

BUSINESS-EDUCATION PARTNERSHIPS: A CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABLE WORKFORCE STRATEGY FOR COMMERCIAL CASINOS

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Abstract *This paper targets tourism and economic development educators and casino executives interested in sustaining a skilled workforce in the highly competitive and controversial casino industry. The presentation introduces a BEP model that can help the casino industry with workforce sustainability. The model focuses on closing skill gaps through BEP volunteers' engagement in student learning to enhance employability, providing professional development opportunities for the volunteers to increase employee retention, and creating a CSR strategy to enhance corporate image with the public.*

Keywords: CRS, Casino, Industry, Partnership

INTRODUCTION

States and local communities in the United States introduced casino gaming to generate tax revenue for state and local governments. In addition, it created employment opportunities while also serving as an economic stimulus for local communities. The U.S. casino industry is a \$37.34 billion industry that brings in tax revenues totaling \$8.6 billion to states and local communities. It also provides vital employment opportunities for more than 332,000 people (American Gaming Association, 2013). As U.S. casino corporations expand globally, gaming jurisdictions in the U.S. are losing out to new markets, particularly in the Asia-Pacific region. In 2013, the Asian gaming jurisdiction of Macau generated US\$45.2 billion in gaming revenue, cementing the Chinese territory's position as the world's casino capital replacing the Las Vegas Strip (O'Keeffe, 2014). The exponential growth of the casino industry in Asia further threatens the global competitiveness of U.S. gaming jurisdictions as plans are underway to boost other Asian economies with the introduction of commercial casinos (American Gaming Association, 2010; Stutz, 2011). In

addition to Macau, Singapore and the Philippines, countries such as South Korea, Taiwan and Japan are trying to get into the action, benefitting from the rise of wealthy gamblers in both mainland China and other countries (O'Keeffe, 2014).

Although casinos can be an economic development tool it is a controversial one, often drawing adversaries that object to the establishment of casino gaming in their communities (Rose, 1991). The industry continues to suffer the stigma of its past affiliation with organized crime and is alleged to aggravate social problems such as compulsive gambling, crime, prostitution, family strife, alcoholism, and bankruptcy (Eadington, 1995; Hsu, 1999). Many treat the casino industry as 'as only a cash cow for government coffers and not as something to be supported' (Mississippi Gaming Law, 2014). However, for casino properties to survive in this global and highly competitive market, casino operators must be perceived as good corporate citizens within the communities in which they operate to gain legislative support for the industry. The industry and its proponents need to convince legislators and the local community that the casino industry is a good corporate neighbor. Casino operators need a positive corporate image to attract viable

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candidates, especially in jurisdictions where the industry opponents are strong.

Corporate Social Responsibility: Impacting a Community in a Variety of Ways

Corporate social responsibility is a tool, which corporations use to enhance its corporate image. Corporate social responsibility (CSR) is ‘the obligation of the firm to use its resources in ways to benefit society, through committed participation as a member of society, taking into account the society at large independently of direct gains of the company’ (Kok, Wiele, McKenna, & Brown, 2001, p. 287). CSR is increasingly seen as essential to the long-term survival of a corporation (Adams & Zutshi, 2004), and contributes to better recruitment and retention of employees, improved corporate image and increased financial returns (Adams, 2002; King, Fowler, & Zeithaml, 2001).

As corporations engage in CSR, it is important for them to communicate and account for ‘the social and environmental effects’ of the programs to particular interest groups within society and to society at large” (Gray, Owen, & Adams, 1996, p. 3). However, research finds the quality of CSR reporting to be poor (Adams & Zutshi, 2004) due to inadequate assessment and the inability of organizations to clearly align corporate resources expended in CSR strategies to their corporation’s bottom-line payoffs (Epstein & Wisner, 2001). Hoogheemstra (2000) suggests it is in the best interest of corporations engaged in CSR to report their impact on their environment.

Workforce Readiness and Sustainability

Competencies are defined as the knowledge, skills and abilities (KSAs) required to perform in the workplace, capturing the sum of knowledge across individual skill sets and individual organizational units (King, et al., 2001). Core competencies are unique and cannot be easily imitated by competitors and, therefore, are considered the roots of an organization’s competitiveness (Porter, 1990). In order to achieve sustainable success the casino industry must prevent talent shortages and strategize as to how to retain key employees and tap into new sources of labor and skills. They could do so by managing their worker demographics. For mature workers, casino operators could consider flexible retirement or develop a corporate relations strategy that would promote the corporation as a mature-friendly organization. The casino operators must look at their midcareer workers and figure out how to keep them engaged and productive yet enjoy a work/life balance. Most importantly, they must look at their young workers and consider on how to keep them engaged and productive by fulfilling their desire for

independence, learning, and rapid growth (Dychtwald, et al., 2006).

A workplace ready workforce is one in which new entrants to the industry possess the education and foundational knowledge and skills deemed very important by industry leaders for success in navigating the workplace (American Society for Training and Development, 2006). Access to a workplace ready workforce is challenging for the casino industry because casino management competencies, i.e. knowledge, skills, and abilities differ from traditional hospitality requirements. The exponential growth of the casino industry also presents workforce sustainability issues for casino operators and the industry as a whole. As casino operators expand worldwide, employers transfer skilled employees out of local jurisdictions. The potential brain drain and the uniqueness of casino management careers make workforce sustainability critical to the local economy.

Employers find U.S. students deficient in skills critical to workplace success. These skills include basic reading, writing and math skills, professionalism, teamwork, oral communication, ethics and social responsibility (Casner-Lotto, 2006). Furthermore, the industry struggles to find potential hires prepared for the casino workplace as few institutions of higher learning offer casino management. The shortage of casino management programs is due to the lack of faculty with both academic and industry credentials to teach skills unique to the industry such as financial regulations, security and compliance, crime and gaming addiction (Cabot & Schuetz, 1991; Eadington & Cornelius, 1991; Hashimoto, 2000).

Managerial competencies in today’s organizations may be inadequate for the workplace of the future (Allred, et al., 1996). Older employees acknowledge their need to acquire the skills and experience needed to remain marketable and ultimately ‘employable’ (Dychtwald, et al., 2006). The casino industry also needs its future leaders to possess leadership competencies such as self-management, strategic positioning, implementation, critical thinking, interpersonal, communication, and leadership (Chung-Herrera, et al., 2003). The first step toward ensuring a work-ready workforce for the casino industry is to define the skills gaps and address them through collaborative business-education partnerships (Casner-Lotto, 2006).

An unprepared workforce can hamper the performance and growth of an organization and nothing is more devastating to an organization than not having a fully prepared workforce (Elkeles & Phillips, 2007). According to Elkeles and Phillips (2007), ‘an unprepared workforce can reduce profits, impede market share, create inefficiencies, lower morale, and/or increase attrition. More importantly, it can affect the quality of service provided to customers’ (p. 17). To meet skilled labor needs, current hiring trends show the casino industry

recruits management talent from universities through internships and management associates programs (MAP), and from established gaming jurisdictions (Cummings & Brewer, 1996; MGM Resorts International, 2014; Williams, Seteroff, Hashimoto, & Roberts, 2011). However, due to the limited number of accredited casino degree offerings, higher education cannot keep up with the workforce needs of this fast growing global industry (Williams, et al., 2011). Without adequate programs to ensure local labor is equipped with casino management skills necessary to fill new jobs, casinos hire ‘outsiders’ from established gaming jurisdictions, resulting in dissipating casino incomes caused by economic leakages or non-consumption of income (Rephann, et al., 1997).

To retain and sustain a workforce, employers must provide employees with opportunities to continuously develop and renew their knowledge, and enhance employability (Sustainable Workforce, 2014). Older employees acknowledge their need to acquire the skills and experience needed to remain marketable and ultimately ‘employable’ (Dychtwald, et al., 2006). As managers and employees assume greater responsibility for planning and managing their own career moves (Allred, et al., 1996), personal growth opportunities, the acquisition of new skills, and the opportunity to increase one’s personal ‘employability’ are critical to employees, even if the new skills are not necessary to fulfill the requirements of their current job. Research revealed employers that provide such opportunities enjoy higher employee productivity, and greater job satisfaction and loyalty.

Furthermore, the evolving workforce is entering a period of realignment (Judy & D’Amico, 1997). As the baby-boomers retire, taking their skills and institutional knowledge with them, the casino industry and the U.S. in general, face a shortage of available workers and the pool of talented workers available is even smaller (Beatty & Burroughs, 1999; Dychtwald, et al., 2006). Experts predict skill shortages will intensify in the coming years with a greater need for high skilled, knowledge workers to help their organization’s global competitiveness (Dychtwald, et al., 2006; Friedman, 2007; Judy & D’Amico, 1997). To ride the age wave, casino operators must have management momentum, i.e. take early action and prevent problems with their talent supply by increasing its attractiveness to potential employees (Dychtwald, et al., 2006).

Business-Education Partnership as a CSR and Sustainable Workforce Strategy

The issues of developing a positive corporate image to attract a workforce that is prepared and sustainable for the casino industry can be resolved through business-education

partnerships. A business-education partnership (BEP) involves an ongoing involvement between higher education and business, established to provide activities to strengthen instruction and enrich the educational process through the talent and idea power of employee volunteers (EVs) from participating businesses (Clark, 1996). Examples of BEP activities include workplace visits, guest presentations, internships, mentoring, on-the-job training, career information, curriculum support, etc. (Watt, 2003).

The casino industry can utilize BEPs as a CSR and a sustainable workforce strategy to improve workforce recruitment and retention. To help close gaps between college graduate skills and industry needs, business and education partners can provide activities to strengthen instruction and enrich the educational process through the expertise of employee volunteers from participating businesses (Clark, 1996; Green, Gaudet & Annulis, 2012). Positive interaction between employee volunteers and students can result in a positive corporate image that may lead to competitive edge in talent recruitment. The skills can reduce the growing mismatch between industry needs and workforce skills preparedness. Additionally, the BEPs can offer job-shadowing programs and summer jobs to better prepare students for the casino workplace. Business partners can also encourage their employees to volunteer as mentors and tutors to the students (Casner-Lotto, 2006). A positive mentoring relationship could also improve the attractiveness of a business partner as a potential employer to college graduates.

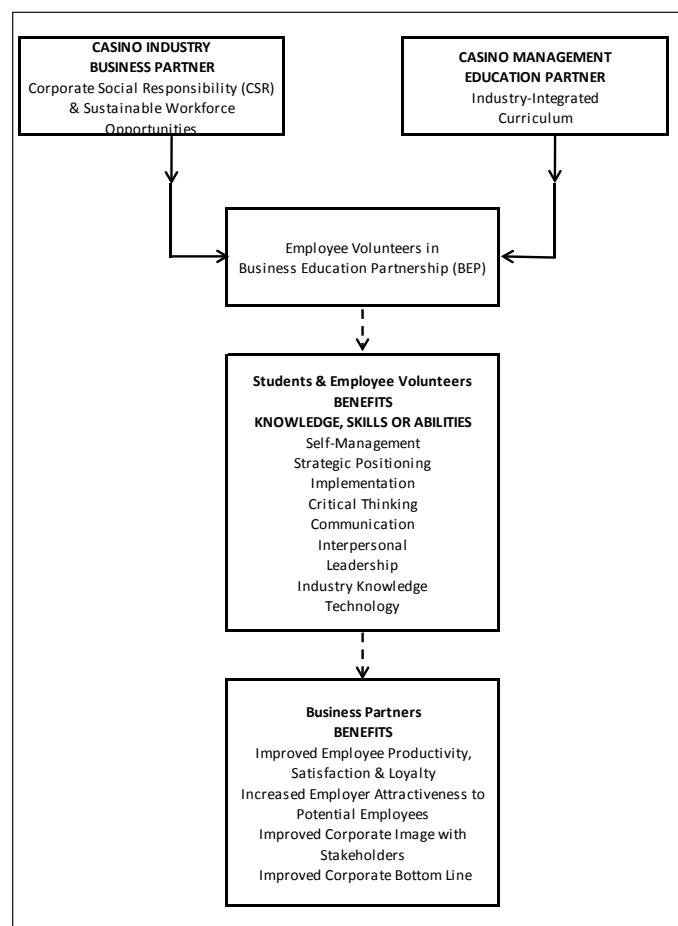
The industry can also use BEPs as a sustainable workforce strategy through which employee volunteers can gain professional development opportunities to improve their own status within the organization and their overall marketability. By providing such opportunities to their employees, casino operators can potentially gain increased performance, job satisfaction and loyalty from their employees and consequently, decrease turnover (Dychtwald, et al., 2006). The desirable outcomes of employee commitment can improve the overall competitive position of the business and partially explain the positive association observed between corporate citizenship and business performance (Bolino & Turnley, 2003; Fombrun, et al., 2000; Hussain, 1999; Tuffrey, 2003).

Conceptual Framework for the BEP Model

The BEP model demonstrates the alignment of BEPs with CSR and sustainable workforce opportunities for business partners and education partners’ need for an industry-integrated curriculum. The framework anticipated student and employee volunteer benefits in terms of improved knowledge, skills and abilities gained from business-education partnerships. Finally, the framework anticipated

employer benefits in terms of improved employee productivity, improved employee satisfaction, improved employee loyalty, increased employer attractiveness to potential employees, improved corporate image to stakeholders, and improved corporate bottom line gained from their employees volunteering in business education partnerships.

Figure 1. BEP Model Conceptual Framework



Benefits from BEPs

The original intent of most BEPs is derived from the need to bridge students' skill gaps and industry needs. Through employee volunteers' engagement in student learning, students are given the opportunity to observe industry professionals in action (social learning), engage and interact with industry professionals (situated learning), and gain firsthand knowledge through experience (experiential learning). Social learning provides students with the opportunity to observe employee volunteers as positive role models through BEP (Vygotsky, 1978). Situated learning posits social interaction and collaboration are essential for students to become involved in a "community of practice"

(Lave & Wenger, 1990). The situated learning theory states students learn to become more of an expert as they engage with the industry, rather than observing from the sidelines. Situated learning bridges the learning gap between the classroom and the boardroom (Lave & Wenger, 1990). In experiential learning, students learn through concrete experiences, observation and reflection, from abstract concepts and test concepts in new situations (Kolb, 1984).

For optimal learning and placement success, students must go through these four learning cycles via internships and industry mentors. Expected benefits and competencies gained include but are not limited to technical, conceptual, interpersonal skills. In addition students are likely to gain written and oral communication, and creative and critical thinking skills. Students gain these competencies through learning activities that include but are not limited to field experiences for first-hand knowledge and observations, hands-on application projects, practicums, internships and part-time employment. This is of particular importance when one is considering the unique cultural dynamics associated with international expansion.

Employee Volunteerism in Business Education Partnerships (BEPs)

Employee volunteerism (EV) is on the rise with a significant number of corporations incorporating EV into their overall business plan (Points of Light Institute, 2010). Prompted by changes in operating environments, such as cutbacks in funding and downsizing, corporations face increasing needs to generate positive public relations (McElhaney, 2008). Employee volunteerism manifest the business concept of corporate social responsibility (Bowen, et al., 2009). Corporations increasingly engage in employee volunteerism as a form of community involvement in response to increased expectations for companies to become socially responsible (Muthuri, et al., 2009). Employee volunteerism offers alternate ways for corporations to pursue their operational goals. Not only does employee volunteerism make good business sense, it also offers returns from a human resources perspective (Volunteer Canada, 2001). Studies demonstrate that employers whose employees volunteer gain a more highly skilled workforce, with competency gains increasing 14-17% as a direct result of volunteering (Tuffrey, 2003).

Employee volunteerism (EV) is a corporate social responsibility strategy perceived to enhance the competitive standing and financial performance of a business (Benn & Bolton, 2011). But the value of EV contributions are not considered nor formally recognized in financial reporting, although EV contributions are significant to organizations, and ultimately, to the community and society as a whole (Mook, et al., 2005). Bussell and Forbes (2002) attribute

part of the challenge in including EV in CSR reporting is the difficulty in defining a volunteer and establishing operating standards because of the wide variety of employee volunteerism (Gaskin, 1999).

Volunteerism provides many benefits to the employer but individuals giving of their time also benefit from this volunteerism (Atkinson & Sullivan, 2011). According to Crouter (1984), volunteerism can support, facilitate or enhance work life. Bowen, et al. (2009) suggests volunteering can have a greater favorable impact on employee attitudes than does cash donations, in-kind donations, or nonprofit sponsorship. Welch (1991) reports that employees feel a real sense of purpose and pride because of their volunteerism. Employee volunteers benefit from volunteerism through strengthened organizational, planning, leadership, communication, and decision-making abilities. Furthermore, volunteer activities encourage teamwork, reduce stress, increase morale, expand networking opportunities, and increase the awareness of community issues (Greening & Turban, 2000; Tuffrey, 2003; Volunteer Canada, 2001).

As discussed earlier, employee volunteerism as an industry-integrated curriculum solution gives industry professionals the ability to influence student success by helping students develop casino management competencies. Engagement in BEP requires EVs to update their industry knowledge to prepare for instruction or presentations, communicate with students of the millennial generation, and facilitate teamwork for the projects they mentor. Employee volunteerism is unpaid work so employees have to hone their organizing and planning skills to juggle the added responsibilities of EV with their full-time job responsibilities (Hussain, 1999). Volunteers engaged in online instruction have to learn virtual classroom technology (Green, 2009). As industry mentors, EVs represent their corporations, and students look to them as role models (Vygotsky, 1978).

Employee access to career development and training opportunities is critical for building loyalty (Aselstine & Alletson, 2006). Employee volunteers believe they can contribute positively to organizations with their specific skills (Nichols & King, 1998); passing on core values and beliefs (Omoto & Snyder, 1993). As a CSR strategy, corporations gain improved employee productivity, improved employee satisfaction, improved employee loyalty, increased employer attractiveness to potential employees, improved corporate image to stakeholders, and improved corporate bottom line (Bolino & Turnley, 2003; Fombrun, et al., 2000; Maignan, et al., 1999; McElhaney, 2009).

Although an organization's philanthropy occasionally marks the difference between gaining or losing a customer, such occurrences are rare compared to the enhancement of a firm's capability (Levy, 1999). Employees pride in the values of their organization and relate powerfully to how those

values are expressed in philanthropic acts. Such pride also instills loyalty to the organization. From the perspectives of CSR and human resource management, studies show that morale might be enhanced if employees participated in workplace volunteer programs, which can improve job satisfaction and decrease employee turnover (Lantos, 2002). Decreased employee turnover is important for the casino industry which, like other hospitality industries, has a higher employee turnover rate than other industries. Employees whose employers support their involvement in the community are more likely to stay longer with the organization (Benjamin, 2007). The desirable outcomes of employee commitment can improve the overall competitive position of the business and partially explain the positive association observed between corporate citizenship and business performance (Bolino & Turnley, 2003; Fombrun, et al., 2000; Hussain, 1999; Tuffrey, 2003).

In addition to reduction in employee turnover as a result of EV programs, many corporations believe their recruiting efforts are enhanced (Traves, 2005). Employees have the highest potential impact on the reputational capital of their employers (Turban & Greening, 1996). Positive interaction between employee volunteers with students can increase the attractiveness of employers to prospective employees (Greening & Turban, 2000). Employee volunteerism can be an effective CSR strategy to recruit and retain top talent, a fact that has obvious positive implications for the bottom line in terms of recruitment and training cost savings (McElhaney, 2008; Turban & Greening, 1996).

The CSR strategy of employee volunteerism will be especially important as baby boomers leave the workforce in increasing numbers and a smaller pool of Millennials enters the workforce to replace the baby boomers (McElhaney, 2008). The Millennials are 76 million strong and make up the fastest growing segment of workers today (Lancaster & Stillman, 2010). A more socially- and environmentally-aware generation, job seekers of the millennial generation do not just want to join an organization with a good CSR reputation, but they want involvement with CSR initiatives through employee volunteerism (Greening & Turban, 2000; Lancaster & Stillman, 2010).

As part of business strategy, volunteerism can be used as part of a socialization system for new employees (Bowen, et al., 2009). Over 90% of Millennials who took the M-Factor survey, a survey on the millennial generation, said, having 'opportunities to give back via my company' was *somewhat important to very important* when considering joining an organization (Lancaster & Stillman, 2010, p. 93). The M-Factor survey findings shows the increasing importance of corporate social responsibility as compared to an earlier study by Vorster (2007) who found that 44% of young professionals would discount an employer with a bad CSR reputation.

Lancaster and Stillman (2010) observed that employers are not prepared for the Millennials' entry into the workforce nor do they understand this generation. Organizations must learn to bridge the 'disconnect' between the older generation management and the Millennials who have moved into the workplace (Dychtwald, et al., 2006). Corporations must figure out how to leverage the changing demographics to enhance their capabilities and learn to appreciate the positive attributes of the Millennials and to capitalize on their tech-savvy brilliance.

As older or middle-aged employees engage in BEPs, they are given the opportunity to mentor and work alongside future millennial cohorts and vice-versa (Dychtwald, et al., 2006). These opportunities created through BEP employee volunteerism help mitigate the 'disconnect' caused by generational differences in values and workplace expectations (Dychtwald, et al., 2006). As mentors, adjunct instructors, guest presenters, and field trip hosts of business-education partnership activities, employee volunteers serve as role models to the students and recruiters for their employer as the millennial generation watches every move a company makes (Lancaster & Stillman, 2010; Vygotsky, 1978). Therefore, how well employee volunteers perform and interact with students in BEP activities becomes an important CSR tool for attracting and recruiting talented students.

Corporate Image: Intangible Values

Tomorrow's global marketplace will be crowded, with companies of varied national origin vying for success and prominence (King, et al., 2001; McElhaney, 2008). For this reason, the corporation's intangible assets and resources will become key to building dynamic capabilities while differentiating it from the competition. Although difficult to measure, intangible benefits are extremely valuable, and often carry as much influence as hard data (Phillips & Phillips, 2011). In the wake of corporate scandals, corporations such as Ford Canada and GlaxoSmithKline Canada have asserted that employee volunteering can do far more to demonstrate good corporate citizenship than any number of press releases or even the donation of money (Traves, 2005). Historically, the philosophy of social responsibility has been philanthropy, or the donating of money to nonprofit organizations. In the 21st century, there appears to be a movement away from philanthropy alone toward community involvement and investment (Traves, 2005). Corporations are leveraging their monetary donations by putting a human face on such donations and coupling them with the time volunteered by employees (Bowen, et al., 2009).

Success in the 21st century will demand greater attention to building the relationships with stakeholders that lead to mutual trust and respect. Success will also require effectively

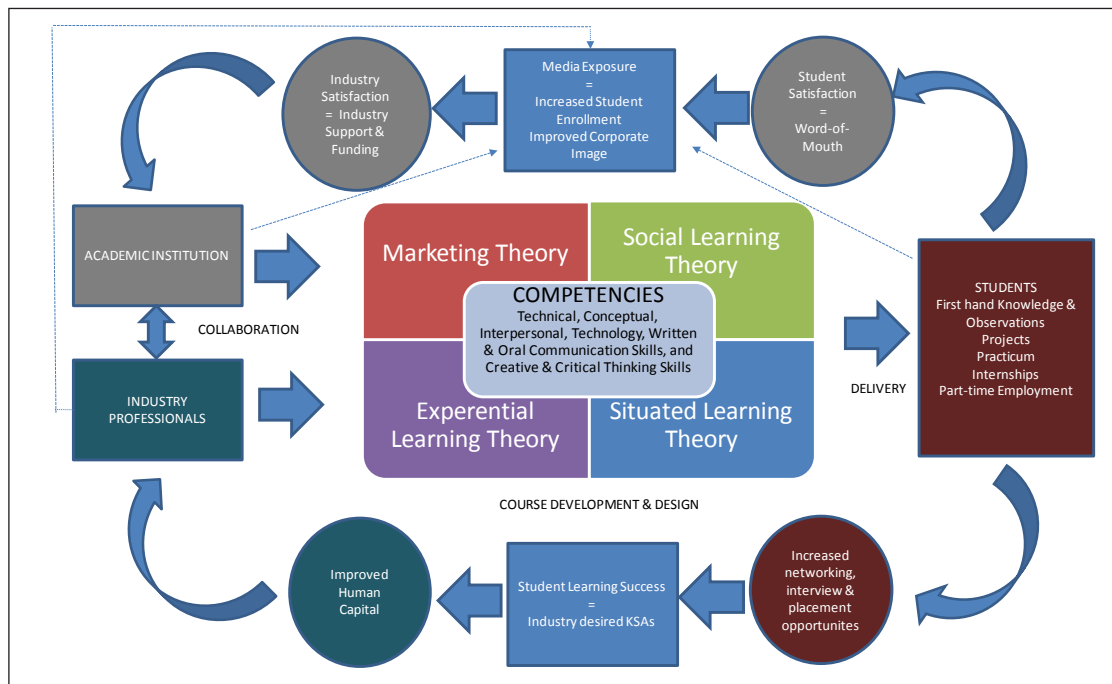
building a favorable corporate image and identity. At a time where customers appear to have seemingly unlimited choices of brands, corporate reputation will be a major asset (Adams & Zutshi, 2004; Bolino & Turnley, 2003; McElhaney, 2008). Corporations strongly identified with advancing education e.g. donating technology, volunteering in school programs and creating a receptive environment for the sale of products. Cultivating important relationships through corporate social responsibility activities such as volunteerism can advance such ends as recruiting outstanding students and mid-career personnel, and tapping the thinking of the best and brightest talent in the nation's think tanks and universities. Corporations certainly benefit from the positive public image generated by corporate social responsibility programs. Dyer, Jordan, Rochim and Shah (2005) suggest corporate citizenship produces a tangible contribution to the company's bottom line; with 84% of executives at large corporations reporting direct bottom-line benefits (Dyer, et al., 2005).

Workplaces in the 21st century are influenced by globalization (Friedman, 2008) where global economic forces make it necessary for an organization to show returns for all functions, programs, and solutions of an organization (Phillips & Phillips, 2008). Return on investment is the language of business that is familiar, understood, and respected by senior executives (Vance, 2010). Such accountability is particularly important for corporations publicly traded and accountable to stockholders (Adams & Zutshi, 2004). Therefore, employee volunteers' engagement in a program can become an important CSR and sustainable workforce strategy for the firm if it can be aligned with the corporation's bottom line and demonstrate positive ROI. When education partners can demonstrate positive ROI and the effectiveness of employee volunteerism in BEP as a CSR strategy, organizations are more likely to continue their investment in the business-education partnership (Acar, et al., 2009; Adams & Zutshi, 2004).

BEP Model

The BEP model (Figure 2) illustrates how employee volunteerism (EV) is not only integral to resolving 21st century workplace skills gaps (American Society for Training and Development, 2006) but presents CSR and sustainable workforce opportunities for business partners. The service delivery aspect of the model is built on the marketing theory and three learning theories: social, situated and experiential. The marketing theory posits that a mutually beneficial exchange must exist for the education partner (service provider) to sell the idea of a BEP integrated curriculum successfully to business partners and students (the consumers). The BEP model must provide opportunities that not only benefit the education partner and

Figure 2. BEP Model



the students, but also the casino industry partners.

The BEP model shows how to address skill gaps through employee volunteers' engagement in the development and design of a casino management curriculum and by providing students with social, situated and experiential learning opportunities. As mentor-protégé relationships develop, students gain increased networking, interview and placement opportunities through their industry mentors, resulting in learning success and acquisition of industry-desired competencies. New graduates repeat the employee volunteer cycle by becoming employee volunteers themselves when they enter the workplace. As new professionals, recent graduates connect well with students in the classroom as they can relate to student needs and vice-versa.

Employee volunteerism in education also leads to student satisfaction and positive word-of-mouth for the industry. Positive student experiences in an industry-integrated curriculum provide the education partner positive media exposure. This is necessary for student recruitment to the casino management program, which creates a positive corporate image in the community and attractiveness as a viable employer. A business partner's positive experience in a BEP can potentially lead to additional funding for the education institution and its casino management program.

A final and important aspect of the BEP model is the professional development opportunities employee volunteers gained from their engagement in the casino management education. Employee access to career development and

training opportunities is critical for building loyalty (Aselstine & Alletson, 2006). Employee volunteers believe they can contribute positively to organizations with their specific skills (Nichols & King, 1998); passing on core values and beliefs (Omoto & Snyder, 1993). As a CSR strategy, corporations gain improved employee productivity, improved employee satisfaction, improved employee loyalty, increased employer attractiveness to potential employees, an improved corporate image to stakeholders, and an improved corporate bottom line (Bolino & Turnley, 2003; Fombrum, et al., 2000; Maignan, et al., 1999; McElhaney, 2009).

Employee pride in the values of their organization relates powerfully to whether those values are expressed in philanthropic acts. Such pride also instills loyalty to the organization. From the perspectives of CSR and human resource management, studies show that morale might be enhanced if employees participated in workplace volunteer programs, which can improve job satisfaction and decrease employee turnover (Lantos, 2002). As suggested decreased employee turnover is important for the casino industry. Employees whose employers support their involvement in the community are more likely to stay longer with the organization (Benjamin, 2007). The desirable outcomes of employee commitment can improve the overall competitive position of the business and partially explain the positive association observed between corporate citizenship and business performance (Bolino & Turnley, 2003; Fombrun, et al., 2000; Hussain, 1999; Tuffrey, 2003).

Measuring BEP Effectiveness: A Vital Part of a CSR and Workforce Sustainability Strategy

Accountability reporting of employee volunteerism benefits is poor because of the intangible nature of social responsibility and lack of reporting standards. Although there is no formal method of valuing volunteer services in a BEP, there are several alternative methods with which the contributions of volunteers can be measured (Atkinson & Sullivan, 2011). These methods include input-based models, cost-benefit models, and output-based models. Input-based models focus on economic capital by calculating the economic value to the beneficiary of the efforts of employee volunteers. For example, number of labor hours spent volunteering at the value based on the specific tasks performed by the volunteer. The Balanced Scorecard (BSC) approach developed by Kaplan and Norton (1992) is a common input model but the BSC model does not incorporate employee or other stakeholder’s perspectives on firm performance and organizations have trouble incorporating either new or less tangible organizational performance measures such as corporate social responsibility to their Balanced Scorecard (Hubbard, 2009).

The cost-benefit model calculates the cost benefit ratio by comparing the costs of a volunteer program (input) with the value of the volunteer time donated (output). This model provides a measure of both the scope and importance of volunteerism for the beneficiary organization as well as the volunteering organization’s payback on its volunteering investment (Gaskin, 2003). Proponents of output-based models argue input and cost-benefit models focus on the financial value of volunteer work rather than capturing the monetary value of the intangible benefits gained by the volunteers and their organizations, e.g. improved employee morale, improved corporate image, etc. The output-based model takes a social accounting approach of focusing on the effect of volunteers on outcomes, or the impact of their efforts on those served by their efforts (Quarter, et al., 2003). However, none of the above approaches provides a comprehensive performance solution. The Phillips ROI Methodology™ is identified as the most appropriate method for measuring employee volunteerism in business-education partnerships because the methodology provides a comprehensive measure of inputs, process, outputs, and intangible benefits (Phillips & Phillips, 2008).

The Phillips ROI Methodology™ is a comprehensive performance solution tool that provides measures for inputs, process, outputs, and intangible benefits (Phillips & Phillips, 2008). The methodology allows for both hard data and soft data to be collected. Hard data e.g. cost and time are quantifiable, and soft data e.g. job satisfaction and corporate image, although often considered to lack rigor, adds context and a particular ‘feel’ that cannot be matched by quantifiable

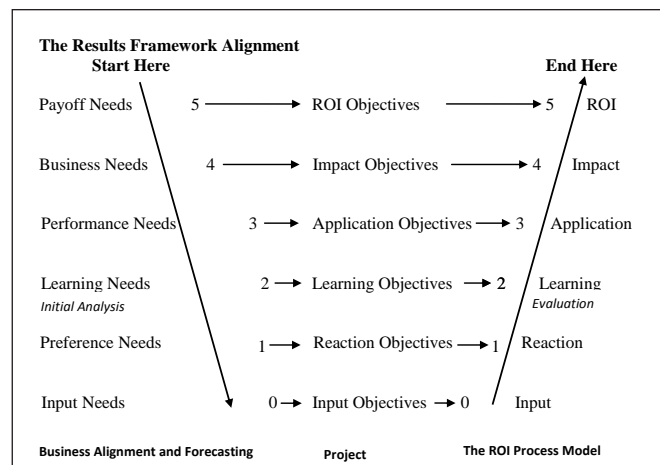
statistics (Kiritz, 1997). Drawing from both hard and soft data allows for a more complete analysis of a study (Berg, 2007).

The Phillips ROI Methodology™ is a comprehensive process for data collection and that:

1. Meets all the criteria of today’s ‘triple bottom line’ which defines corporate value from economic, environmental, and societal perspectives.
2. Is CEO- and CFO-user friendly because it uses the language of business that is familiar to and respected by business executives.
3. Is already in use in the Points of Lights Institute’s Employee Volunteer Program (EVP) Reporting Standards.
4. Is proven and has already been applied in related fields in more than fifty countries for over 30 years.

Consistent with research on CSR reporting, Phillips and Phillips (2011) find the number one reason CSR programs fail is lack of alignment with the business. The results framework of the Phillips ROI Methodology™ or the commonly referred to as the V-Model (Figure 3), supports this alignment by connecting each level of project/program needs with its objectives and the evaluation of its success.

Figure 3. The V-Model. The Green Scorecard: Measuring the Return on Investment in sustainability initiatives” by Phillips & Phillips, 2011, p. 75. Adapted with permission of the author



The Phillips ROI Methodology™ features five distinct levels of evaluation as illustrated in Figure 3. Figure 3 shows the The Phillips ROI™ levels and types of data and describes their measurement focus:

- Level 1 – Reaction and Planned Action
- Level 2 – Learning and Confidence
- Level 3 – Application

- Level 4 – Impact and Consequences, and
- Level 5 – ROI.

The Phillips ROI Chain of Logic Impact Model™ (Table 1) outlines the levels of evaluation. Level 0 involves the collection of initial data or inputs of a program or solution such as costs, efficiencies, duration, participants, etc. Level 1 represents reaction from participants as well as actions planned as a result of the program. Level 2 measures learning and confidence, asking questions such as whether the participant knows how to do what they have learned, or if they are confident in applying their newly acquired skills, knowledge, or information. Level 3 asks questions to determine the application and implementation of what participants learned from the program. Level 4 determines whether a program caused the impact by isolating the impact of the program on measures such as output, quality, costs, time, and customer satisfaction. Level 5 completes the evaluation chain by measuring Return on Investment (ROI), the ultimate level of evaluation in which a program's monetary benefits are compared with the program's costs. ROI can be expressed in several ways but it is usually represented as a percentage or benefit-cost ratio (Phillips & Phillips, 2011).

**Table 1: Phillips ROI Chain of Logic Impact Model™
Levels of Evaluation (Phillips & Phillips, 2011)**

Level	Description
0 – Input and Indicators	Represents the input to a project, the activity to a project, the scope of the effort, the degree of commitment and the support for the project
1 – Reaction	Measures participants' reaction to the program
2 – Learning	Measures knowledge, skills, or attitude changes
3 – Application	Measures changes in behavior on the job and specific application
4 – Business Impact	Measures business impact of the program, linking key performance measures directly to the program
5 – Return On Investment (ROI)	Compares the monetary value of the results with the costs for the program, usually expressed as a percentage

To simplify the collection and analysis of data in the results framework, The Phillips ROI Process Model™ (Phillips & Phillips, 2008, p. 2) in Figure 4 provides a step-by-step process for collecting data, summarizing and processing

data, isolating the effects of programs, converting data to monetary value, and capturing the actual ROI. The Phillips ROI Process Model™ addresses the planning, collection, and analysis process and reporting of each level of data. The process utilizes a systematic approach to create a 'chain of impact' that will demonstrate the benefits of employee volunteerism in BEPs.

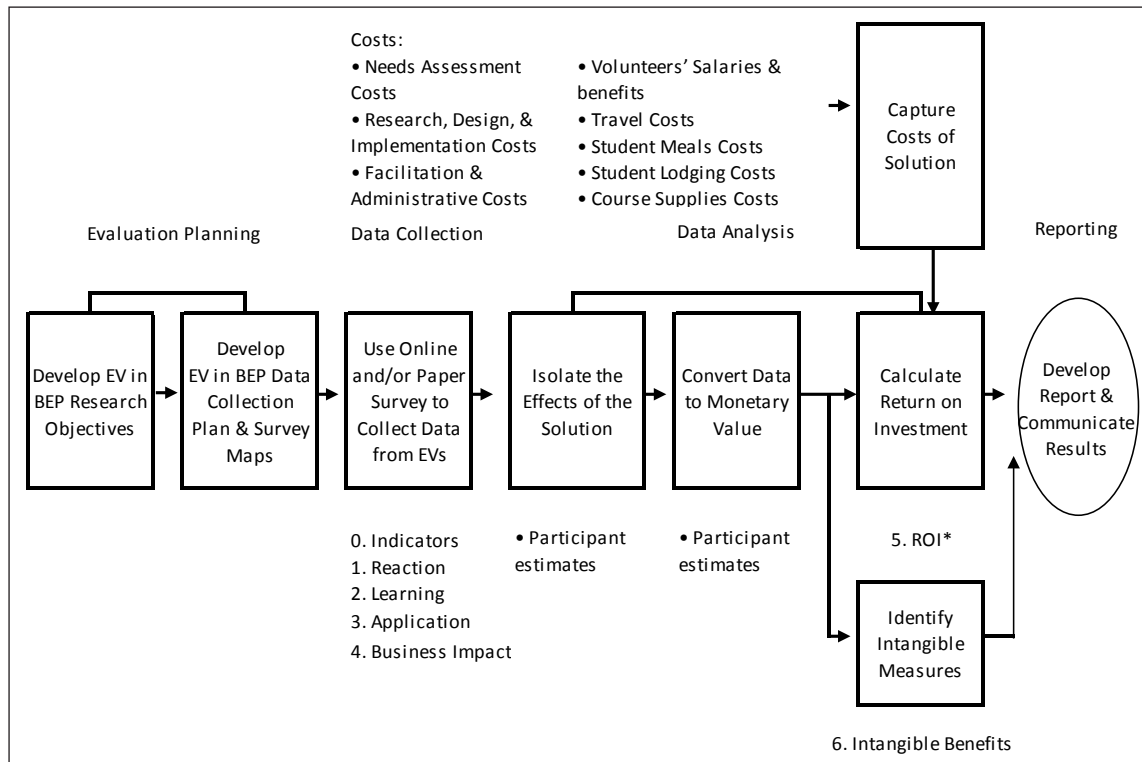
Guiding principles serve as standards for using the process and processing the data. The standards are conservative in nature and essential for building necessary credibility with key target audiences. The 12 principles for the Phillips ROI Methodology™ are:

1. When a higher level evaluation is conducted, data must be collected at lower levels.
2. When an evaluation is planned for higher level, the previous level of valuation does not have to be comprehensive.
3. When collecting and analyzing data, use only the most credible sources.
4. When analyzing data, choose the most conservative alternative for calculations.
5. At least one method must be used to isolate the effects of the solution.
6. If no improvement data are available for a population or from a specific source, it is assumed that no improvement has occurred.
7. Estimates of improvements should be adjusted for the potential error of the estimate.
8. Extreme data items and unsupported claims should not be used in ROI calculations.
9. Only the first year of benefits (annual) should be used in the ROI analysis of short-term solutions.
10. Costs of the solution should be fully loaded for ROI analysis.
11. Intangible measures are defined as measures that are purposely not converted to monetary values.
12. The results from the ROI Methodology™ must be communicated to all key stakeholders (Phillips & Phillips, 2008, p. 72-78).

Explanation of the Mutually Beneficial Cycle

The U.S. is losing global competitiveness. New, mostly international, gaming jurisdictions are causing mature markets to decline in gross revenue and they threaten to lure the trained casino workforce from these areas. An industry's competitiveness depends on its ability to produce a highly skilled workforce and higher education plays a key role in

Figure 4. Phillips ROI Process Model™ for the Employee Volunteerism in Business-Education Partnership (BEP). Adapted from The Green Scorecard: Measuring the Return on Investment in sustainability initiatives” by Phillips & Phillips, 2011, p. 78. Adapted with permission of the author



preparing students with skills critical to workplace success. Business and education entities can form partnerships to use employee volunteerism (EV) as a student skill gaps solution. Casino business partners can also use BEP as a corporate social responsibility (CSR) strategy improve corporate image to gain community and legislative support of its existence and its role as a viable economic stimulus. Casino operators can also use BEP as a sustainable workforce strategy by improving its attractiveness as a future and current employer. The recruitment of workplace ready hires and low employee turnover can positively contribute to the casino operator's profitability through recruitment and retention savings. However, business-education partners must develop accountability measures and standards for CEOs to subscribe to these strategies in the long run. Since accountability reporting for CSR strategies has been poor, this best-practice paper proposes use of the Phillips ROI Methodology™ to account for inputs, process, outputs, and intangible benefits of employee volunteerism in BEP. Once a business-education partnership can align BEP to the corporate bottom-line, CEOs are more likely to continue to engage and support employee volunteerism in education that will in turn, benefit students and the education partners.

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