertake duties across 11 departments and complete 12 tasks. The departments included Human Resource, Accounts Payable, Accounts Receivable, Advertising, Customer Service, Mail Incoming, Mail Outgoing, Marketing, Purchasing, Records Management and Sales.

Virtual enterprises were previously known as practice firms. Comte observed that students in practice firms quickly acknowledge the great opportunity they have of learning how to work on their own, in a team and building their own professional future. He noted the best way to develop the concept is to continue to be innovative in the way to move forward (Comte, 2006)

Table 4 compares the students and facilitators attitudes and views towards the VE experience.

Respondents were asked to rate on a four point scale the promotion of cultural diversity, from most likely to least likely; and the encouragement of intercultural interaction, from strongly encouraged to least encouraged. While student respondents' average ratings regarding the promotion of cultural diversity (1.89) and encouragement of intercultural interaction (1.94) were lower, both students and facilitators results revealed *likely* cultural diversity promotion and *encouraged* intercultural interaction in the VE. Students (2.03) and facilitators (2.32) average ratings showed a *connected* view, revealing interconnections between local and international students.

Overall, facilitators assessed the VE as offering the *best* in enhancing the study experience but students record a *better* outlook. Queried as to how they found their experience in being in the virtual enterprise, students gave a *satisfied* 1.91 rating.

**Table 4. Respondents' attitudes & views of the virtual enterprise (average ratings)**

Attributes	Students' attitudes (n = 35)		Facilitators' views (n = 25)	
	Average rating	Result	Average rating	Result
Promotion of cultural diversity	1. 89	<i>likely</i>	1. 52	<i>likely</i>
Encouragement of intercultural interaction	1. 94	<i>encouraged</i>	1. 60	<i>encouraged</i>
connection between local & international students	2. 03	<i>connected</i>	2. 32	<i>connected</i>
Overall enhancement of study experience	1. 91	<i>better</i>	1. 12	<i>best</i>

## VE Challenges & opportunities

Respondents were asked to rank in order of importance the top 3 challenges and opportunities facing a multicultural environment. Similarities could be observed in their responses. The number of respondents varied, with some not registering their views.

Language barriers ranked the highest challenge in both student and facilitators' perception. Communication was identified as the second most important challenge for the students and cultural differences for the facilitators. The third ranked challenge was cultural differences for the students and comprehension and understanding for the facilitators. Interesting to note that cultural differences had the highest number of student respondents. [Table 5](#) sums up the observations.

**Table 5. Respondents' perceived challenges facing a multicultural VE (average & relative rank)**

Challenges	Students' perception			Facilitators' views		
	Number of respondents	Average rank	Relative rank	Number of respondents	Average rank	Relative rank
Communication	16	1.44	<b>2</b>			
Comprehension & understanding				8	2.38	<b>3</b>
Cultural differences	24	1.92	<b>3</b>	10	1.60	<b>2</b>
Language barriers	20	1.25	<b>1</b>	18	1.17	<b>1</b>

[Table 6](#) shows the corresponding perceived opportunities. Both students and facilitators gave cultural awareness the highest ranking followed by learning another language. The opportunity to grasp other cultures was identified by the majority of the respondents.

The students considered gaining friendships from the virtual enterprise experience as an opportunity. Most of these students coming to VE were school leavers. They were able to acquire new friends and forge lasting relationships. For some of the international students, meeting people and regarding them as peers gave them an opportunity of a lifetime.

**Table 6. Respondents' perceived opportunities facing a multicultural VE (average & relative rank)**

Opportunities	Students' perception			Facilitators' views		
	Number of respondents	Average rank	Relative rank	Number of respondents	Average rank	Relative rank
Cultural awareness	24	1.33	<b>1</b>	17	1.47	<b>1</b>
Gaining friendships	16	1.94	<b>3</b>			
Learning another language	12	1.5	<b>2</b>	12	1.50	<b>2</b>

## Conclusion & Recommendations

This paper examined virtual enterprises as a form of education delivery that may enhance student experience by promoting cultural diversity. A survey of selected VE students and VE facilitators explored attitudes and perceptions of challenges and opportunities.

CIT students with VE experience were in their Certificate III and Diploma studies in advertising, business, international business and marketing. They were mostly males, under 20 years of age and worked part time. The student respondents were almost evenly distributed with 57% Australians and 43% internationals. These students regarded the VE as *likely* to promote cultural diversity, *encourage* intercultural interactions and connections. They were satisfied and felt that the VE experience *better* enhanced their study experience.

The teachers' perspectives were gathered from attendees of the VEA National Facilitators Conference, Adelaide. They were individually interviewed in the course of the conference. The VEs represented were mostly from South Australia, TAFE providers and offering programs at the certificate levels.

The facilitators viewed the VE as *likely* to promote cultural diversity, *encourage* intercultural interaction and felt that the international students were *connecting* with locals. Overall they considered the VE as *best* in enhancing the student's study experience.

The respondents similarly viewed culture and language as both a challenge and an opportunity. While teachers were bent on comprehension and understanding, students marked communication as a more important challenge. Students took pride in gaining friendships in the VE experience.

Some of the closing comments given by the respondents were:

*From students:*

- *"Companies should be tolerant to people from different cultural background."*
- *"VE gives an overall view of a working business with many different roles linked together. It is actually good to experience this before the workplace situation."*

*From the facilitators:*

- *"The VE engages my students through its flexible and hands on approach... It offers the opportunity to cater for students in remote areas...who may not have the facilities available to them due to their geographic remoteness."*
- *"Past students credit VE and their certificate studies with confidence building, development of skills, showing possibilities which lead to opportunities as their circumstances and interests allow."*
- *Many of our internationals appreciate the opportunity to get to know locals and to work as a team*

From the results and discussions, Virtual Enterprises appear to be an opportunity for enhancing cultural awareness, intercultural interactions and connections. It is an education delivery that builds an understanding of multicultural environment enriching the students' study experience

To end:

*"Virtual enterprises empower students!!!"(VE facilitator respondent)*

## **Bibliography**

- Aguilar, MVS. (2006) Mentoring with businesses in virtual enterprises: practices and challenges. Paper presented at AUSTAFE Annual Conference Sept 2006, National Convention Centre, Canberra
- Calvin, C.(2009) Intercultural inclusion on campus enhancing interactions between local and international students. Power point presentation at the IEAA Professional Development Workshop, August 2009, Holmesglen TAFE, Melbourne
- Chen, L. (2002) Perceptions of intercultural interaction and communication satisfaction: a study on initial encounters. *Communication reports* 22 June 2002.
- Comte, L. (2006) "Practice firm- learning by doing training median," *Europen Bulletin*, 31:3. May 2006.
- Leask, B. (1999) Internationalisation of the curriculum: key challenges and strategies. Underdale: University of South Australia
- Leask, B. (2005) "Internationalisation of the curriculum and intercultural engagements-a variety of perspectives and possibilities," refereed paper presented at the Australian International Education Conference, Gold Coast convention and Exhibition Centre
- Office of the Prime Minister of Australia (2009) Media Release: Enhanced experience for international students at <http://www.pm.gov.au>
- Peacock, N & N. Harrison. (2008) "It's so much easier with what's easy" "Mindfulness" & discourse between home and international students in the United Kingdom. *Journal of studies in international education*
- Virtual Enterprise Australia (2009) Developing the business leaders of tomorrow: an entrepreneurial virtual enterprise in your classroom. VEA, Melbourne
- Ward, C et. Al (2005) Interactions with international students: report prepared for education New Zealand. Wellington, New Zealand: Centre for Applied Cross cultural Research, Victoria University of Wellington.
- [www.virtualenterprise.com.au](http://www.virtualenterprise.com.au)

## Appendix 1: VE student survey instrument



*As part of the Management & Business commitment to deliver quality education, this survey attempts to examine student attitudes towards their experience in the virtual enterprise.*

*Thank you for your time. ©BD staff*

Please fill in the form below

1. Age	<input type="checkbox"/> less than 20	<input type="checkbox"/> 20 - 24
	<input type="checkbox"/> 25 - 29	<input type="checkbox"/> 30 & over
2. Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male
3. Semester of study	<input type="checkbox"/> 1 <sup>st</sup> semester	<input type="checkbox"/> 2 <sup>nd</sup> semester
	<input type="checkbox"/> 3 <sup>rd</sup> semester	<input type="checkbox"/> 4 <sup>th</sup> semester
4. Program of study	<input type="checkbox"/> Advertising	<input type="checkbox"/> Business
	<input type="checkbox"/> Human resource	<input type="checkbox"/> International business
	<input type="checkbox"/> Management	<input type="checkbox"/> Marketing
5. Country of Origin		
6. Nationality		
7. Do you have part/time work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. How do you find the experience of being in the virtual enterprise?	<input type="checkbox"/> Very satisfied	<input type="checkbox"/> Satisfied
	<input type="checkbox"/> Less satisfied	<input type="checkbox"/> Least satisfied
9. To what extent does the virtual enterprise promote cultural diversity?	<input type="checkbox"/> Most likely	<input type="checkbox"/> Likely
	<input type="checkbox"/> Less likely	<input type="checkbox"/> Least likely
10. To what extent does the virtual enterprise encourage intercultural interaction?	<input type="checkbox"/> Strongly encouraged	<input type="checkbox"/> Encouraged
	<input type="checkbox"/> Less encouraged	<input type="checkbox"/> Least encouraged
11. How do you assess the extent of connection between international and local students in the virtual enterprise?	<input type="checkbox"/> Strongly connected	<input type="checkbox"/> Connected
	<input type="checkbox"/> Less connected	<input type="checkbox"/> Least connected
12. List in order of importance, what you think are the top 3 <i>challenges</i> facing a multicultural virtual enterprise?	1. 2. 3.	
13. List in order of importance, what you think are the top 3 <i>opportunities</i> facing a multicultural virtual enterprise?	1. 2. 3.	
14. Overall, how would you rate the virtual enterprise in enhancing your study experience?	<input type="checkbox"/> Best	<input type="checkbox"/> Better
	<input type="checkbox"/> Less	<input type="checkbox"/> Least
Any other comment(s) regarding the virtual enterprise		

DATE AND TIME OF SURVEY \_\_\_\_\_

## Appendix 2: VE facilitators survey instrument



As part of the study on cultural diversity, this survey attempts to examine VE facilitators attitudes towards the extent of intercultural connections experienced in the virtual enterprise.

Thank you for your time. ©Ginny, CITSTAR VE

Please fill in the form below

1. Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male
2. VE Position	<input type="checkbox"/> Coordinator	<input type="checkbox"/> Assistant
	<input type="checkbox"/> Facilitator	<input type="checkbox"/> Others _____
3. VE location	<input type="checkbox"/> ACT	<input type="checkbox"/> NSW
	<input type="checkbox"/> Northern Territory	<input type="checkbox"/> Queensland
	<input type="checkbox"/> South Australia	<input type="checkbox"/> Tasmania
	<input type="checkbox"/> Victoria	<input type="checkbox"/> Western Australia
4. VE type of institute	<input type="checkbox"/> High School	<input type="checkbox"/> College
	<input type="checkbox"/> TAFE	<input type="checkbox"/> University
	<input type="checkbox"/> Institute	<input type="checkbox"/> Others _____
5. VE students course level	<input type="checkbox"/> College	<input type="checkbox"/> Certificate
	<input type="checkbox"/> Diploma	<input type="checkbox"/> Others _____
6. To what extent does the virtual enterprise promote cultural diversity?	<input type="checkbox"/> Most likely	<input type="checkbox"/> Likely
	<input type="checkbox"/> Less likely	<input type="checkbox"/> Least likely
7. To what extent does the virtual enterprise encourage intercultural interaction?	<input type="checkbox"/> Strongly encouraged	<input type="checkbox"/> Encouraged
	<input type="checkbox"/> Less encouraged	<input type="checkbox"/> Least encouraged
8. How do you assess the extent of connection between international and local students in the virtual enterprise?	<input type="checkbox"/> Strongly connected	<input type="checkbox"/> Connected
	<input type="checkbox"/> Less connected	<input type="checkbox"/> Least connected
9. List in order of importance, what you think are the top 3 <i>challenges</i> facing a multicultural virtual enterprise?	1. 2. 3.	
10. List in order of importance, what you think are the top 3 <i>opportunities</i> facing a multicultural virtual enterprise?	1. 2. 3.	
11. Overall, how would you rate the virtual enterprise in enhancing the students' study experience?	<input type="checkbox"/> Best	<input type="checkbox"/> Better
	<input type="checkbox"/> Less	<input type="checkbox"/> Least
Any other comment(s) regarding the virtual enterprise		

DATE AND TIME OF SURVEY \_\_\_\_\_

Name of virtual enterprise (optional) \_\_\_\_\_

### **Acknowledgements**

*The author would like to thank the VE students and VE facilitators who gladly offered their valuable time to respond to the survey, Virtual Enterprise Australia staff for their enthusiastic networking support. Special appreciation to CIT Centre for Business Director Jerome de Rose, Management & Business Education Manager Judy Dickinson, for their interest and continuing support to virtual enterprise and international education.*

[Ma. Virginia Sinay Aguilar] © 2009. The author assign to ISANA and educational and non-profit institutions a nonexclusive license to use this document for personal use and in courses of instruction provided that the article is used in full and this copyright statement is reproduced. The author also grant a non-exclusive license to ISANA to publish this document in full in the Conference Proceedings. Those documents may be published on the World Wide Web, CD-ROM, in printed form, and on mirror sites on the World Wide Web. Any other usage is prohibited without the express permission of the authors.