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The University of Southern Mississippi

EMPLOYEE VOLUNTEER AND EMPLOYER BENEFITS
FROM BUSINESS-EDUCATION PARTNERSHIPS AS
PERCEIVED BY EMPLOYEE VOLUNTEERS

by

Evelyn Kwan Green

Abstract of a Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

May 2012

ABSTRACT

EMPLOYEE VOLUNTEER AND EMPLOYER BENEFITS
FROM BUSINESS-EDUCATION PARTNERSHIPS AS
PERCEIVED BY EMPLOYEE VOLUNTEERS

by Evelyn Kwan Green

May 2012

The U.S. is losing global competitiveness in its institutions, higher education, and the casino industry. An industry's competitiveness depends on its ability to produce a highly skilled workforce, and higher education plays a key role in preparing students with skills critical to workplace success. Business and education entities form partnerships to use employee volunteerism (EV) as a student skill gaps solution and as a corporate social responsibility (CSR) strategy. Currently, education entities lack a systematic approach to measure and communicate the benefits of EV to their business partners. Without accountability, education entities may risk the long-term support of business partners.

Seven research objectives were established for this study to determine employee volunteer and employer benefits from business-education partnerships (BEPs), as perceived by employee volunteers (EVs). The study used a cross-sectional, descriptive nonexperimental, ex post facto research design and a 30-question researcher-designed survey instrument to collect descriptive quantitative and qualitative data in a mixed mode of online and paper survey distribution. The study population was a finite population of 106 employee volunteers (EVs) of iPASS[®], the BEP between Mississippi casino industry partners and The University of Southern Mississippi. Data was analyzed using the Phillips ROI Methodology Chain of Impact Logic Model[™] levels of evaluation.

Study results revealed majority of the employee volunteers are college graduates, between 30-49 years old, holding entry to mid-level management positions. Majority of the EVs have no prior work experience in other jurisdictions and averaged 14.5 years of industry experience. Employee volunteers primarily served as face-to-face presenters but iPASS[®] roles are trending towards online guest presentations and volunteers are taking on more diverse roles and activities. Employee volunteers spent more time annually in adjunct instruction and the least time in career placement networking. About half of the EVs participate in iPASS[®] because they were approached by Southern Miss and one out of three were approached by their employer. The volunteers perceived EV in iPASS[®] as worthwhile investment for their employers and themselves. The knowledge, skills, and abilities (KSAs) gained and most applied to EV jobs are communication, leadership and interpersonal. Over half of the EVs perceived volunteerism in iPASS[®] most positively influences corporate image in the local community, employer attractiveness to potential employees, corporate image in the industry and corporate image to the Mississippi Gaming Commission. Employee volunteers perceived employer attractiveness to potential employees to be most directly linked to EV in iPASS[®].

An ROI forecast is recommended based on the job contribution of improved KSAs to address limitations of no access to financial and proprietary data. The study recommends forming a taskforce to identify missed opportunities, and to establish a formal evaluation plan and reporting standards to develop EV into a competitive CSR strategy for business partners. Recommendations for research include replicating the study to measure employee volunteerism in other gaming jurisdictions, in hospitality and tourism, and other undergraduate programs for comparison study purposes.

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ACKNOWLEDGMENTS

I could not have completed this journey without my ‘village’ of supporters, each contributing in their own special way, to realizing my American dream of earning a doctoral degree.

First, I want to extend my heartfelt gratitude to my committee chair and advisor, Dr. Cynthia (Cyndi) Gaudet. I always walked away from a conversation with you having learned something new and feeling I have the whole world in my hands. Your expertise in Human Capital Development and your continual push for excellence has helped propel me to the next level. Thank you, Dr. Gaudet! It has been my honor and privilege to have you guide and nurture me through my dissertation. The twinkle in your eye reminds me you are a Godsend!

Special gratitude to my committee members, Dr. Heather Annulis, Dr. Patricia Pulliam Phillips, Dr. James T. Johnson and Dr. Catherine Price for their patience, understanding and encouragement. Dr. Annulis, you are always there to remind me of the strength within me and that I can do it! Thank you, Dr. Annulis! Dr. Phillips, what can I say . . . professionally, I aspire to be you! Because of all the great work that you and Dr. Jack Phillips have accomplished over the years, this study was made possible. Thank you, Dr. Phillips! Dr. Johnson, I am honored you agreed to serve on my committee and I appreciate the respect you show me when the statistics baffle me. Thank you, Dr. Johnson! Dr. Price, chair of my home department, Southern Miss Casino, Hospitality and Tourism Management (CHTM) Department, I will never forget all of your efforts on my behalf, providing me with time and resources that I needed to complete. Thank you, Dr. Price!

My panel of experts whose expertise help me avoid pitfalls and overcome challenges presented by study limitations. Thank you to members of the CHTM advisory board, Keith Schmitt, Director of Human Resources, Marriott New Orleans; Larry Gregory, Executive Director, Mississippi Casino Operators Association; Allen Godfrey, Executive Director, Mississippi Gaming Commission; and my CHTM colleague, Dr. Marsha Lay for helping in the review of the survey instrument. Thank you Dr. Sharon Topping for your guidance in the IRB process. My appreciation to the following industry experts for their insights and support: Kurt Lind and Connie Mackay, Boyd Gaming Corporation; Scott R. Barber, Nancy Rosenbury, and Gary Burrus, Jr., Caesars Entertainment; James Guay, Lindsey Inman, Peter Kourkonis and Ed Layton, Island View Casino & Resort; Doug Shipley and Rick Miller, Isle Corporation; and Sheila Alexander, Rogena Barnes, Anthony Del Vescovo, Ronald Hall, Anne Mockler, and Ryan Ross; MGM Resorts International; and Leslie Patrick and Andrea Sueing, Penn National Gaming, Inc.

Dr. Lance Nail, Sid Gonsoulin, and Candy Santell, you believe in me, and inspire me to achieve greatness beyond my imagination. Thank you! Thank you Dr. Trellis Green, Louis and Shirley Pace, Patty and Jeff Norwood, Joni Gonsoulin, Patricia Linton, and Nora Hudson, for all your love and support, and for being family to Ashley and me.

Ashley, my precious child and love of my life! Thank you for the many sacrifices you made and for accompanying me on this journey with utmost understanding. You are my inspiration. From this journey, I leave you with lessons in faith, patience, tenacity, and in believing your dreams are never too big for you. To my parents, watching me from above, this one is for you!

TABLE OF CONTENTS

ABSTRACT ii

ACKNOWLEDGMENTS iv

LIST OF TABLES viii

LIST OF ILLUSTRATIONS x

CHAPTER

I. INTRODUCTION 1

 Problem Statement

 Purpose Statement

 Research Objectives

 Conceptual Framework

 Significance of the Study

 Limitations

 Definitions of Terms

 Chapter Summary

II. REVIEW OF RELATED LITERATURE 25

 Casino Industry-Higher Education Partnerships

 Employee Volunteerism in Business-Education Partnerships

 Corporate Social Responsibility Reporting

 Employee Volunteerism Performance Measures

 Chapter Summary

III. METHODOLOGY 58

 Population

 Research Design

 Data Collection

 Data Collection Instrument

 Chapter Summary

IV. RESULTS 82

 Introduction

 Response Rate

 Results

 Chapter Summary

V.	SUMMARY	117
	Conclusions	
	Summary Findings and Conclusions	
	Implications	
	Implications of Limitations	
	Recommendations for Practice	
	Recommendations for Research	
	Chapter Summary	
	APPENDIXES	132
	REFERENCES	176

LIST OF TABLES

Table

1.	Frequency Distribution of the Study Population	58
2.	Phillips ROI Chain of Logic Impact Model™ Levels of Evaluation	62
3.	Action Plan.....	68
4.	Employee Volunteers Surveyed and Response Rate by Job Categories.....	83
5.	Frequencies of Respondents By Job Categories	84
6.	Respondent Frequencies by Age Groups and Highest Level of Education Completed.....	85
7.	Years of Experience in Casino Industry and Years in Mississippi Gaming Jurisdiction.....	87
8.	Jurisdictions Worked Prior to Mississippi	88
9.	Respondents iPASS® Roles or Activities	89
10.	Frequency of Volunteerism by Time Period and iPASS® Roles or Activities	90
11.	How Respondents became iPASS® Employee Volunteers	91
12.	KSAs Gained from Volunteerism in iPASS®	93
13.	Extent of KSAs Improvement as a Result of Volunteerism in iPASS®	95
14.	KSAs Applied to the Job by iPASS® Employee Volunteers	96
15.	Percentage of KSA Learning Applied to the Job	98
16.	Importance of Applying KSAs to the Job	99
17.	KSAs Most Frequently Used as a Result of Volunteerism in iPASS®	100
18.	Factors that Supported KSAs Application.....	101
19.	Factors that Prevented KSAs Application	102

20.	Percentage of EV Current Job that Requires the KSAs Applied	104
21.	Percentage Improvement in KSAs Since Volunteerism in iPASS®	105
22.	Percentage of KSAs Improvement Due to Volunteerism in iPASS®	106
23.	Percentage of Confidence in Responses Given	108
24.	Adjusted Contribution of EV in iPASS® to the Job	109
25.	Business Measures Influenced by Volunteerism in iPASS®	110
26.	Business Measures Most Directly Linked to Volunteerism in iPASS®	112

LIST OF ILLUSTRATIONS

Figure

1.	Conceptual Framework.....	16
2.	The “Show Me” Evolution.....	50
3.	Levels and Types of Data	51
4.	The V-Model.....	54
5.	Phillips ROI Process Model™	55
6.	Phillips ROI Process Model™ for the Mississippi Casino Employee Volunteerism in iPASS® Study.....	61
7.	Data Collection Plan	63

CHAPTER I

INTRODUCTION

The United States of America (U.S.) is losing its global competitiveness. The World Economic Forum (WEF) defines competitiveness as “the set of institutions, policies, and factors that determine the level of productivity of a country” (World Economic Forum, 2011b, p. 4). According to the WEF’s The Global Competitiveness Report 2011-2012, the U.S. declined to fifth place in global competitiveness, falling behind Switzerland, Singapore, Sweden and Finland (World Economic Forum, 2011b). In 2010, the U.S. ranked fourth in its overall global competitiveness; ranked second and first respectively in 2009 and 2008 (WEF, 2008, 2009, 2010).

Through annual reporting, the WEF publishes information regarding quality higher education and global competitiveness. The WEF (2011b) identifies quality higher education and training crucial for the U.S. economy and businesses to move up the value chain and remain globally competitive. The Global Reporting Initiative (GRI) attributes the U.S. 13th place higher education ranking in 2011-2012 to U.S. companies’ collaboration with universities in highly sophisticated and innovative research and development (WEF, 2010). However, its 13th place ranking represents a decline for the U.S. from previous years. U.S. higher education held a ninth place ranking in 2010, seventh in 2009, and fifth in 2008 (WEF, 2008, 2009, 2010, 2011). The WEF measures the competitiveness of higher education by secondary and tertiary enrollment rates, the quality of education as evaluated by the business community, and the extent of staff training and employee development of industries (WEF, 2011b). The WEF takes into consideration the extent of staff training and employee development because of the

importance to ensure constant upgrading of workers' skills; a fact neglected by many economies (WEF, 2011b).

From the corporate perspective, the WEF (2011b) identifies weaknesses in company auditing, reporting standards and corporate ethics as potential reasons for U.S. declining rankings over the past three years. "The recent global financial crisis along with numerous corporate scandals, have highlighted the relevance of accounting and reporting standards and transparency for preventing fraud and mismanagement, ensuring good governance, and maintaining investor and consumer confidence" (WEF, 2011b, p. 4). To maintain investor and consumer confidence, many corporations now follow GRI guidelines, using Elkington's (1997) Triple Bottom Line (TBL) to define and report value from the environmental, economic, and societal perspectives (Phillips & Phillips, 2011). The definition of value has shifted from a single number defining financial outcomes, to a composition of a variety of data points that include environmental sustainability and corporate social responsibility outcomes (Phillips & Phillips, 2011). This trend reflects acknowledgement by corporations that an effective monitoring of equal opportunities and diversity in the workplace is an important part of improved human capital management and equality practices (Benn & Bolton, 2011).

U.S. Casino Industry Competitiveness

One specific U.S. industry losing global competitiveness is the \$34.6 billion commercial casino industry (from here on referred as the casino industry). Often introduced into communities to provide tax revenues and stimulate growth through jobs and business opportunities, the casino industry is an important part of the U.S. economy (American Gaming Association, 2011). As U.S. casino corporations expand investments

globally, the gaming jurisdictions in the U.S. are losing out to new markets, particularly in the Asia-Pacific region. In 2006, the Asian gaming jurisdiction of Macau, often known as the “Las Vegas of the East,” generated US\$7.08 billion gaming revenue, replacing the Las Vegas Strip as the number one gaming destination in the world (Hsu & Gu, 2010). Industry experts project Singapore will topple Las Vegas’ second place standing by 2011 (CNBC.com, 2011). Countries like Vietnam, Taiwan and Korea further threaten the global competitiveness of U.S. gaming jurisdictions as plans are underway to boost these economies with the introduction of commercial casinos (American Gaming Association, 2010; Stutz, 2011).

U.S. Workforce Competitiveness

The future competitiveness of U.S. industries such as the U.S. casino industry depends on America’s ability to produce a highly skilled workforce (Casner-Lotto, 2006). J. Willard “Bill” Marriott, Jr. Chairman of Marriott International, Inc. declared, “Our nation’s long-term ability to succeed in exporting to the growing global marketplace hinges on the abilities of today’s students” (Casner-Lotto, 2006, p. 2). Educators play a key role in preparing our workforce. Employers, however, find U.S. students deficient in skills critical to workplace success--basic reading, writing and math skills; teamwork; professionalism; oral communication; ethics and social responsibility (Casner-Lotto, 2006).

U.S. Casino Management Education

U.S. higher education in casino management cannot keep up with the workforce demand for this fast growing global industry. Casino management education is limited in the number of accredited casino degree programs (Williams, Seteroff, Hashimoto, &

Roberts, 2011). Casino management programs encounter difficulties in finding teaching materials and faculty members who possess the combination of academic credentials and casino industry experience because casino management differ from traditional hospitality management in terms of unique financial regulations, crime and gaming addiction issues (Cabot & Schuetz, 1991; Eadington & Cornelius, 1991; Hashimoto, 2000; Hashimoto, 2003). Therefore, hands-on experience for students is critical to training and preparing students for a career in casino management (Cummings & Brewer, 1996).

Business-Education Partnerships

To help close student skill gaps and industry needs, higher education entities form business-education partnerships (American Society for Training & Development, 2006b; Cummings, 1996). A business-education partnership (BEP) is 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 that strengthen the instructional program include, but are not limited to, workplace visits, guest presentations, work experience programs, internships, career development activities, mentoring, on-the-job training, career information, and curriculum support (Watt, 2003). Although the original intent is for employee volunteerism to assist in academic program growth and development, research suggests the employers of the EVs also benefit from volunteerism (Bussell & Forbes, 2002; Geroy, Wright, & Jacoby, 2000).

Employee Volunteerism

Employee volunteerism (EV) is a corporate social responsibility strategy perceived to enhance the competitive standing and financial performance of a business (Benn & Bolton, 2011). Employers are motivated to advocate EV if volunteerism can be linked to human capital improvement and financial success. As businesses scale back charitable donations to their communities in times of economic crises, EV rises in importance as a corporate social responsibility strategy (Muthuri, Matten, & Moon, 2009).

Two general categories of employee volunteerism are employer “supported” volunteering and employer “directed” involvement (Hussain, 1999). Employer “supported” volunteering occurs when employers lead, encourage and support EVs in non-compulsory and unpaid volunteer work. Employer “directed” volunteerism links to organization corporate goals and is used as a personal development tool for employees who volunteer during work hours. Typically, casino industry EV involves participation in community service projects, charity walks, engagement with local education, promotion of responsible gaming, and more (Caesars Entertainment, 2010; Isle of Capri Casinos, Inc., 2010; MGM Resorts International, 2009; Penn National Gaming, Inc., 2011).

Corporate Social Responsibility

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). Corporate social responsibility (CSR) is accepted as good market practice (Burke & Logsdon, 1996;

Mullen, 1997) and increasingly seen as essential to the long-term survival of the corporation (Adams & Zutshi, 2004). CSR contributes to better recruitment of employees, more productive, satisfied and loyal employees, improved corporate image and increased financial returns (Adams, 2002; Adams & Zutshi, 2004; Anand, 2002; Joyner & Payne, 2002; King, Fowler, & Zeithaml, 2001; Simms, 2002).

Often used interchangeably with “corporate citizenship,” CSR does not necessarily involve stakeholder engagement whereas, corporate citizenship places a strong emphasis on “developing mutually beneficial, interactive and trusting relationships between the company and its many stakeholders” (Waddock, 2003, p. 3). This definition distinguishes engagement of employee volunteers in higher education as corporate citizenship. Corporate citizenship is highly valued by the casino industry because of the controversial reputation associated with crime and gambling addiction (Eadington & Cornelius, 1991); therefore, making a strong business case for casino employers to support employee volunteerism and corporate social responsibility activities.

Businesses donate to enhance their corporate image and increase public trust rather than achieve financial gains (Garone, 1999). There is very little hard evidence linking a company’s investment in CSR initiatives with improved financial performance. To address the social and environmental concerns of stakeholders, businesses have spent significant resources on CSR programs, but these programs are frequently not aligned with business strategies and are not well-captured or formally reported even though CSR contributions to the corporate bottom line can be found in the areas of human resources and talent management, reputation and branding, and operational cost savings (Adams & Zutshi, 2004; O’Brien, 2001; McElhaney, 2009). The misalignment between CSR

strategies and financial performance and failure to reap the full benefits of CSR initiatives can be attributed to the lack of integration of CSR into mainstream business strategy and failure to leverage the organization's nonfinancial assets such as core competencies to directly support business objectives (O'Brien, 2001).

CSR Reporting on Employee Volunteerism

Corporations often struggle with CSR reporting, especially in the area of social performance where outcomes are often intangible (Atkinson & Sullivan, 2011) because traditional measurement and reporting systems are not designed to capture the complex combination of financial, environmental and social metrics (Adams & Zutshi, 2004; Benn & Bolton, 2011). CSR reporting is an approach to capture the potential contribution of CSR to the organization's competitive advantage; align CSR strategies with corporate goals; demonstrate transparency and accountability in environmental and social performance; and to brand and communicate CSR achievements to critical constituencies within and external of the corporation (Benn & Bolton, 2011; McElhaney, 2008). To accomplish this, corporations must develop clear performance metrics or key performance indicators to measure and prove the impact and effectiveness of their CSR for long-term sustainability (McElhaney, 2009). However, researchers do not agree on a particular method and some even challenge the ethics of attempting to measure this nebulous concept (MacDonald & Norman, 2007; Pava, 2007).

Without a systematic approach to measure EV engagement in BEPs, education partners are unable to account for business partners' investment. This lack of accountability in BEPs often results in the breakdown and failures of partnerships (Acar, Guo, & Yang, 2009; Baulderstone, 2006; Mohr & Spekman, 1994; Winer & Ray, 1994).

Failed partnerships often lead to the reluctance of business partners to invest in new partnerships, particularly when unable to link the partnerships to CSR strategies and ultimately, the organization's bottom line (Epstein & Wisner, 2001; McElhaney, 2009).

Mississippi Casino Industry

The State of Mississippi experiences competitiveness challenges similar to the United States, and the U.S. casino industry, workforce and education systems. This study focuses on the challenges faced by the Mississippi casino industry, its workforce, and its higher education program in casino management. The study examines how Mississippi casino operators and The University of Southern Mississippi (Southern Miss), the only public institution of higher learning to offer a four-year undergraduate degree in casino management in Mississippi, forms informal business-education partnerships to attract students into the industry, and to prepare a work-ready and competitive workforce to sustain Mississippi's competitiveness against new jurisdictions.

The Mississippi casino industry, now a mature casino market (Richard, 2006), faces similar threats of new competition and declining revenues. Once ranked third in gross gaming revenue behind the Las Vegas and New Jersey gaming jurisdictions, Mississippi fell to fifth place (US\$2.39B) in 2010 behind Indiana (US\$2.79B), and Pennsylvania (US\$2.49B) (American Gaming Association, 2011). The Mississippi gaming jurisdiction comprises 30 casinos spread across three regions: North River, South River and the Coastal region. Ten casinos operate in the North River region, nine in the South River region, and eleven in the Coastal region. Casinos in Mississippi are land-based and dockside. A land-based casino is built on an earth foundation, not on a waterway. A dockside casino is built on a body of water and not required to cruise or is a

permanently moored barge. Large gaming corporations such as Caesars Entertainment, MGM Resorts International, Isle Corporation, Penn National Gaming, and Boyd Gaming have properties in Mississippi. The state gaming tax rate is 12% with 8% directed to the state coffers and 4% to local governments. Mississippi casinos recruited casino management employees from established jurisdictions like Las Vegas and New Jersey when they first opened in 1992 (McNeill, 2004).

At its highest peak of employment, in April-June of 2000, the Mississippi casino industry hired 34,373 employees (Mississippi Gaming Commission, 2011). Employment in the Mississippi industry has since been on the decline; showing a sharp drop to 18,112 jobs after Hurricane Katrina in 2005. The number of jobs declined by 4.0% in 2010; dropping from 25,739 jobs in 2009 to 24,707 in 2010 (American Gaming Association, 2011). In contrast, other states demonstrate double-digit job growth. Pennsylvania shows a job growth of 38.8%, and Delaware, Maine and Florida by 37.3%, 27.1%, and 17.5% respectively. As a result of new properties, Florida, one of the neighboring states from which Mississippi draws casino patrons, enjoys the nation's largest percentage increases in both gaming revenues (+51.9%) and tax contributions (+30.0%) (American Gaming Association, 2011).

Just as Mississippi recruited casino management employees from established jurisdictions like Las Vegas and New Jersey, Mississippi stands to lose experienced casino employees to new and growing jurisdictions like Florida and Pennsylvania in the near future. Employees who work for corporations with properties in the international market may be transferred out of Mississippi to assist in startup implementation of new

properties. The potential brain drain and the uniqueness of casino management careers make sustainability of its workforce critical to the Mississippi casino industry.

Casino Management Education in Mississippi

Currently, The University of Southern Mississippi (Southern Miss) is the only Mississippi institution of higher learning that offers a baccalaureate degree in casino management, offered at its Long Beach, Mississippi campus (McNeill, 2004). Following the devastation of the Mississippi Gulf Coast by Hurricane Katrina in August 2005, the Department of Casino, Hospitality and Tourism Management (CHTM) at Southern Miss reached out to the Mississippi Gaming Commission and the Mississippi casino industry for assistance in rebuilding the casino management program. The outreach resulted in the formation of the informal business-education partnership “Partnering with Professionals” between the Mississippi casino industry and CHTM in the 2006-2007 academic year (Wilemon, 2007). The partnership began with a core group of 15 casino industry professionals. The inaugural group of casino industry professionals was recruited through the recommendation of the Mississippi Gaming Commission (MGC), and new industry professionals are recruited through the network of existing volunteers.

The formation of “Partnering with Professionals” led to the development of an industry-integrated instructional approach coined as “Industry Professionals Assistance in Students Success” (iPASS[®]) (Perez, 2009). The approach engages industry professionals in online instruction. Since its inception, the partnership has expanded to include professionals from the hospitality and tourism industries. The role of the industry professionals extended to assistance in curriculum development, adjunct instruction, guest lectures, field trip sponsors, team project mentoring, internships, career placement

and networking opportunities for students (Perez, 2009). Due to its popular use, CHTM trademarked iPASS[®] in 2011 and has used iPASS[®] to refer to the business-education partnership, replacing “Partnering with Professionals”. Participation in iPASS[®] offers business partners an opportunity to demonstrate corporate citizenship within their communities. The Mississippi casino industry is highly motivated to demonstrate corporate citizenship because of strong religious opposition to gaming in Mississippi (Herman, Ingram, & Smith, 2000).

The Need for CSR accountability for Employee Volunteerism

In spite of the growing network of EVs and publicity generated by the local media (The Mississippi Business Journal, 2007; Perez, 2009), employee volunteerism in iPASS[®] is not found in any of the business partners’ corporate annual reports. Corporate social responsibility strategies for Mississippi casino partners currently focus on environmental performance, diversity accomplishments, responsible gaming and community relations (Caesars Entertainment, 2010; MGM Resorts International, 2009; Isle of Capri Casinos, Inc., 2010; Penn National Gaming, Inc., 2011). Corporate foundation reports reveal philanthropic contributions to educational institutions such as the University of Nevada, Las Vegas, Tougaloo College, and the Biloxi, Mississippi school system (Caesars Entertainment, 2010; MGM Resorts International, 2009). MGM Resorts International recognizes an educated workforce as a critical investment, not only to the company’s future, but also in the economic and social stability of the United States (MGM Resorts International, 2009).

Problem Statement

Currently, educational entities lack a systematic approach to measure and communicate to business partners, the employee volunteer and employer benefits from business education partnerships, to mitigate risks of losing long-term support of the business partners. There are no standard measures to account for employee volunteerism as a CSR strategy or to align CSR with corporate goals even though corporate employee volunteerism is on the rise (Acar, et al., 2009; Muthuri, et al., 2009). “Sometimes what happens when you don’t put a value on something is it is perceived to be valueless or not having a value,” Laurie Mook, director of the Toronto Social Economic Centre told Axiom News (Higgs, 2009, para 2). If unreported and not formally recognized in corporate reporting, CEOs may perceive employee volunteerism in business-education partnerships as valueless and fail to support BEP programs on a long-term basis.

The Department of Casino, Hospitality and Tourism Management at The University of Southern Mississippi currently engages casino employee volunteers in its business-education partnership, iPASS[®], to provide an industry-integrated curriculum for its casino management program (The Mississippi Business Journal, 2007; Perez, 2009). To avoid a breakdown in its partnership with the Mississippi casino industry and risk losing long-term investment and support of business partners if unable to provide data supporting the benefits of employee volunteerism in iPASS[®], Southern Miss needs to determine results of employee volunteerism in iPASS[®].

Purpose Statement

The purpose of this study is to describe employee volunteer and employer benefits from business-education partnerships as perceived by iPASS[®] employee volunteers. The study will determine employee volunteer benefits from volunteerism in business-education partnerships relative to knowledge, skills and abilities gained through iPASS[®] (Chung-Herrera, Enz, & Lankau, 2003; Points of Light Institute, 2010; Tuffrey, 2003). The study will determine employer benefits of employee volunteerism in business-education partnerships relative to improved employee productivity, improved employee satisfaction, improved employee loyalty, increased attractiveness of employers to future employees, improved corporate image with stakeholders, and improved corporate bottom line gained from EV in iPASS[®] (Bolino & Turnley, 2003; Fombrun, Gardberg, & Barnett, 2000; Maignan, Ferrell, & Hult, 1999; McElhaney, 2009; Tuffrey, 2003).

Research Objectives

The objectives of this study focus on employee volunteerism in iPASS[®]. The objectives include:

RO1: Describe characteristics of employee volunteers in terms of (a) position title, (b) years of experience in casino resort industry, (c) years in the Mississippi gaming jurisdiction, (d) gaming jurisdiction(s) worked prior to Mississippi, (e) age, (f) education, (g) roles or activities in iPASS[®], (h) academic year(s) engaged in iPASS[®], (i) amount of time spent each year on each iPASS[®] role or activity, and (j) how EVs got involved in iPASS[®].

RO2: Determine if employee volunteerism in iPASS[®] is a worthwhile investment for (a) employee volunteer career development, and (b) employee volunteer employers, as perceived by employee volunteers.

RO3: Determine if knowledge, skills or abilities gained through iPASS[®] were relevant to employee volunteer job success, as perceived by employee volunteers.

RO4: Identify specific knowledge, skills or abilities (KSAs) gained by employee volunteers from volunteerism in iPASS[®], as perceived by employee volunteers.

RO5: Identify specific knowledge, skills or abilities (KSAs) transferred to the workplace in terms of (a) extent employee volunteer KSAs improve as a result of volunteerism in iPASS[®], (b) KSAs applied by employee volunteers, (c) the percentage of KSA learning applied to the job, (d) importance in applying KSAs to the job, (e) ranking of KSAs most frequently applied to the job, (f) enablers for KSAs application, and (g) barriers to KSAs application, as perceived by employee volunteers.

RO6: Determine EV perception of improvement in KSAs directly attributable to employee volunteerism in iPASS[®] in terms of (a) the percentage of EV current job that requires the KSAs applied, (b) improvement of EV proficiency in each KSAs since volunteerism in iPASS[®], (c) factors influencing KSAs improvement, and (d) the percentage of KSAs improvement attributed to employee volunteerism in iPASS[®].

RO7: Determine the influence employee volunteerism in iPASS[®] has on each business measure in terms of (a) employee productivity, (b) employee satisfaction, (c) employee loyalty, (d) attractiveness of employer to potential employee; (e) corporate image with stakeholders, and (f) corporate bottom line, as perceived by employee volunteers.

Conceptual Framework

The conceptual framework for this study illustrates: 1) the rationale behind the formation of business-education partnerships (BEPs) between casino business partners and higher education; 2) the basis for introducing employee volunteers as a BEP solution; and 3) the anticipated employee volunteer and employer benefits of employee volunteerism in BEPs (Figure 1). Through employee volunteerism, the study will examine the alignment of BEPs with CSR opportunities for business partners and education partners' need for an industry-integrated curriculum. The study will review anticipated employee volunteer benefits in terms of improved knowledge, skills and abilities gained from volunteering in business-education partnerships. Finally, the study will review 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.

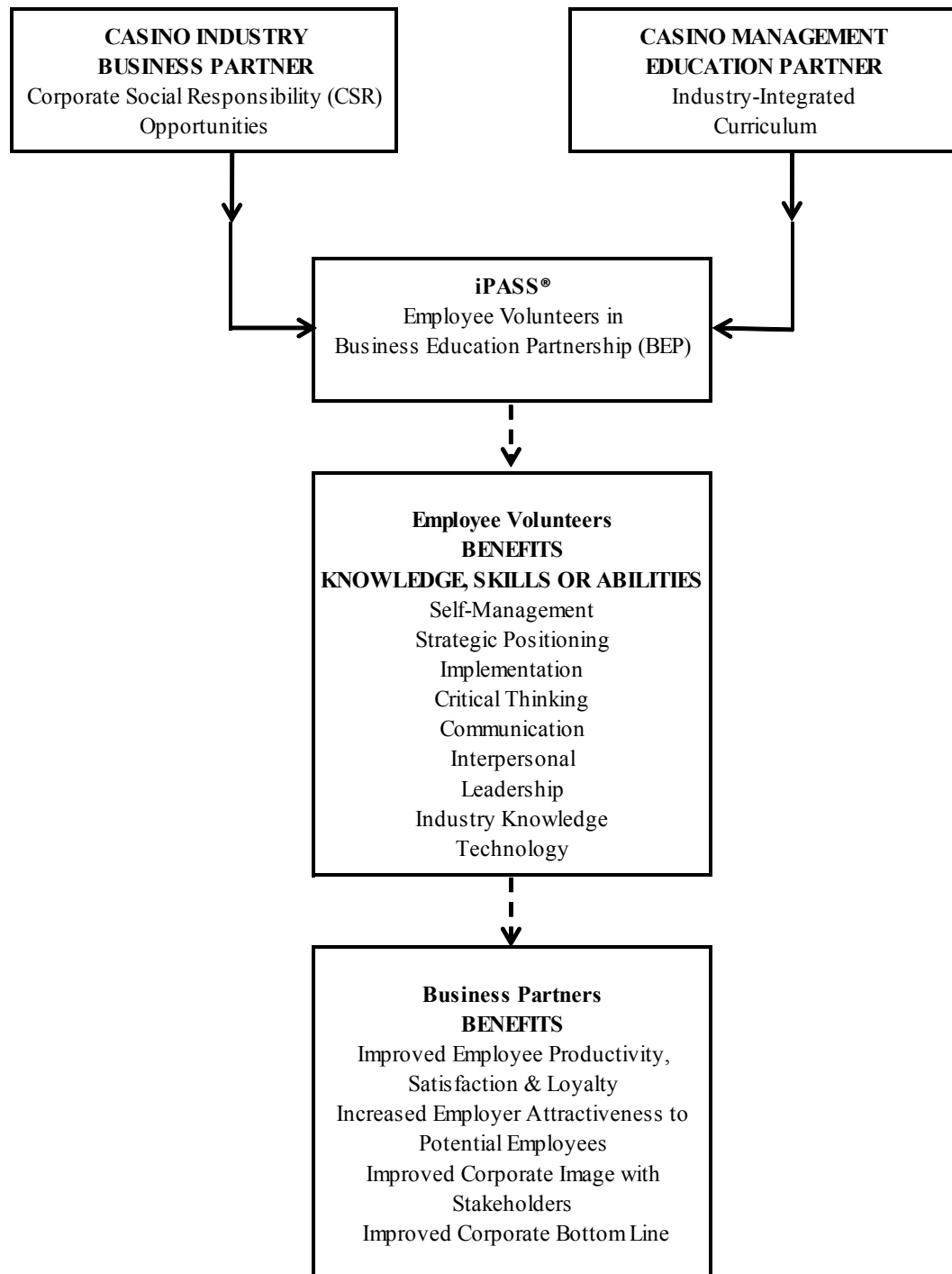


Figure 1. Conceptual Framework.

Significance of the Study

On a micro-level, the study's findings provides BEP accountability to iPASS[®] stakeholders to include employee volunteers, business partners, the Mississippi Gaming Commission, and the Mississippi Casino Operators Association. This study lays the foundation for a longitudinal study on the ROI of employee volunteerism in iPASS[®] for each casino business partner. The systematic reporting process and standard developed for casino partners can be applied to measure the benefits of EV in iPASS[®] for hospitality and tourism business partners. The study serves as an impetus to begin a series of studies to evaluate the benefits of iPASS[®] to other stakeholders. For example, Southern Miss students, faculty, and administration, related regulatory authorities, and the local communities served by the business partners and Southern Miss. Eventually, with the various measures in place, Southern Miss can conduct a comprehensive evaluation of the overall business impact and ROI of iPASS[®].

On a macro-level, this study has the potential to establish a systematic reporting process and standard to measure corporate employee volunteerism in business-education partnerships, and to align the partnerships with corporate social responsibility strategies and goals. The framework established can be replicated to hospitality and tourism programs and other undergraduate programs with business-education partnerships. The study can serve as an impetus for further research in BEP accountability and reporting standards.

Limitations

Study limitations include the study population, scope of study, data collection, and data analysis. The study population was limited to iPASS[®] employee volunteers from

business partners who did not impose their non-solicitation policies on this study and provided letters of permission. These business partners represented nine of ten business partners. The partners limited the survey distribution to only iPASS[®] employee volunteers, eliminating the possibility of using control groups. Business partners gave their permission with the understanding that the investigator will not seek financial or proprietary information, and will only report results in aggregate.

Since the inception of iPASS[®] in Spring 2007, Southern Miss has not captured any business or ROI data for employee volunteerism, limiting the investigator to an ex post facto research design. This represents data loss for this four-year period from employee volunteers who have since left their employers or the Mississippi jurisdiction. The corporate buyout of the IP Casino-Resort-Spa on October 4, 2011 by Boyd Gaming Corporation (Boyd Gaming Corporation, 2011) resulted in leadership changes and departure of key employee volunteers. The change represents significant loss of data as the IP Casino-Resort-Spa is a major iPASS[®] business partner.

Data is also lost from the high turnover of the casino industry. The study exclusively uses iPASS[®] employee volunteers currently employed by business partners with casino properties in Mississippi. Casino industry EVs from other jurisdictions, those who left the Mississippi jurisdiction, and those who have since retired or lost their jobs due to attrition are not included in this study. Employee volunteers from the Mississippi Gaming Commission, hospitality and tourism industries are not included in this study. Other iPASS[®] stakeholders which include students, faculty and administrators of Southern Miss, the Mississippi Gaming Commission, the Mississippi Casino Operators Association and the local communities are also not included in this study.

The study limits the focus on corporate social responsibility to employee volunteerism. The study will not take into consideration other CSR commitments of Mississippi casino partners. The study excludes CSR commitments to responsible gaming, environmental performance, diversity accomplishments and community relations, and employee volunteerism with other educational institutions.

Due to inaccessibility to financial and proprietary data from business partners, business impacts and ROI of employee volunteerism in iPASS[®] cannot be calculated. Without actual business impact data, the intent of this study was to use an alternative method based on utility analysis to forecast ROI by calculating the change in KSA proficiency as a result of participation as an EV in iPASS[®]. Because of the unreliability of some of the data required to support the approach, the study is limited to recommending this type of ROI forecast as an opportunity for future research.

The data analysis process for this study is modified to accommodate the challenges of using a retrospective design and cost estimations. For example to isolate effects of EV in iPASS[®], participant estimates were used in lieu of control group arrangement where KSA performance is compared between employee volunteers and non-volunteers working in the same organization. Regardless of the limitations, the seminal work of this study provides a basis from which future research can be established.

Definition of Terms

Business-Education Partnership (BEP) – An ongoing involvement between higher education and business established to provide reciprocal activities to strengthen instruction and to enrich the educational process through the talent, idea power, and

unique human resources that can be provided by the employees of participating businesses (Clark, 1996).

Casino – “Establishment where betting is allowed and is legal, and which may or may not contain other amenities such as bars, food service, lodging and so on” (Hashimoto & Fenich, 2007, p.18).

Commercial Casino Gaming – “Casino gaming is the largest part of the commercial gaming market, and it continues to grow in popularity due to the creation of new casino destinations and the expansion of existing casino locales. A casino is usually characterized by the offering of banked games. Banked games are those in which the house is banking the game and essentially acting as a participant, meaning that the casino has a stake in who wins. Commercial casino gaming takes a variety of forms, the most recognizable of which consists of what are called Las Vegas-style casinos. Other commercial gaming venues include excursion (mobile) and dockside (permanently moored) riverboats, card rooms and racetrack casinos, commonly called racinos” (American Gaming Association, 2010, p. 3).

Competencies – 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).

Corporate Citizenship – The contribution a company makes to society through its core business activities, its social investment and philanthropy programs, and its engagement in public policy. The manner in which a company manages its economic, social and environmental relationships, as well as those with different stakeholders, in

particular shareholders, employees, customers, business partners, governments and communities determines its impact (World Economic Forum, 2002).

Corporate Social Responsibility (CSR) – “A business strategy that is integrated with core business objectives and core competencies of the firm, and from the outset is designed to create business value and positive social change, and is embedded in day-to-day business culture and operations” (McElhaney, 2009, p. 31). For this study, “corporate social responsibility” will be used interchangeably with “corporate citizenship” even though researchers such as Waddock (2003, p. 3) suggests that corporate citizenship necessarily places a strong emphasis on “developing mutually beneficial, interactive and trusting relationships between the company and its many stakeholders” while corporate social responsibility does not necessarily involve stakeholder engagement (Adams & Zutshi, 2004, p. 31).

Employee Volunteerism (EV) – Research shows there is no standard definition for employee volunteerism (Bussell & Forbes, 2002). For this study, employee volunteerism or employee volunteers refer to employees who voluntarily engage in a BEP or are directed by their employer to participate in one (Hussain, 1999).

Gaming – “The term *gaming* is both a corruption of the word *gambling* and a deliberate attempt to differentiate legalized casino gambling from its illegal predecessor activities” (Greenless, 2008, p. 4). For this study, the term “gaming” will be used interchangeably with “casino” when describing the casino industry.

Global Competitiveness – “Competitiveness as the set of institutions, policies, and factors that determine the level of productivity of a country. The level of productivity, in

turn, sets the sustainable level of prosperity that can be earned by an economy” (World Economic Forum, 2010, p. 4).

Global Competitiveness Index (GCI) – “A comprehensive tool that measures the microeconomic and macroeconomic foundations of national competitiveness (World Economic Forum, 2011b, p. 4).

Gross Gaming Revenue -- “The amount a gaming operation earns before taxes, salaries and other expenses are paid — the equivalent of ‘sales,’ not ‘profit’” (American Gaming Association, 2010, p. 19).

iPASS[®] -- An acronym for Industry Professionals Assistance in Students Success. *iPASS*[®] is the informal business-education partnership between the Department of Casino, Hospitality and Tourism Management at The University of Southern Mississippi with business partners from the casino, hospitality and tourism industries. This study only focuses on the business-education partnership with Mississippi casino employee volunteers and business partners (Mississippi Gaming News, 2007).

Millennials -- Born between 1982 and 2000, the millennium generation is 76 million strong and make up the fastest growing segment of workers today (Lancaster & Stillman, 2010).

Return on Investment (ROI) – ROI is an accountability tool that is commonly used to show pay off and the contribution of a function, program or solution by comparing the cost with the monetary benefits. ROI is the language of business that is familiar, understood, and respected by senior executives (Phillips & Phillips, 2007).

Stakeholders – The individuals or groups who influence or are influenced by the corporation’s activities (Clarkson, 1988).

Triple Bottom Line (TBL) – The term “triple bottom line” was coined in 1994 by J. Elkington (1997) who also, in 1995, developed the 3Ps that represent profit, people, and planet to further illustrate the triple bottom line. Often abbreviated as “TBL” or “3BL,” the triple bottom line aims to measure the financial, social and environmental performance of the corporation over a period of time. Elkington argues that only a corporation that produces a TBL is taking account of the full cost involved in doing business (Henriques & Richardson, 2004).

World Economic Forum – “The World Economic Forum is an independent international organization committed to improving the state of the world by engaging business, political, academic and other leaders of society to shape global, regional and industry agendas” (World Economic Forum, 2011a, n.p.).

Chapter Summary

The U.S. is losing global competitiveness and this trend is evident in institution competitiveness, higher education, and the U.S. casino industry. Likewise, new gaming jurisdictions are causing Mississippi to decline in its gross revenue ranking and threaten to lure trained casino workforce from Mississippi. An industry’s competitiveness depends on its ability to produce a highly skilled workforce and higher education plays a key role in preparing students with skills critical to workplace success. Business and education entities form partnerships to use employee volunteerism (EV) as a student skill gaps solution and as a corporate social responsibility (CSR) strategy. The uniqueness of casino management as a career necessitates the provision of an industry-integrated curriculum. Currently, education entities lack a systematic approach to measure and communicate the benefits of EV to their business partners. Without accountability, education entities may

risk the long-term support of business partners. Since no systematic process exists to measure employee volunteerism in the iPASS[®] business-education partnership, comprehensive measures need to be established. The purpose of this study is to describe employee volunteer and employer benefits from business-education partnerships as perceived by iPASS[®] employee volunteers. The study will determine employee volunteer benefits relative to knowledge, skills and abilities gained by employee volunteers. The study will determine employer benefits relative to improved employee productivity, improved employee satisfaction, improved employee loyalty, increased attractiveness of employers to future employees, improved corporate image with stakeholders, and improved corporate bottom line. On a micro-level, the study's findings provides BEP accountability to iPASS[®] stakeholders and on a macro-level, this study serve as an impetus for establishing a systematic reporting process and standard to measure corporate employee volunteerism in business-education partnerships. The study is limited in its study population, scope of study, data collection, and data analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a review of literature that supports the conceptual framework for this research. The review of literature includes casino industry and higher education partnerships, and employee volunteerism (EV) in business-education partnerships (BEP). The review of related literature examines the U.S. casino industry and its opportunity to demonstrate corporate social responsibility (CSR) through business-education partnerships. Then, the study discusses U.S. workforce readiness relative to education and the need for industry-integrated curriculum for casino management. The study describes business education partnerships with a focus on employee volunteerism in BEP. The review on EV in BEP includes anticipated benefits, challenges involved in reporting employee volunteerism, and current evaluation methods for EV in BEP.

Casino Industry-Higher Education Partnerships

U.S. Casino Industry

Casino gaming is a popular strategy for local economic development in the United States (Rephann, Dalton, Stair, & Isserman, 1997), and the industry has grown rapidly over the recent years (Williams, Seteroff, Hashimoto, & Roberts, 2011). Every state in the U.S., with the exception of Utah and Hawaii, now allows some form of gambling activity, including commercial casino gaming, lotteries, pari-mutuel racing, and charitable bingo (Greenless, 2008). The commercial casino industry (hereinafter referred to as the casino industry) hires 600,000 employees in the U.S. and corporations are expanding their investments worldwide (Williams, et al., 2011).

Discussions on the effects of the casino industry focus on the economic and social impacts of the industry on the local community (Friedman, Hakim, & Weinblatt, 1989; Goodman, 1994; Hsu, 1999). The casino industry contributes to regional economic development stimulation through tax revenues, jobs, and business opportunities. On the other hand, the casino industry is alleged to aggravate social problems such as compulsive gambling, crime, prostitution, family strife, alcoholism, and bankruptcy (Eadington, 1995; Hsu, 1999; Rephann, et al., 1997). Coupled with the stigma of its past affiliation with organized crime, the casino industry often draws adversaries objecting to the establishment of gaming in their communities (Rose, 1991). Consequently, a positive corporate image is critical to the casino industry and many accomplish this goal through corporate social responsibility (Fombrun, et al., 2000).

Corporate Social Responsibility

Corporate social responsibility (CSR) describes the relationship between business and the larger society. Recent corporate scandals such as destruction of documents at Enron and fraud charges at Worldcom have shaken public confidence in corporate America; causing the public to focus on what firms say about their corporate social responsibility (Snider, Hill, & Martin, 2003). No single definition of CSR exists because perspectives on CSR are dependent on and fluctuate with current issues (Pinkston & Carroll, 1996). Smith (2002) defined corporate social responsibility as “the integration of business operations and values whereby the interests of all stakeholders, including customers, employees, investors, and the environment are reflected in the organisation’s *[sic]* policies and actions” (p. 42). Kok, Wiele, McKenna, and Brown (2001) describe corporate social responsibility as “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” (p. 287).

The CSR construct aligns with stakeholder theory whereby businesses are deemed responsible to stakeholders. Stakeholders are identified and categorized by their “interest, right, claim or ownership in an organization” (Coombs, 1998, p. 289); with customers, employees, owners, suppliers, and local community being the most pertinent stakeholder groups to a business (Snider, et al., 2003). The exploding growth of the Internet allows organizations to use the power of the Web to communicate, organize and share information in ways not previously possible (Friedman, 2007). Stakeholders can now easily download corporate reports, track, and factor CSR traits into their judgments about a company’s attractiveness, accountability, and long-term viability (Snider, et al., 2003). Likewise, talented, hard-to-attract employees are now able to research CSR accountability and responsibility of potential employers (Lancaster & Stillman, 2010).

U.S. Workforce Readiness and Education

The entering workforce, made up of high school graduates, lack the skills needed, and college graduate competencies are found to be mostly “adequate” rather than “excellent” (Casner-Lotto, 2006). Experts predict the U.S. economy will create 46.8 million job openings by 2018; including 13.8 newly created jobs and 33 million “replacement” positions to replace the retiring baby-boomers. Approximately 63% of the new or replacement jobs will require college degrees or other postsecondary preparation. The U.S. economic demand for postsecondary degrees will fall short by 3 million or more (Carnevale, Smith, & Strohl, 2010).

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). Additionally, they need to possess professionalism, teamwork, oral communication, and ethics and social responsibility to succeed in the workplace (Casner-Lotto, 2006). The leadership-competency model for the lodging industry further identifies self-management, strategic positioning, implementation, critical thinking, interpersonal, communication, and leadership as competencies future hospitality leaders must possess (Chung-Herrera, Enz, & Lankau, 2003). Casner-Lotto (2006) suggests the first step toward ensuring a work-ready 21st century U.S. workforce is to define the skills gaps and address them through collaborative business-education partnerships. According to the American Society for Training and Development (ASTD, 2006b):

A skills gap is a significant gap between an organization's skill needs and the current capabilities of its workforce. It is the point at which an organization can no longer grow and/or remain competitive in its industry because its employees do not have the right skills to help drive business results and support the organization's strategies and goals. (p. 5)

The ASTD white paper, "Bridging the Skills Gap" lists reasons for the skills gap. These reasons include changes in workforce demographics; the loss of jobs in many industries; the startling numbers of unprepared high school and college graduates; and more jobs in the knowledge economy requiring workers with increased knowledge, training, and skills (ASTD, 2006b). 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).

Furthermore, the 21st century 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 U.S. faces a shortage of available workers and the pool of talented workers available is even smaller (Beatty & Burroughs, 1999; Dychtwald, Erickson, & Morison, 2006). Faced with the paradigm shifts of the 21st century workplace, 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, organizations must have management momentum, i.e. take early action and prevent problems with talent supply by increasing its attractiveness to potential employees (Dychtwald, et al., 2006).

Need for Industry-Integrated Curriculum for Casino Management

Management in the casino industry evolved from an apprenticeship system where managers were trained within an organization, and through years of development individuals were promoted to more senior levels of management responsibility (Williams & Hashimoto, 2009). Four-year casino management education, however, provides future managers theoretical aspects of management and leadership, preparing them for management positions in the 21st century casino workplace (Roberts & Shea, 2006; Williams, et al., 2011). Educational institutions need to identify the knowledge, skills and

abilities (KSAs) required of industry leaders in order to produce quality graduates who can sustain the local casino industry in a competitive global economy (Moncarz & Kay, 2005). Current industry hiring trends are to recruit management talent from established gaming jurisdictions and from universities across the country through internships and management associates programs (MAP) to meet skilled labor needs (Cummings & Brewer, 1996; Rephann, et al., 1997; Williams, et al., 2011; MGM Resorts International, 2011). Rephann, et al. (1997) suggests there should be mechanisms such as training subsidies or targeted educational programs to ensure local labor is equipped with the casino management skills necessary to fill new jobs as hiring “outsiders” from established gaming jurisdictions result in dissipating casino incomes caused by economic leakages or non-consumption of income.

To date, casino management education has not kept pace with industry growth (Hashimoto, 2003). In a study conducted by Williams, et al. (2011), only four accredited degree programs with a four-year degree in casino management were identified in 2007. Three programs including University of Nevada, Las Vegas, University of Nevada, Reno, and Tulane University offer casino management in the traditional face-to-face format. A program at the University of Massachusetts is offered in a fully online format (Williams, et al., 2011). Missing from the study by Williams, et al. (2011) is The University of Southern Mississippi’s (Southern Miss) accredited baccalaureate degree in business administration with a casino and resort management emphasis or B.S.B.A. Casino and Resort Management (The University of Southern Mississippi, 2010).

The Mississippi gaming industry imports its senior management from established gaming jurisdictions such as Las Vegas and Atlantic City (Cummings, 1996; McNeill,

2004). With new gaming jurisdictions and the explosion of international gaming, it will become more difficult to depend on imported labor. As imported senior management faces retirement, the gaming industry must be prepared to develop a local workforce to replace the retirees and sustain the industry (Rephann, et al., 1997).

The Department of Casino, Hospitality and Tourism Management (CHTM) reached out to employee volunteers from the Mississippi casino industry to help solve problems that include casino management faculty and student displacement after Hurricane Katrina in 2005, and competition from Tulane University (Green, 2009). The casino employee volunteers filled the industry knowledge gap caused by faculty displacement. Their engagement in online courses attracted new and displaced students back to the program. The outreach resulted in an informal business-education partnership between the Mississippi casino industry and Southern Miss. The business-education partnership, coined as “Industry Professionals Assistance in Students Success” (iPASS[®]), began with 15 industry professionals, recruited through the assistance of the Mississippi Gaming Commission, to help rebuild the casino management program at Southern Miss.

Business-Education Partnerships

A business-education partnership (BEP) is 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 the participating businesses (Clark, 1996). According to Casner-Lotto (2006), business and higher education must agree that applied skills integrated with core academic subjects are the “design specs” (p. 7) for preparing students to succeed in the modern workplace. These skills can have an enormous impact on U.S. students’

ability to compete globally. The skills can reduce the growing mismatch between industry needs and workforce skills preparedness. For gaming corporations and the U.S. economy to thrive, business leaders must take an active role in outlining the kinds of skills needed from employees (Cummings & Brewer, 1996). Businesses can form business-education partnerships with education institutions to provide internships, job-shadowing programs, summer jobs, and encourage their employees to serve as mentors and tutors (Casner-Lotto, 2006).

Literature on business-education partnerships suggests poor accountability by education partners often results in dysfunctional or failed partnerships because of the increasing need for transparency in corporate America (Acar, et al., 2009; Boulderstone, 2006). Chief executive officers (CEOS) are reluctant to commit to programs that do not align with CSR strategies and corporate goals (Vance, 2010). Little guidance has emerged on how to ensure partnership success as academic literature has been slow to embrace partnership success as an important managerial concern (Day & Klein, 1987). Meehan, Meehan and Richards (2006) argue that adoption of corporate responsibility has been limited to areas offering economic gains because scholars have not yet provided adequate conceptual resources to help managers integrate other aspects of corporate responsibility such as employee volunteerism into their corporate strategies and operations. Although corporate employee volunteerism is on the rise, no standard measures exist to account for EV as a CSR strategy and its alignment with corporate goals (Acar, et al., 2009; Muthuri, Matten, & Moon, 2009).

Employee Volunteerism in Business-Education Partnerships

Prompted by changes in the organization's 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, Burke, Little, & Jacques, 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). Geroy, Wright and Jacoby (2000) believe that the motivation behind this growing trend of rising corporate volunteerism is a result of volunteerism seen as "positive interventions which have much to offer employees and employers" (p. 285).

Employee volunteerism (EV) is a corporate social responsibility strategy perceived to enhance the competitive standing and financial performance of the business (Benn & Bolton, 2011). But the value of EV contributions is currently not explicitly 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, Sousa, Elgie, & Quarter, 2005). Bussell and Forbes (2002) attribute part of the challenge to include 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).

EV as an Industry-Integrated Curriculum Solution

Employee volunteerism (EV) has become an integral part of business-education partnerships (BEP) formed to resolve 21st century workplace skills gaps (American

Society for Training and Development, 2006). As suggested by the review of literature (Cummings, 1996; Cummings & Brewer, 1996; Ebner, 2002), hands-on experience is critical to student learning success in casino management. Casino management positions differ from traditional hospitality positions because casino managers are required to contend with unique financial regulations, crime issues and gaming addiction (Cabot & Schuetz, 1991; Eadington & Cornelius, 1991; Hashimoto, 2000).

By integrating employee volunteers into casino management education, students are given the opportunity to observe industry professionals in action, engage and interact with industry professionals, and gain firsthand knowledge through experience. According to Vygotsky's (1978) social learning theory, the curriculum must provide the opportunity for students to observe employee volunteers as positive role models through the business-education partnership. The situated learning theory (Lave & Wenger, 1990) posits that social interaction and collaboration are essential for students to become involved in a "community of practice." Students learn to become more of an expert as they engage with the industry, rather than observing from the sidelines. An example of such learning could be acquiring communication and social skills as students network with industry professionals in the classroom. Situated learning bridges the learning gap between the classroom and the boardroom (Lave & Wenger, 1990). David Kolb's (1984) experiential theory is a four-stage learning cycle in which students learn through concrete experience, observation and reflection, form abstract concepts and test concepts in new situations. For optimal learning and placement success, students must go through this learning cycle via internships and industry mentors. Mentoring requires students to establish a relationship with experienced, influential professionals to help them with their

career development (Elkeles & Phillips, 2007); thereby, presenting a strong argument for using EV as skills gap and industry-integrated curriculum solution.

Benefits of Employee Volunteerism in Business-Education Partnership

Employee volunteerism is on the rise with a significant number of corporations incorporating EV into their overall business plan (Points of Light Institute, 2010).

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). Literature reveals several benefits of EV as a CSR strategy for corporations.

Employee Volunteerism Benefits to Employee Volunteers

Volunteerism provides many benefits to the employer but individuals giving their time and efforts also benefit from 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 as a result of their volunteerism. Employee volunteers benefits from volunteerism through strengthened organizational, planning, leadership, communication, and decision-making abilities. Furthermore, volunteerism 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 specific 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 instructions 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). Therefore, the interpersonal, strategic positioning, implementation, critical thinking and leadership skills for employee volunteers must be continually developed to create a positive impression and learning experience for students (Elkeles & Phillips, 2007; Kolb, 1984; Lave & Wenger, 1990).

Employee competencies distinguish the organization and can create competitive advantage (King, et al., 2001). 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). The competencies and opportunities for self-improvement gained through employee

volunteerism are consistent with the hospitality leadership competency model by Chung-Herrera, Enz, and Lankau (2003).

A competency model is a descriptive tool that identifies the knowledge, skills, abilities, and behavior needed to perform effectively in an organization (Lucia & Lepsinger, 1999). Competency models focus on behavior rather on personality traits. They provide a common language for discussing capabilities and performance and are useful for building an integrated framework for developing a firm's human resource. Organizations can work toward an uncertain future by creating models based on competencies that may be necessary for future leaders and for current operations. Industry-specific competency models can help student develop needed skills and improving their success rate in the industry (Chung-Herrera, et al., 2003).

The hospitality leadership competency model (Chung-Herrera, et al., 2003) identifies the following as key competencies: self-management, strategic positioning, implementation, critical thinking, communication, interpersonal, leadership, and industry knowledge. Dimensions included in self-management are ethics and integrity, time management, flexibility and adaptability, and self-development. Awareness of customer needs, commitment to quality, managing stakeholders, and concern for community are dimensions of strategic positioning. The implementation factor includes planning, directing others and re-engineering dimensions. Dimensions for critical thinking include strategic orientation, decision-making, analysis, and risk taking and innovation. Communication competency include speaking with impact, facilitating open communication, active listening and written communication. Interpersonal competency includes dimensions involving building networks, managing conflict and embracing

diversity. Leadership consists of teamwork orientation, fostering motivation, fortitude, developing others, embracing change, and leadership. Finally, industry knowledge consists of business and industry expertise (Chung-Herrera, et al., 2003).

Employee Volunteerism Benefits to Business Partners

Organizations must prevent talent shortages and strategize how to retain key employees and tap into new sources of labor and skills. They could do so by managing their worker demographics. For their mature workers, they could consider flexible retirement or develop a corporate relations strategy that would promote the corporation as a mature-friendly organization. Organizations must look at their midcareer workers and figure out how to keep them engaged and productive yet enjoy work/life balance. Most importantly, they must look at their young workers and strategize on how to keep them engaged and productive by fulfilling their desire for independence, learning, and rapid growth (Dychtwald, et al., 2006).

Managerial competencies in today's organizations may be inadequate for the 21st century workplace (Allred, Snow, & Miles, 1996). Older employees acknowledge their need to acquire the skills and experience needed to remain marketable and ultimately “employable” (Dychtwald, et al., 2006). A managerial career is increasingly becoming a do-it-yourself project as managers and employees assume greater responsibility for planning and managing their career moves, and identifying the steps required to achieve them (Allred, et al., 1996). Personal growth, 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 (Dychtwald, et al., 2006).

Improving human capital appears to be an important motivator for volunteering, enabling EVs to develop skills that may be useful to aid career advancement or in a future career. 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; Fombrum, et al., 2000; Maignan, et al., 1999; McElhaney, 2009).

More Productive, Satisfied and Loyal Employees

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

Acquisition of KSAs by employees is of little use to the organizations if not implemented or transferred to the workplace. Identifying enablers and barriers to implementation are necessary and recommended (Phillips, Myhill, & McDonough, 2007). Examples of enablers are employer support and recognition, and examples of barriers to implementation may be lack of confidence or technology support (Phillips & Phillips, 2010). These enablers and barriers can be used to replicate the process to produce new or improved implementation results in the future. When employees identify these enablers and barriers, they provide an important prescription for success (Phillips & Phillips, 2007).

Increased Attractiveness to Prospective Employees

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). Born between 1982 and 2000, the millennial generation (Millennials) is now leaving school to join the 21st century workforce. 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), and provide employees with 21st century competencies development opportunities (Allred, et al., 1996). 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.

Improved Corporate Image

Tomorrow's global marketplace will be crowded, with companies of diverse 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 GlasoSmithKline 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, Burke, Little, & Jacques, 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 and leveraging the corporation's reputations. 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, create a receptive environment for the sale of products and services as students who are the beneficiaries of their donations and volunteerism become an important customer base. Cultivating important relationships through corporate social responsibility activities such as volunteerism can advance such ends as favorably influencing government officials, 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. Exposure to social responsibility activities gives corporate managers the chance to assume important civic roles such as nonprofit board members and volunteers and challenges faced can be invaluable to the education of future senior executives (Levy, 1999).

Improved corporate bottom line

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). Additionally, strategic employee volunteer programs can produce a return on investment in several ways. For example, the development of employee skills not only inures to the benefit of the employee, but also to the employer. (Bowen, et al., 2009).

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 (ROI) is an accountability tool commonly used to show returns and the contribution of a function, program or solution by comparing the cost with the monetary benefits (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, EVs' engagement in a BEP can become an important CSR 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, CEOs are more likely to continue their investment in the business-education partnership (Acar, et al., 2009; Adams & Zutshi, 2004).

Corporate Social Responsibility Reporting

Corporate social responsibility (CSR) reporting is “a method of self-presentation and impression management conducted by companies to insure various stakeholders are satisfied with their public behaviors” (Snider, Hill, & Martin, 2003, p. 176). Gray, Owen, & Adams, (1996) define CSR reporting as “the process of communicating the social and environmental effects of organizations’ economic actions to particular interest groups within society and to society at large” (p. 3). 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). Hoogheijmstra (2000) suggests it is in the best interest of corporations engaged in CSR to report their social responsibility because there is skepticism about the worthiness of expenditures in corporate citizenship (Maignan, et al., 1999).

CSR reporting typically targets the stakeholder groups of customers, employees, owners, and the local community (Snider, et al., 2003). In the study conducted by Snider, et al. (2003) corporate social responsibility reporting to customers is found to emphasize the value of goods and services, focusing on understanding and satisfying their perceived needs, whereas, CSR messages for employees concentrate on skill development and career enhancement for their betterment as well as corporations. Stockholder messages discuss the importance of trust gained through honest, inclusive, and timely communications, and advancing the net worth of ownership by marketing high-quality products. CSR messages to the local community espouse activities that are designed to improve the neighborhoods in which employees work and live.

Although set in a corporate environment where results-oriented management is the norm, few EV programs are compared to or aligned with corporate goals. This lack of accountability is confounding as it is contradictory to generally accepted management principles and practices (Benjamin, 2007). “Evaluation is the weakest component, we have no concrete documentation” (Benjamin, 2007, p. 78). Many corporations do not measure the results of their employee volunteerism, and those that do were reported by Benjamin (2007) to focus on output, e.g. quantity of hours and volunteers, rather than impact, e.g. effect of volunteerism. Her findings are consistent with literature on corporate social responsibility in which researchers find CSR reporting to be generally poor (Acar, et al., 2009; Baulderstone, 2006; Adams & Zutshi, 2004; Hooghiemstra, 2000).

Employee Volunteerism Performance Measures

Considering the costs of undertaking volunteer initiatives in the workplace (that is, maintenance of facilities and equipment, expenditure of employee time and payment of wages), it is obvious that both CSR and return on investment are motivating factors for employer-supported volunteerism (Volunteer Canada, 2001). Although there is no formal method of valuing volunteer services 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. An example of an input-based model is one that multiplies the number of labor hours provided by an appropriate labor rate, e.g. use of the Bureau of Labor Statistics for the average hourly earnings of

production or management workers (Bureau of Labor Statistics, 2011). Another measure of volunteer contributions is the wage replacement method that estimates value based on the specific tasks performed by the volunteer rather than the employee's labor rate. For example, if a casino manager volunteers to paint a wall, the economic valuation of the volunteer time would be based on a painter labor rate rather than a casino manager wage per hour.

The Balanced Scorecard (BSC) approach developed by Kaplan and Norton (1992) is a common input model used among large organizations as their internal process for measuring external and internal economic value. The Balanced Scorecard based on the stakeholder theory. The Balanced Scorecard incorporates financial, customer/market, short-term efficiency and long-term learning and development factors. However, 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). To rectify this deficiency, Hubbard (2009) proposed a stakeholder-based Sustainable Balanced Scorecard (SBSC) with a single-measure Organizational Sustainability Performance Index (OSPI) to integrate sustainability performance into the Balanced Scorecard. In addition to the original BSC's quadrant measurement of financial performance, customer/market performance, internal process performance, and learning and development performance, Hubbard (2009) added social performance and environmental performance measurements. The average overall ratings of each of the six performance measurements are then reported as the single OSPI score.

An example of a cost-benefit model is the Volunteer Investment and Value Audit (VIVA) that is designed by the Institute for Volunteering Research. Volunteer Investment and Value Audit 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. An example of output-based model is the Expanded Value Added Statement (EVAS) that calculates the value added by volunteers and assumes that value is created and distributed by many stakeholders (Quarter, Mook, & Richmond, 2003).

In the conclusion of their article, Atkinson and Sullivan (2011) suggest alternative economics is necessary to place value on efforts that are currently not explicitly valued, e.g. the efforts of individual volunteers, as current economic measures do not consider either the value of human work or the value of the environment. Such measurements are particularly important in challenging economic times when employee volunteerism is vital to the economic recovery of the nation. The Phillips ROI Methodology™ is a comprehensive performance solution tool that combines all of the abovementioned

methods into one methodology, providing measures for inputs, process, outputs, and intangible benefits (Phillips & Phillips, 2008).

ROI Methodology

The Phillips ROI Methodology™ offers a common approach for organization wide comparison of programs' successes (Phillips & Phillips, 2008). It allows organizations to develop information that can guide improvements, repositioning or expansion of a project or program. A proven methodology, the Phillips ROI Methodology™ has, to date, been applied to areas related to casino management education to include human capital, training/learning/development, leadership/coaching/mentoring, knowledge management, ethics/compliance, marketing, communications, recognition/incentives/engagement, talent retention, green and sustainability projects (Phillips & Phillips, 2011).

Phillips and Phillips (2011) argue that a 21st century organization's perspective of value has changed and shifted from that being defined by a single number, to that of a composition of a variety of data points. They posit that the new "Show Me" generation of stakeholders wants to see actual data, i.e. numbers and data, as an attempt to see value in programs. Numbers and measures no longer suffice the need of decision makers and stakeholders who not only want monetary evidence of added value but also the amount of the connection between the program and its value. Figure 2 illustrates how the Phillips ROI Methodology™ addresses the changing need for value reporting.

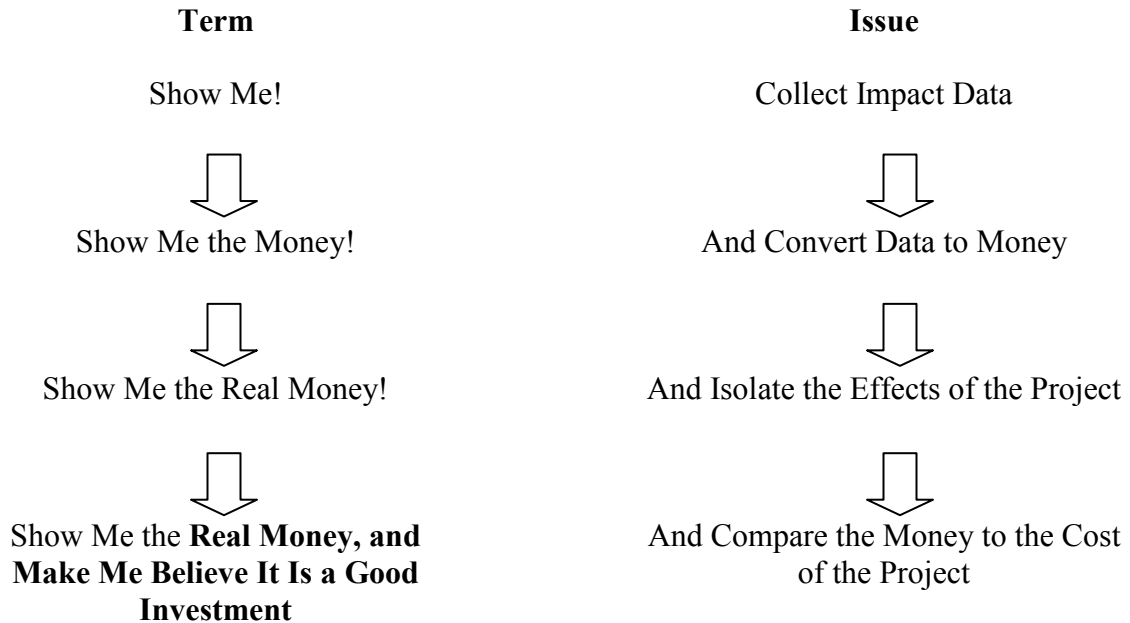


Figure 2. The “Show Me” Evolution. “The Green Scorecard: Measuring the Return on Investment in sustainability initiatives” by Phillips & Phillips, 2011, p. 32. Adapted with permission of the author.

The Phillips ROI Methodology™ (Phillips & Phillips, 2011) utilizes the following criteria to meet the definition of value in a 21st century workplace:

- Value must be balanced with quantitative and qualitative data, as well as financial and nonfinancial perspectives.
- Value data must reflect tactical, activity and strategic issues.
- Value does not necessarily represent a single point in time; it must be derived at different time frames.
- Value must represent value systems that are important to all stakeholders.
- Value data must be collected from credible sources, using cost effective methods.
- Value must be action-oriented, compelling individuals to change habits and make adjustments in their processes.

Level	Measurement Focus	Typical Measures
0: Inputs and Indicators ↓	Inputs into the project, including costs, project scope, and duration	Types of projects Number of projects Number of people Hours of involvement Cost of Projects
1: Reaction and Perceived Value ↓	Reaction to the project, including the perceived value of the project	Relevance Importance Value Appropriateness Fairness Commitment Motivation
2: Learning and Awareness ↓	Acquisition of knowledge, skill, and/or information to prepare individuals to move the project forward	Skills Knowledge Capacity Competencies Confidence Awareness Attitude
3: Application and Implementation ↓	Use of knowledge, skill, and/or information and system support to implement the project	Extent of use Action completed Tasks completed Frequency of use Behavior of change Success with use Barriers to application Enablers to application
4: Impact	Immediate and long-term consequences of application and implementation expressed as business measures usually contained in the records	Productivity Revenue Quality/Waste Costs Time/Efficiency CO ₂ emissions Brand Public image Customer satisfaction Employee satisfaction
5: ROI	Comparison of monetary benefits from project to the project costs	Benefit-cost ratio (BCR) ROI (percentage) Payback period

Figure 3. Levels and Types of Data. “The Green Scorecard: Measuring the Return on Investment in sustainability initiatives” by Phillips & Phillips, 2011, p. 71. Adapted with permission of the author.

- Value may be intangible, not converted to money.
- Value calculation process used must be consistent among projects or programs.
- Value standards must support conservative outcomes, must be in place so results can be compared, and must leave assumptions of outcomes to decision makers.

Based on the review of the current measurement and evaluation literature, the Phillips ROI Methodology™ appears to provide the most accurate analysis of employee volunteerism in business-education partnership as a CSR strategy. The ROI Methodology is best described by its five major elements: an evaluation framework, a process model, operating and standards philosophy, actual application of the process, and implementation (Phillips, Phillips, Stone, & Burkett, 2007).

An Evaluation Framework. The first element is the framework for evaluation, which details 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.

In addition there is a process referred to as Level 0 which 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 know how to do what they have learned, or if they are confident in applying their newly acquires 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).

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 MethodologyTM or the commonly referred to as the V-Model (Figure 4), supports this alignment by connecting each level of project/program needs with its objectives and the evaluation of its success.

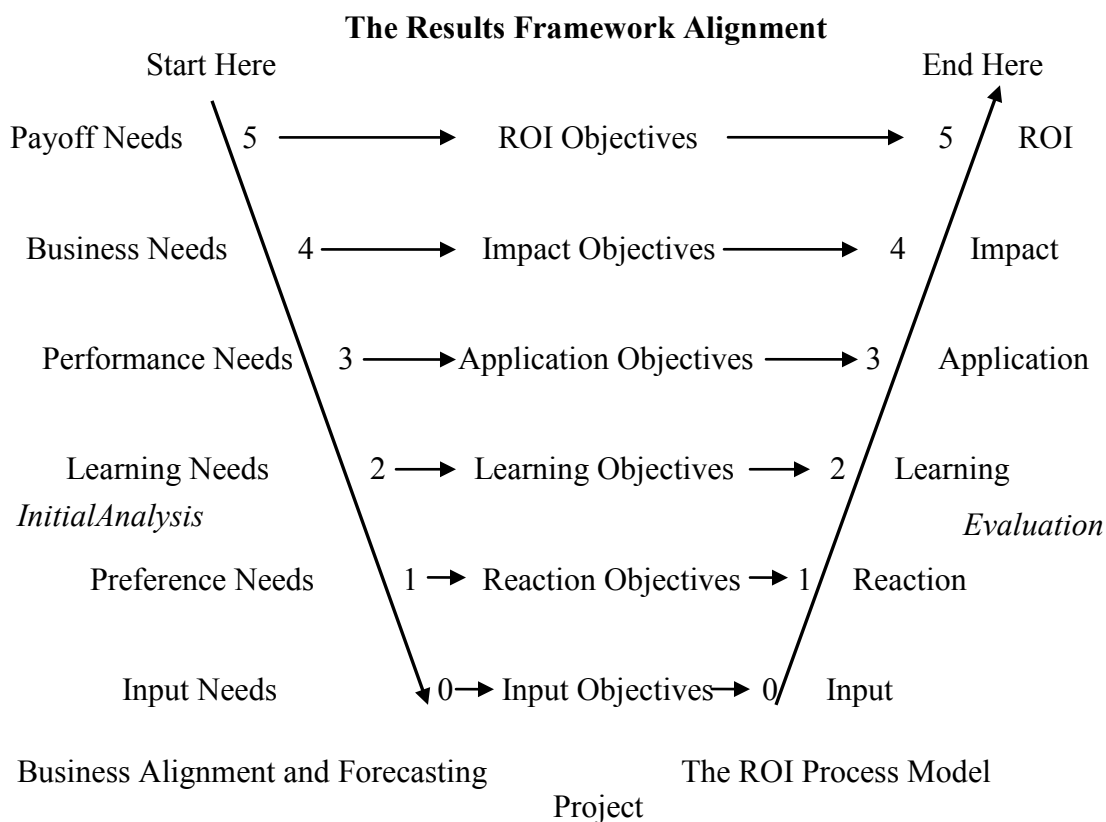


Figure 4. The V-Model. The Green Scorecard: Measuring the Return on Investment in sustainability initiatives” by Phillips & Phillips, 2011, p. 75. Adapted with permission of the author.

Developing a chain of impact using the evaluation framework provides several benefits to include:

- Demonstrate the chain of impact that occurs as people become involved in CSR projects
- Showing results from multiple perspectives
- Demonstrating how immediate and long-term outcomes are achieved
- Providing information as to why and how outcomes are or are not achieved
- Providing project owners data they can use to make improvements with implementation
- Holding stakeholders accountable for success of all project stages

- Providing stakeholders data they need to make decisions about the project and the organization (Phillips & Phillips, 2011, p. 77).

Phillips ROI Process Model™. To simplify the collection and analysis of data in the results framework, The Phillips ROI Process Model™ (Phillips & Phillips, 2008, p. 2) 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 (Figure 5).

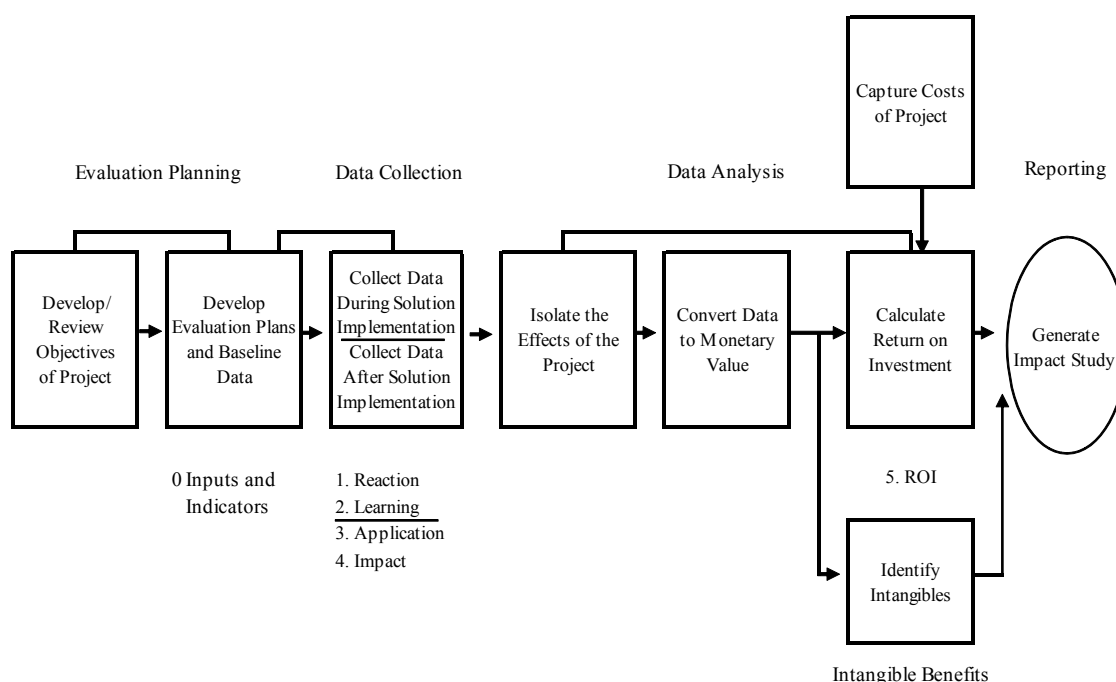


Figure 5. Phillips ROI Process Model™. The Green Scorecard: Measuring the Return on Investment in sustainability initiatives” by Phillips & Phillips, 2011, p. 78. Adapted with permission of the author.

The Twelve Guiding Principles. 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 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 use 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).

The fourth evaluation element represents the actual application of the process. Through the final element, implementation, organizations explore ways to ensure that the

methodology becomes a routine part of the activities and assignments (Phillips & Phillips, 2008).

Chapter Summary

The rationale behind casino industry and higher education partnerships stems from business partners' corporate social responsibility needs and education partners' need for an industry-integrated curriculum for casino management. Employee volunteerism is identified as a potential solution for both needs. The ability to align employee volunteerism in business-education partnerships to corporate social responsibility strategies and corporate goals is necessary for long-term investment by business partners, as CEOs are held accountable for transparency of corporate investments. Benefits attributed to employee volunteerism in business-education partnerships include increased attractiveness to potential employees, productive, satisfied and loyal employees, improved corporate image, and improved corporate bottom line. Accountability reporting of employee volunteerism benefits is poor because of the intangible nature of social responsibility and lack of reporting standards. 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.

CHAPTER III

METHODOLOGY

This study surveyed employee volunteers from iPASS[®], the Southern Miss' business-education partnership with the Mississippi casino industry, to determine their perceptions on employee volunteer and employer benefits from business-education partnerships. This chapter describes the study population, research design, data collection method, and data collection instrument used in the study.

Population

The study population (N) consists of 106 iPASS[®] employee volunteers from nine Mississippi casino business partners who do not impose corporate non-solicitation policies. Table 1 shows the breakdown of the study population. The nine participating partners gave letters of permission under conditions that only iPASS[®] employee volunteers would be surveyed and no financial or proprietary information questions would be asked.

Table 1

Frequency Distribution of the Study Population

Job Category	Frequencies (N)
President	2
General Manager	7
VP	23
Senior Director	6

Table 1 (continued).

Director	29
Manager	26
Other	13
Total	106

Research Design

According to Berg (2007), the purpose of research is to discover answers to questions through the application of systematic procedures. A cross-sectional, descriptive nonexperimental ex post facto research design (Johnson, 2001; Shadish, Cook, & Campbell, 2002; Sprinthall, 2007) was employed in this study. The study utilized a survey procedure to collect data to answer specific research objectives.

This study uses a cross-sectional research approach because the data was collected from survey participants during a single, brief period, i.e., between January 24 to January 31, 2012 (Johnson, 2001). Descriptive design seeks to describe the phenomenon or document the characteristics of the phenomenon (Johnson, 2001). Nonexperimental research is “systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable” (Kerlinger, 1986, p. 348). Ex post facto research is retrospective; it seeks to simulate or approximate a longitudinal study by making comparisons between the past, as estimated by the data, and the present for the cases in the data (Johnson, 2001). Ex post facto was applied to this study as

employee volunteers were asked to look back on their experiences since the implementation of iPASS[®] in 2007.

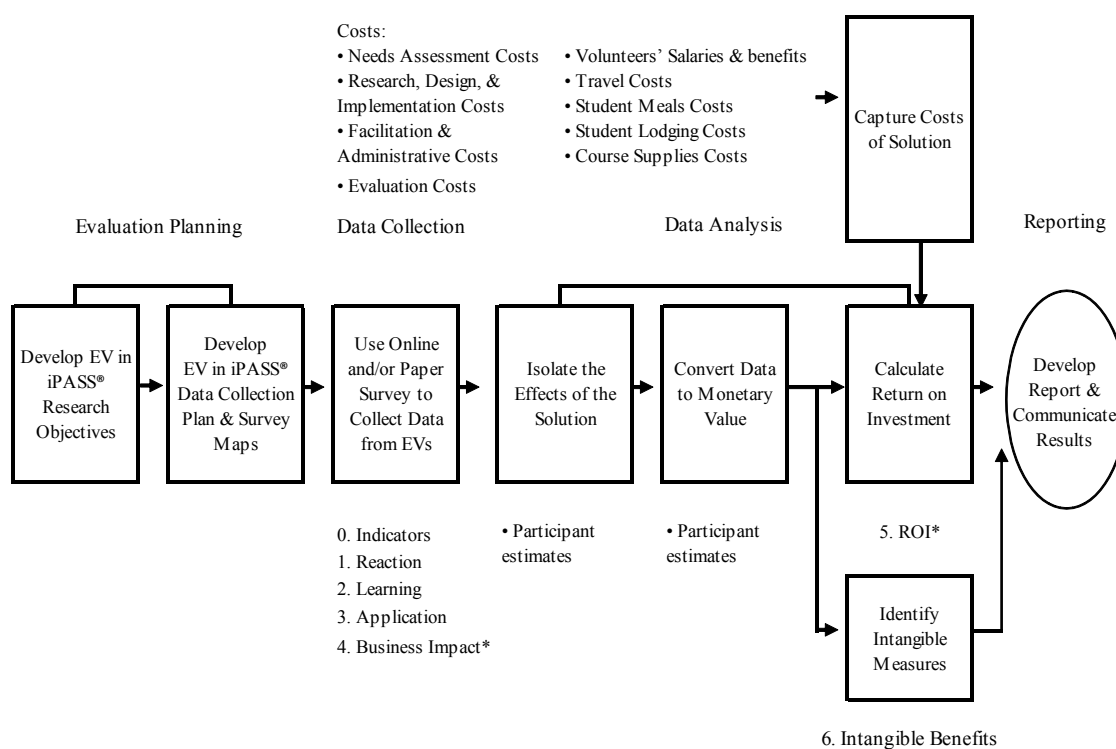
Data Collection

The Phillips ROI Methodology[™] was the framework used for data collection. 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.
5. Provides an evaluation framework and process model that allows the methodology to be implemented and sustained over the long run.

The Phillips ROI Process ModelTM, shown in Figure 6, 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 iPASS[®].



Note. *Business Impact and ROI were not performed in this study due to lack of financial and proprietary data.

Figure 6. Phillips ROI Process ModelTM for the Mississippi Casino Employee Volunteerism in iPASS[®] Study. 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.

This study generated the following levels of data from the Phillips ROI Chain of Impact Logic ModelTM (Phillips & Phillips, 2005) illustrated in Table 2: (0) input or indicators, (1) reaction, (2) learning, and (3) application. Due to study limitations of no access to financial and proprietary information, Level 4 or business impact data was not gathered and Level 5 or ROI was not calculated.

Table 2

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

DATA COLLECTION PLAN FOR MISSISSIPPI CASINO EMPLOYEE VOLUNTEERISM IN iPASS[®]						
Person Responsible for Data Collection: Researcher						
	RESEARCH OBJECTIVES	MEASURES/DATA	QUESTIONS	METHOD	DATA SOURCES	DEADLINE
RO1	Input/Indicators Objectives	0				
	Describe characteristics of employee volunteers in terms of (a) position title, (b) years of experience in casino resort industry, (c) years in the Mississippi gaming jurisdiction, (d) gaming jurisdiction(s) worked prior to Mississippi, (e) age, (f) education, (g) roles or activities in iPASS [®] , (h) academic year(s) engaged in iPASS [®] , (i) amount of time spent each year on each iPASS [®] role or activity, and (j) how EVs got involved in iPASS [®] .	Multiple Responses Multiple Choice Fill-in-the-Blank	(a) Q25 (b) Q26 (c) Q27 (d) Q28 (e) Q29 (f) Q30 (g) Q1 (h) Q2 (i) Q3 (j) Q4	Online or Paper Survey	Mississippi Casino Employee Volunteers	31-Jan
RO2	Reaction Objectives	I				
	Determine if employee volunteerism in iPASS [®] is a worthwhile investment for (a) employee volunteer career development, and (b) employee volunteer employers, as perceived by employee volunteers.	5-pt Likert Scale	(a) Q5 (b) Q6	Online or Paper Survey	Mississippi Casino Employee Volunteers	31-Jan
RO3	Reaction Objectives	I				
	Determine if knowledge, skills or abilities gained through iPASS [®] were relevant to employee volunteer job success, as perceived by employee volunteers.	5-pt Likert Scale	Q7	Online or Paper Survey	Mississippi Casino Employee Volunteers	31-Jan
RO4	Learning Objectives	II				
	Identify specific knowledge, skills or abilities (KSAs) gained by employee volunteers from volunteerism in iPASS [®] , as perceived by employee volunteers.	5-pt Likert Scale	Q8	Online or Paper Survey	Mississippi Casino Employee Volunteers	31-Jan
RO5	Application Objectives	III				
	Identify specific knowledge, skills or abilities (KSAs) transferred to the workplace in terms of (a) extent employee volunteer KSAs improve as a result of volunteerism in iPASS [®] , (b) KSAs applied by employee volunteers, (c) the percentage of KSA learning applied to the job, (d) importance in applying KSAs to the job, (e) ranking of KSAs most frequently applied to the job, (f) enablers for KSAs application, and (g) barriers to KSAs application, as perceived by employee volunteers.	Multiple Responses 5-pt Likert Scale Ranking	(a) Q9 (b) Q10 (c) Q11 (d) Q12 (e) Q18 (f) Q19 (g) Q20	Online or Paper Survey	Mississippi Casino Employee Volunteers	31-Jan
RO6	Application Objectives	III				
	Determine EV perception of improvement in KSAs directly attributable to employee volunteerism in iPASS [®] in terms of (a) the percentage of EV current job that requires the KSAs applied, (b) improvement of EV proficiency in each KSAs since volunteerism in iPASS [®] , (c) factors influencing KSAs improvement, and (d) the percentage of KSAs improvement attributed to employee volunteerism in iPASS [®] .	Multiple Responses Multiple Choice Open-Ended	Q13 - Q17 Q22 - Q23	Online or Paper Survey	Mississippi Casino Employee Volunteers	31-Jan
RO7	Reaction Objectives	I				
	Determine the influence employee volunteerism in iPASS [®] has on each business measure in terms of (a) employee productivity, (b) employee satisfaction, (c) employee loyalty, (d) attractiveness of employer to potential employee, (e) corporate image with stakeholders, and (f) corporate bottom line, as perceived by employee volunteers.	Multiple Responses Multiple Choice	Q21 - Q22	Online or Paper Survey	Mississippi Casino Employee Volunteers	31-Jan

Figure 7. Data Collection Plan.

A data collection plan (Figure 7) defines the what, why, how, and who, of the evaluation planning and implementation process (American Society for Training and Development, 2006a). The plan contains and defines the research objectives, the technique used to collect the data and the source of data, the data collection timeline, and the person responsible for collecting the data (Phillips & Phillips, 2011). The plan in Figure 7 outlines the data collection plan for the present study. As indicated in the plan, data collection method was a mixed-mode of online and paper survey.

Mixed-Mode Data Collection

A high response rate is critical when small populations are studied to avoid conclusion validity threats such as low statistical power and unreliability of measures (Shadish, et al., 2002). Low statistical power threats refer to the ability of a test to detect relationships that exist in the population; defined as the probability that the statistical test will reject the null hypothesis when it is false (Cohen, 1989). A mixed-mode survey was used to increase the number of responses (Shadish, et al., 2002). Paper surveys were available for those who preferred completion of a paper survey or were unable to access the online survey due to corporate technology firewalls. In anticipation of a low response rate, the action plan included a second distribution of the survey (see Table 3) using a paper survey distributed in person by the investigator (Dillman, et al., 2009). There are, however, threats of unreliability of implementation to a mixed-mode survey data collection (Dillman, et al., 2009; Shadish, et al., 2002).

Threats of unreliability of implementation can occur if treatments are implemented inconsistently from site-to-site or person-to-person within sites (Boruch & Gomez, 1977). Specific efforts such as carefully constructed questions to provide an

equivalent stimulus across modes were made to avoid possible differences in opinions that could result from effects of the investigator's presence and possible ramifications for social desirability and acquiescence, and survey structure and communication (Dillman & Christian, 2005). To simulate completion of an online survey, and to avoid personal contact with participants, paper surveys and sealable blank envelopes were given to the Department of Human Resources for distribution to subjects. Subjects returned the completed survey to their Human Resource office for pick up by the investigator on the same or next day.

Threats to Validity and Reliability

Throughout the planning process, every attempt was made to ensure threats to validity and reliability were addressed to ensure an effective instrument and a rigorous research process. For an instrument to be effective, it must be valid, reliable, simple, economical, easy to administer, and easy to analyze (ROI Institute, 2008). The study used a panel of experts to beta-test the instrument for face and content validity, i.e. to determine if the instrument measures what it purports to measure; and for reliability, to determine the consistency of the survey instrument (Sprinthall, 2007). The panel of experts consisted of academic faculty and practitioners totaling 75 years of industry experience. The study also took into consideration other threats such as internal validity, construct validity, and external validity (Shadish, Cook, & Campbell, 2002).

Possible internal validity threats to this study may include confounding, selection bias, and attrition (Shadish, et al., 2002). The validity of the study is confounding if respondents confused knowledge, skills and abilities gained from volunteerism in iPASS[®] with those gained from other training or professional training opportunities

occurring during the same period of volunteerism. To reduce this threat, isolating the effects technique of the Phillips ROI Methodology™ (Phillips & Phillips, 2007) was applied. Because volunteers will inherently respond favorably to a program in which they volunteer, the study prepared for threats of selection bias by emphasizing in the cover letter the purpose of the study, i.e. to provide accountability and gain insights for program management and improvement. Attrition is a likely threat due to employee turnover. Therefore, the population selection criteria excluded employee volunteers who retired, left their employment or left the Mississippi gaming jurisdiction.

Construct validity refers to the extent to which what was to be measured was actually measured (Shadish, et al., 2002). Experimenter expectancies was a threat to construct validity for this study due to the professional relationship between the investigator with the EVs (Shadish, et al., 2002). Experimenter expectancies happen when the investigator can influence participant responses by conveying expectations about desirable responses and those expectations are part of the treatment construct as actually tested (Shadish, et al., 2002). In anticipation of this threat, the cover letter included a statement that emphasized the results will provide feedback on how iPASS® can better serve employee volunteerism needs.

Threats to external validity refer to the validity of generalization of the study to other populations and settings (Shadish, et al., 2002). Although casino resorts are a part of the hospitality and tourism industries, the uniqueness of KSAs required of casino managers discussed in Chapter II, may not reflect those of hospitality and tourism managers. The legal and regulatory environment of the Mississippi gaming jurisdiction

may cause perceptions of corporate relations to differ in other jurisdictions. External threats will be further addressed in the recommendations for further studies in Chapter V.

Minimum Response Rate

Ordinarily, the interval estimate of a population mean would determine the minimum response rate needed for a study (Anderson, Sweeney, & Williams, 2002). Because the population for this study is finite (106 iPASS[®] volunteers), the study referenced the finite population correction (FPC) factor which states if a finite population is used, only a sample size of five percent or greater is needed (Anderson, et al., 2002). In this case, a minimum response rate of 6 respondents ($n = 6$) or more was needed for this study.

Action Plan

An action plan was developed to provide a detailed plan of action with timelines for each stage of the study (Table 3). The plan served as a checklist to facilitate timely completion of the study. The plan covers the initial distribution of the survey through completion of data analysis.

Survey participants' email addresses were entered into Qualtrics *Email Survey* tool. Qualtrics was set up to generate a unique non-identifying ID for returned responses. Once approval from the University's Institutional Review Board (IRB) was received, the cover letter and online survey were sent out the same day to the survey participants via Qualtrics email tool. Qualtrics *Email Survey* automatic reminder tool was used to send out all-call and individual email reminders as per action plan deadlines. Qualtrics *Responses* tool was used to track response rates. Follow-up phone calls were made to two Department of Human Resources that had earlier indicated possible need for paper

surveys. Paper surveys were hand-delivered by the investigator to the departments and completed surveys in sealed envelopes were picked up the following day. Data from paper surveys was input into Qualtrics. Thank you notes were sent through Qualtrics *Email Survey* the day after the survey deadline. Incomplete surveys with less than 91% completion were purged by Qualtrics. Identifying variables such as email addresses were deleted before data was exported to SPSS data analysis software using Qualtrics *Download Data* tool.

Table 3

Action Plan

Action	Completion Timeline
Online Survey Distribution	Day 1
First Follow-Up Reminder (Email)	Day 3
Second Follow-Up Reminder (Personalized Email)	Day 4
Follow-Up In-Person Distribution of Paper Surveys	Day 5
Final Reminder (Email)	Day 6
Collect Paper Survey	Day 5 - 8
Input Paper Survey Data	Day 9
Download data from Qualtrics to SPSS and	Day 9
Send Thank You Note (Email)	Day 10
Data Tabulation and Analysis of Survey	Day 24

All data obtained from participants were kept confidential and only reported in aggregate. All questionnaires were concealed, and no one other than the investigator would have access to them. The data collected was stored in the HIPPA-compliant, Qualtrics secure database until deleted by the investigator at the conclusion of the study. Paper surveys were sealed in an envelope and locked in a cabinet in the investigator's office and the raw data were saved in a USB drive stored in the investigator's personal safe deposit box. The final disposition of data would occur five years after the completion of the study. Paper data would be shredded and the USB drive destroyed.

Data Collection Instrument

A planned, well-constructed questionnaire can obtain information that is obtainable in no other way (Yount, 2006). The study considered the following concerns and strategies in the design of the data collection instrument and the distribution, and implementation process:

- The length of the survey or interview is a basic indicator of the burden of participation and may influence the respondent's willingness to participate in the survey or interview (Groves, Cialdini, & Couper, 1992).
- The theory of scarcity applied to a survey will increase participation as opportunities are perceived to be more scarce, they are perceived to be of more value (Porter & Whitcomb, 2003; Worchel, Lee, & Adewole, 1975).
- The inclusion of a sentence stating the respondents are selected as part of a small group to participate, together with the inclusion of a deadline when the survey website would be shut down, will increase response rates (Porter & Whitcomb, 2003).

- Studies that provide informational letters increase compliance to requests and survey that provides information specifically intended to benefit the respondents will increase participation (Groves, et al., 1992).
- People frequently decide whether to perform a requested activity based on the interest value and personal relevance of the activity as well as cost in time, energy, and resources required to perform it (Groves, et al., 1992).
- Helping tendencies exist in most cultures and motivate individuals to help others. The degree of social responsibility may influence the respondent's decision to participate in a survey or an interview (Groves, et al., 1992).
- The perception of legitimate authority may reduce the impact of the right to privacy in the survey participation decision (Bushman, 1984).
- The attributes of the interviewer such as integrity, skills and confidence influence the level of respondent's cooperation (Kvale, 2007).
- Gaining access to business elites, e.g. CEOs can be a tough proposition as elites tend to insulate themselves with gatekeepers from unwanted disturbances (Hertz & Imber, 1995).
- Studies with a sponsor perceived as having legitimate authority to collect the information will be more successful (Groves, et al., 1992).

The data collection instrument for this study (Appendix A) was a researcher-designed online survey developed in Qualtrics. Qualtrics is an online survey development software, offered through the Southern Miss Institutional Research Office. The survey included an informed consent, followed by a statement that requested respondents to document willingness to participate in the study with a *yes* or *no* response.

The survey consisted of 30 questions with an anticipated completion time of 15 minutes (Groves, et al., 1992). The survey gathered descriptive data concerning Mississippi casino employee volunteers' perception of the benefits they and their employers gain from their volunteering in iPASS[®].

The survey used scaled, multiple choice, multiple responses, ranking, fill-in-the-blank, and open-ended questions to collect descriptive quantitative and qualitative data. Scaled questions consisted of 5-point Likert-scales that measured and determined the direction and intensity of respondents' opinions or attitudes, e.g. the EVs reaction to iPASS[®]. Multiple-choice questions collected nominal or categorical data such as job categories and demographics, e.g. age group or years of education. Multiple responses handled questions that do not have exclusive answers, e.g. roles in iPASS[®] or types of KSAs acquired through iPASS[®]. Ranking questions seek respondent perceptions on the relative importance of the answers, e.g. KSAs that are most important to the job. Fill-in-the-blank options addressed questions with varying responses, e.g. previous jurisdictions worked. Finally, the instrument contained open-ended questions to allow respondents to answer in their own words without prompting, e.g. *Comments* or *Other* answers for response options not supplied by the instrument (ASTD, 2006a).

The investigator arranged the layout of the instrument and the flow of the survey questions with the evaluation process in mind. Evaluation planning is critical to improving the quality and quantity of data collected to ensure a successful outcome (Phillips & Phillips, 2007) and will define the future use of data that will yield important organizational benefits (ASTD 2006a). The study used two survey maps to organize the data to ensure data collection success. Survey maps help ensure statistical rigor by

aligning research objectives with survey questions for components of accuracy assessment (Stehman, 2001). The *Research Objectives to Survey Questions* survey map (Appendix B) ensured responses to survey questions provided answers to research objectives. The *Survey Questions to Research Objectives* survey map (Appendix C) provided further assurance that each question was related to a research objective. Survey questions were arranged in chronological order in accordance with the seven research objectives, closely aligning with Phillips ROI Chain of Logic Impact Model™ Levels of Evaluation as illustrated in Table 2.

The following paragraphs describe the purpose of each objective, the aligned levels as referenced in the Phillips ROI Chain of Logic Impact Model™, and the related survey questions, as outlined in the *Research Objectives to Questions* survey map.

Research Objective One (ROI)

The first research objective (ROI) of this study is to describe characteristics of employee volunteers involved in iPASS®. Research Objective 1 data provided Level 0 or input and indicators data as referenced in the Phillips ROI Chain of Logic Impact Model™, identified in Table 2. The study placed the demographic aspects of this objective at the end of the instrument based on good survey design principles.

Demographic questions describe the subject who is answering the questionnaire in general categories: age, education level, and other personal information (Yount, 2006). Respondents are more likely to fill out the demographic questions and return the survey once they have invested time in answering content questions. Subjects may get a feeling of invasion when demographic questions are placed at the beginning of a survey and may not respond to the survey at all (Yount, 2006). Therefore, demographic questions which

included (a) position title, (b) years of experience in casino resort industry, (c) years in the Mississippi gaming jurisdiction, (d) gaming jurisdiction(s) worked prior to Mississippi, (e) age, and (f) education were placed at the end of the survey; Q25 through Q30, respectively. Gender and property affiliation were removed from the survey upon recommendations of the instrument testing panel of experts and restrictions placed by business partners on proprietary information. Questions Q1 through Q5 in the online survey identified (g) roles or activities in iPASS[®], (h) academic year(s) engaged in iPASS[®], (i) amount of time spent each year on each iPASS[®] role or activity, and (j) how EVs got involved in iPASS[®].

Research Objective Two (RO2)

The second research objective (RO2) seeks to determine if employee volunteerism in iPASS[®] is a worthwhile investment in (a) employee volunteer career development and (b) the employee volunteer employers, as perceived by employee volunteers. The data collected provided Level 1 or reaction data as referenced in the Phillips ROI Chain of Logic Impact Model[™] identified in Table 2. The instrument captured data with (a) Q5 and (b) Q6 of the survey.

Research Objective Three (RO3)

The third research objective (RO3) seeks to determine if knowledge, skills or abilities gained through iPASS[®] were relevant to employee volunteer job success, as perceived by employee volunteers. The data collected provided Level 1 or reaction data as referenced in the Phillips ROI Chain of Logic Impact Model[™] identified in Table 2. The study captured the data with Q7 of the survey.

Research Objective Four (RO4)

The fourth research objective (RO4) seeks to identify specific knowledge, skills or abilities (KSAs) gained by employee volunteers from volunteerism in iPASS[®], as perceived by employee volunteers. The data collected provides Level 2 or learning data as referenced in the Phillips ROI Chain of Logic Impact Model[™] identified in Table 2. The instrument captured the data with Q8 of the survey.

KSAs for this study were adapted from the Chung-Herrera et al. (2003) competency model for hospitality leaders to discern the knowledge, skills and abilities (KSAs) EVs gain from volunteering in iPASS[®] since casino resorts are a part of the hospitality industry (Bierderman, 2008). The nine hospitality skills categories presented from the Chung-Herrera, et al. model were: (1) self-management, (2) strategic positioning, (3) implementation, (4) critical thinking, (5) communication, (6) interpersonal, (7) leadership, (8) business and industry expertise, and (9) technology. The following KSA descriptions obtained from the Chung-Herrera model were inserted for clarity and consistency of responses for questions Q8 through Q17:

- Self-management includes ethics and integrity, time management, flexibility and adaptability and self- improvement.
- Strategic positioning includes awareness of customer needs, commitment to quality, managing stakeholders, and concern for community.
- Implementation includes planning, directing others, and re-engineering.
- Critical thinking includes strategic orientation, decision-making, analysis, risk taking and innovation.

- Communication includes speaking with impact, facilitating open communication, active listening, and written communication.
- Interpersonal includes building networks, managing conflicts, and embracing diversity.
- Leadership includes team orientation fostering motivation, fortitude, developing others, embracing change and leadership versatility.
- Industry knowledge includes business and industry expertise.
- Technology includes proficiencies in presentation, audio, video, videoconferencing software and technology.

A *Comment* field and two blank fields were added for respondents to elaborate on the KSAs and to add KSAs not provided.

Research Objective Five (RO5)

The fifth research objective (RO5) seeks to identify specific knowledge, skills or abilities (KSAs) transferred to the workplace in terms of (a) extent EV KSAs improve as a result of volunteerism in iPASS[®], (b) KSAs applied by employee volunteers, (c) the percentage of KSAs learning applied to the job, (d) importance in applying the KSAs to the job; (e) ranking of KSAs most frequently applied to the job, (f) enablers for KSAs application, and (g) barriers to KSAs application, as perceived by employee volunteers. Responses to Q9 – Q12 and Q18 – Q20 provided Level 3 or application data referenced in the Phillips ROI Chain of Logic Impact Model[™] as shown in Table 2.

Survey questions Q9 through Q12 addressed RO5 items (a) through (d), and Q18 through Q20 addressed items (e) through (g), respectively. The survey included an open-ended question to allow for respondent comments or addition of KSAs not mentioned.

Research Objective Six (RO6)

The sixth research objective (RO6) seeks to determine EV perception of improvement in business measures directly attributed to KSAs gained from employee volunteerism in iPASS[®] in terms of (a) the percentage of EVs' current job that requires the KSAs applied, (b) improvement of EV proficiency in each KSAs since volunteerism in iPASS[®], (c) factors influencing KSAs improvement, and (d) the percentage of KSAs improvement attributed to EVs' volunteerism in iPASS[®]. The data collected provides Level 3 or application data referenced in the Phillips ROI Chain of Logic Impact Model[™] as shown in Table 2. The instrument captured the data with Q13 – Q17, and Q22 - Q23 of the survey. Question 22 and 23 are open-ended questions designed to obtain feedback from the respondents on how Southern Miss could make their volunteerism in iPASS[®] more relevant to their job, and examples of successful application of KSAs in the workplace.

Research Objective Seven (RO7)

The seventh research objective (RO7) seeks to determine the extent of influence employee volunteerism in iPASS[®] has on each job-related measure in terms of (a) employee productivity, (b) employee satisfaction, (c) employee loyalty, (d) corporate image to stakeholders, and (e) corporate bottom line, as perceived by employee volunteers. The data collected provided Level 1 or reaction data as referenced in the Phillips ROI Chain of Logic Impact Model[™] shown in Table 2. The study captured data for this objective with Q21 through Q22 of the survey.

The business measures listed in Q21 and Q22 were benefits associated with employee volunteerism (Bolino & Turnley, 2003; Fombrun, et al., 2000; Maignan, et al.,

1999; McElhaney, 2009; Tuffrey, 2003). The survey included two “Other” fields for respondents to identify other benefits not listed in the survey.

The aforementioned data captured were quantitative descriptive in nature. Quantitative data are hard data that is objective and measurable, e.g. frequency, percentage, proportion or time. The instrument also collected qualitative data through written comments and feedback questions. Qualitative data are soft data that are more intangible, anecdotal, personal, and subjective, e.g. perceptions, attitudes, assumptions, feelings, values, and desires (ASTD, 2006a). Although qualitative data provides insights into what makes people “tick”, the numbers and statistics of quantitative data represent the language of business that is well-versed by business executives (Vance, 2010).

Data Collection Instrument Testing

The investigator recruited a panel of subject matter experts to review the data collection instrument’s face and content validity. Face validity measures if the items in the survey are reasonably related to the perceived purpose of the test (Trochim, 2006). Content validity tests whether the test items are a fair and representative sample of the general domain that the test was designed to evaluate; based on logic, intuition and common sense rather than statistical tests of significance (Sprinthall, 2007). The panel of experts comprised of two Southern Miss Casino, Hospitality and Tourism Management (CHTM) faculty members, the executive director of the Mississippi Gaming Commission, the executive director of the Mississippi Casino Operators Association, and the chair of the CHTM Advisory Board. The study selected the panel members for subject matter expertise and familiarity with industry information sharing practices. The panel of experts rated the survey based on the following information:

- Does the survey contain language that can be understood by iPASS[®] employee volunteers?
- Does the survey address specific and appropriate issues in the statements, as it relates to obtaining information regarding employee volunteerism, the EVs' perception of knowledge, skills, and abilities (KSAs) acquired by employee volunteers through their participation in iPASS[®], and the perceived application and business impacts of the KSAs transferred to the workplace?
- Are there any questions offensive or obtrusive?
- Are there any questions that can be excluded from the survey?
- Are there any statements that should be included that are not a part of the survey?

The investigator revised the instrument based on the panel of experts' feedback. Questions requiring financial and proprietary data (e.g. costs, employee salaries), and data that may possibly reveal participants' identity (e.g. area of responsibilities, gender, and property affiliation) were found obtrusive by the panel of experts. Business partners confirmed the experts' observations when non-financial and non-proprietary information were conditions stipulated within the letters of permission, and necessitated removal of questions requesting personal information that may identify a subject, financial or proprietary data from the study.

The investigator completed the survey to identify the approximate time taken to complete the survey to ensure the length of the survey is as stated in the informed consent statement and will not negatively influence the respondent's willingness to participate in the survey (Groves, et al., 1992). The investigator ran a beta-test and downloaded the data

to SPSS statistical software for the statistical expert on the dissertation committee to perform instrument reliability testing. The investigator also downloaded the online survey into Microsoft Word, and performed layout editing for a professional paper copy of the survey to accommodate respondents' request or need for one.

Institutional Review Board (IRB) Approval

The investigator submitted the survey instrument (Appendix A) to the Southern Miss Institutional Review Board (IRB) for human subjects review and approval. The IRB approval application (Appendix D) included: (a) a letter of approval for submission from the dissertation chair, (b) IRB application form, (c) a narrative on project goals, protocol, benefits, and risks, (d) cover letter, (e) informed consent form, (f) survey instrument, (g) letters of permission from the business partners, and (h) IRB approval confirmation. The purpose of the informed consent statement is to inform participants of possible risks and their option to cease participation in the survey or interview at any point in time (The University of Southern Mississippi, 2010). The cover letter informed employee volunteers they were specifically chosen to participate in the survey and their participation in the survey would help determine the benefits of employee volunteerism in iPASS[®] to the EVs and casino business partners (Porter & Whitcomb, 2003; Worchel, et al., 1975). The letter emphasized volunteers' effort would support the dissertation needs of the investigator, a casino management instructor (Groves et al., 1992). A brief description of the instrument, time needed to complete the survey, and survey completion deadline were also included in the letter (Groves, et al., 1992). Letters of permission from business partners allow employees to participate in the survey and the investigator to go on property to conduct the survey if necessary.

The investigator wrote a sample letter of permission for the business partners' convenience to help expedite the approval process. The sample letter was included in an email correspondence sent to chief executive officers of the business partners who redirected the request to the heads of Human Resources. The investigator followed up with these individuals through phone calls and email correspondence for the letters of permission. Business partners essentially replicated the sample letter on a corporate letterhead accompanied by signature authority (see Appendix D). The investigator implemented the action plan (Table 3) once confirmation of IRB approval was received (see Appendix D).

Chapter Summary

The research design used to meet the seven objectives for this study was a cross-sectional, descriptive nonexperimental ex post facto design. The study population comprised of 106 iPASS[®] employee volunteers from the Mississippi casino industry, represented nine out of ten business partners. The study applied the Phillips ROI Methodology[™] to collect data, using the Phillips ROI Chain of Logic Impact Model[™] to categorize the data by levels, with each level representing a link in the chain of impact process. A data collection plan and an action plan guided the data collection process. The investigator addressed threats of validity and reliability at each step of the process to ensure an effective survey instrument and implementation process. The study used mixed-mode survey distribution, i.e., an online survey and a paper version of the online survey to ensure a high response rate. The survey instrument is a researcher-designed online survey consisting of 30 questions with an estimated completion time of 15 minutes. Business impact and ROI evaluation were not included in the study due to lack

of access to financial and proprietary data. The instrument was beta-tested by a panel of experts and was revised according to feedback. The instrument was submitted to the IRB for distribution approval. Once IRB approval was received, the investigator implemented the action plan for data collection.

CHAPTER IV

RESULTS

Introduction

The purpose of this chapter is to present results of each research objective, analyze research data, and provide a summary of the results. This study answered seven research objectives concerning employee volunteer and employer benefits from business-education partnerships as perceived by employee volunteers. A *Data Analysis Methods to Survey Questions and Research Objectives* survey map (Appendix E) was used to align the appropriate analysis method with survey questions and research objectives. Because of the ex post facto or retrospective nature of the study and lack of access to financial and proprietary data, data gathered for this study were participant estimates collected through the researcher-designed survey instrument. The Phillips ROI Methodology™ guiding principles were used to add rigor to the data analysis process (Phillips & Phillips, 2008) because estimates are not as rigorous as actual data.

Response Rate

Of the 106 iPASS® employee volunteers (N) in the population, fifty-five participants (52%) responded to the survey. All but one ($n = 54$) participant responded via the online survey. The participant who did not participate in the online survey completed the paper version of the survey distributed and returned through the participant's Department of Human Resources in a sealed envelope.

Of the 51 non-respondents (48%), 39 volunteers (37%) did not respond to the survey, seven submitted incomplete surveys (5%), and five (4%) did not participate due to their departure from the Mississippi gaming jurisdiction, retirement or attrition after

the survey was distributed. Table 4 summarizes the study population and the response rate for each job category. The table verifies statistical power validity ($n/N > .05$) was met within each job category.

Table 4

Employee Volunteers Surveyed and Response Rate by Job Categories

Job Categories	Population <i>N</i>	Respondents <i>n</i>	Response Rate <i>(n/N)</i>
President	2	1	50%
General Manager	7	4	57%
VP	23	5	22%
Senior Director	6	1	17%
Director	29	16	55%
Manager	26	15	58%
Other (includes specialists, coordinators, administrative assistants)	13	4	31%
Missing		9	
Total	106	55	52%

Note. N = Study population; n = Number of respondents

Results

Research Objective One (ROI)

Research Objective One (RO1) seeks to describe the characteristics of employee volunteers. Of the 46 EVs responding to the job category question (Table 5), the majority ($n = 31$) hold entry to mid-management positions, identified as *manager* or *director*. One out of five respondents ($n = 11$) held *senior director*, *vice president*, *general manager*, or *president* positions. *Other* job categories reported were executive assistant, supervisor and specialist.

Table 5

Frequencies of Respondents By Job Categories

Job Categories	Frequency	Percent (%)
Director	16	27.3
Manager	15	27.3
Missing	9	16.4
Vice President	5	9.1
General Manager	4	7.3
Other	4	7.3
President	1	1.8
Sr. Director	1	1.8
Total	55	100.0

Table 6 illustrates the age groups and highest level of education completed by the respondents. The ages of the respondents spread evenly among the age groups. Almost

Table 6

Respondent Frequencies by Age Groups and Highest Level of Education Completed

Variable	Value	Frequency	Percent (%)
Age	30 – 39	15	27.3
	40 – 49	14	25.5
	50 – 59	9	16.4
	21 – 29	6	10.9
	60 +	1	1.8
Education	Undergraduate	23	41.8
	Graduate	13	23.6
	High School	7	12.7
	Doctoral	2	3.6
	Other	1	1.8

one fourth of the respondents ($n = 15$, 27.3%) are between the ages of 30 - 39 years, and one-fourth ($n = 14$, 25.5%) are between the ages of 40-49 years. Sixteen percent of the respondents ($n = 9$) belong to the 50-59 age group and about 11% ($n = 6$) are between the

ages of 21-29 years. A majority ($n = 36$, 65.4%) of the respondents earned either an undergraduate degree ($n = 23$, 41.8%) or a graduate degree ($n = 13$, 23.6%).

When grouped by job categories, study results show respondents in upper management, i.e. president, general manager and vice-presidents, are college graduates who are relatively young, with all but one between the ages of 30-49 years. Younger workers between ages 21-29 years are college graduates in entry-level management positions, i.e. manager, with an average of three years of work experience. A few mid-management respondents, i.e. directors, report their highest level of education completed is high school and these individuals are older workers between the ages of 40-59 years.

Forty-six of the 55 respondents ($n = 46$, 84%) reported an average of 14.5 years of experience in the casino industry. Reported years of experience ranged from two to 32 years (Table 7). Of the 55 respondents, 80% ($n = 44$) indicated they have worked an average of 11.5 years in the Mississippi gaming jurisdiction (Table 7).

Fifty-four (98%) of the 55 participants responded to the question on gaming jurisdictions worked prior to Mississippi (Table 8). Sixty-one percent ($n = 33$) of the 54 respondents indicated no prior work experience in other jurisdictions. Other jurisdictions worked prior to Mississippi are Las Vegas, Nevada ($n = 7$, 17.1%) and New Jersey ($n = 6$, 14.6). Only one respondent indicated international work experience but did not name the international gaming jurisdiction(s).

Table 7

Years of Experience in Casino Industry and Years in Mississippi Gaming Jurisdiction

Job Categories	Years of Experience in Casino Industry			Years in Mississippi Gaming Jurisdiction		
	<i>n</i>	Mean	SD	<i>n</i>	Mean	SD
President	1	22.00		1	4.00	
General Manager	4	18.25	10.720	4	9.75	6.238
Vice President	5	18.00	4.359	5	12.40	5.683
Sr. Director	1	15.00		1	6.00	
Director	16	17.50	7.165	15	14.67	5.640
Manager	15	9.33	5.936	15	8.87	5.276
Other	4	12.00	6.733	3	14.67	5.033
Total	46	14.52	7.548	44	11.55	5.943

Note. *n* = number of responses; SD = standard deviation; blank = no data required.

Fifty (90.9%) of the 55 respondents identified their iPASS[®] roles or activities (Table 9). Respondents primarily served as face-to-face guest presenters (*n* = 23, 46%), field trip hosts (*n* = 15, 30%), and online guest presenters (*n* = 13, 26%). Twelve percent of the respondents (*n* = 6) served as course mentors for team projects.

Table 8

Jurisdictions Worked Prior to Mississippi

Gaming Jurisdictions	Responses (<i>n</i>)	Percent of Cases (%)
No prior work experience in other jurisdictions	25	61.0
Las Vegas, Nevada	7	17.1
New Jersey	6	14.6
Iowa	4	9.8
Louisiana	4	9.8
Illinois	3	7.3
Native American	3	7.3
Colorado	1	2.4
International	1	2.4
Total	54	131.7

Respondents began volunteering for iPASS[®] in 2007 (Table 10). Survey results indicate a rising trend in volunteerism, with 2011 enjoying the highest rate of volunteerism and greatest diversity in iPASS[®] roles and activities. Survey results show a shift from in-person volunteerism activities such as face-to-face guest presentations and hosting field trips to online activities such as online guest presentations and course project mentors. The results revealed a drop in face-to-face guest presentations in 2011 ($n = 16$) compared to 2010 ($n = 22$) and in field trip hosts (2011, $n = 9$; 2010, $n = 11$);

whereas, a sharp increase in online presentations (2011, $n = 12$; 2010, $n = 4$) and course project mentors (2011, $n = 6$; 2010, $n = 1$).

Table 9

Respondents iPASS[®] Roles or Activities

iPASS [®] Roles or Activities	Responses (n)	Percent of Cases (%)
Guest Presenter (face-to-face)	23	46.0
Field Trip Host	15	30.0
Guest Presenter (online)	13	26.0
Mentor – Course Projects	6	12.0
Adjunct Instructor	4	8.0
Other	4	8.0
Mentor - Internship	3	6.0
Curriculum Development	2	4.0
Career Placement Networking	1	2.0

Almost 91% ($n = 50$) of the respondents responded to the question on average volunteer hours spent each year on each iPASS[®] roles or activities (Table 10). Hours spent included non-student contact activities such as course preparation or attend field trip planning meetings. Most time was spent on adjunct instruction, averaging 145 hours each year, respectively. Face-to-face guest presenters spent almost 12 hours annually, compared to eight volunteer hours spent annually by online guest presenters.

Table 10

Frequency of Volunteerism by Time Period and iPASS[®] Roles or Activities

iPASS [®] Roles or Activities	2007	2008	2009	2010	2011	Avg. Hrs Spent per Year
	Frequencies (<i>n</i>)					
Adjunct Instructor	0	1	2	2	4	145
Mentor - Internship	0	0	0	0	3	36
Curriculum Development	0	0	0	1	2	34
Other	0	0	0	1	1	14*
Guest Presenter (face-to-face)	1	1	8	22	16	12
Guest Presenter (online)	1	2	1	4	12	8
Mentor – Course Projects	0	0	0	1	6	6
Field Trip Host	2	0	4	11	9	3.5
Career Placement Networking	0	0	0	1	2	1.75
Total	4	4	15	43	55	260.25

Note. * = travel time for face-to-face presentations

Respondents volunteering as field trip hosts spent 3.5 volunteer hours each year, whereas, course project volunteers spent an average of six hours. Respondents listed “travel” as *Other* volunteer time spent on iPASS[®], and reported spending an average of 14 hours annually on round trips made between their workplace and Southern Miss campuses in Hattiesburg and Long Beach, Mississippi for guest presentations.

Fifty-two of the 55 respondents ($n = 52$, 94.5%) described how they became an employee volunteer in iPASS[®] (Table 11). When asked to describe how they became an employee volunteer in iPASS[®], one half ($n = 26$) of the 52 respondents indicated they were approached by Southern Miss to volunteer in iPASS[®]. About one-third of the respondents ($n = 18$, 32.7%) were approached by their employer.

Table 11

How Respondents became iPASS[®] Employee Volunteers

Variable	Frequency (<i>n</i>)	Percent (%)
I was approached by Southern Miss	26	47.3
I was approached by my employer	18	32.7
I was approached by a colleague who is an iPASS [®] volunteer	3	5.5
I approached Southern Miss	3	5.5
I was approached by the Mississippi Gaming Commission	2	3.6

Research Objective Two (RO2)

Research Objective Two (RO2) seeks to determine if employee volunteerism in iPASS[®] is a worthwhile investment for (a) employee volunteer career development, and (b) the employee volunteer employers, as perceived by employee volunteers. Fifty-two of the 55 respondents ($n = 52$, 94.5%) responded to Q5. Of the 52 volunteers who responded, an overwhelming majority (87.3%) perceived volunteerism in iPASS[®] a worthwhile investment for their career development, with 36.4% ($n = 20$) strongly agreed

and 50.9% ($n = 28$) agreed. Four or 7.3% of the respondents neither agreed nor disagreed, and there was no disagreement from any of the respondents.

Over 80% of those who responded ($n = 51$, 92.7%) to Q6, perceived their volunteerism in iPASS[®] was a worthwhile investment to their employer; with 43.6% ($n = 24$) strongly agreed and 38.2% ($n = 21$) agreed. About 11% ($n = 6$) neither agreed nor disagreed. None of the respondents thought their volunteerism in iPASS[®] was not a worthwhile investment to their employer.

Research Objective Three (RO3)

Research Objective Three (RO3) seeks to determine if knowledge, skills or abilities (KSAs) gained through iPASS[®] were relevant to the employee volunteer's job success, as perceived by employee volunteers. Fifty-two of the 55 respondents ($n = 52$, 94.5%) responded and almost two-thirds of those who responded perceived KSAs gained through iPASS[®] were relevant to their job success; almost 18% ($n = 10$) strongly agreed and over 45% ($n = 25$) agreed. Almost 31% ($n = 17$) neither agreed nor disagreed. None of the respondents perceived KSAs gained through iPASS[®] were irrelevant to their job success.

Research Objective Four (RO4)

Research Objective Four (RO4) seeks to identify specific knowledge, skills or abilities (KSAs) gained by employee volunteers from volunteerism in iPASS[®], as perceived by employee volunteers. Table 12 describes respondents' perception on the various KSAs. Respondents rated the KSAs using a five-point Likert scale with 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Agree*, 4 = *Agree*, and 5 = *Strongly Agree*.

Respondents identified communication ($\bar{X} = 4.23$, $SD = 0.70$), interpersonal ($\bar{X} = 4.00$, $SD = 0.73$), and leadership ($\bar{X} = 3.91$, $SD = 0.84$) as the top three skills gained from volunteerism in iPASS[®]. Communication skills include speaking with impact, facilitating open communication, active listening, and written communication. Interpersonal skills include building networks, managing conflicts, and embracing diversity. Leadership abilities include team orientation, fostering motivation, fortitude, developing others, embracing change and leadership versatility. Respondents identified strategic positioning as the skill set least gained from iPASS[®]. Strategic positioning includes awareness of customer needs, commitment to quality, managing stakeholders, and concern for community.

Table 12

KSAs Gained from Volunteerism in iPASS[®]

Variable	Mean	SD
Communication ($n = 47$)	4.23	0.70
Interpersonal ($n = 46$)	4.00	0.73
Leadership ($n = 46$)	3.91	0.84
Other ($n = 7$)	3.71	0.76
Industry Knowledge ($n = 46$)	3.61	0.93
Implementation ($n = 46$)	3.57	0.86
Technology ($n = 46$)	3.57	0.75

Table 12 (continued).

Critical Thinking ($n = 45$)	3.49	0.84
Self-Management	3.48	0.81
Strategic Positioning ($n = 46$)	3.41	0.83

Note. n = number of responses; SD = standard deviation. Responses based on a 5-point Likert scale: 1 = *Strong Disagree*, 2 = *Disagree*, 3 = *Neither Agree nor Disagree*, 4 = *Agree*, 5 = *Strongly Agree*.

Research Objective Five (RO5)

Research Objective Five (RO5) seeks to identify specific knowledge, skills or abilities (KSAs) transferred to the workplace in terms of (a) extent the employee volunteer KSAs improve as a result of volunteerism in iPASS[®], (b) KSAs applied by employee volunteers, (c) percentage of KSA learning applied to the job, (d) importance of applying KSAs to the job, (e) ranking of KSAs most frequently applied to the job, (f) enablers for KSAs application, and (g) barriers to KSAs application, as perceived by employee volunteers.

(a) Extent the employee volunteer KSAs improve as a result of volunteerism in iPASS[®].

Respondents used a six-point Likert scale to describe the extent their KSAs improved as a result of volunteerism in iPASS[®]. The six-point Likert scale indicates 1 = *No Opportunity to Apply*, 2 = *No Change*, 3 = *Some Change*, 4 = *Moderate Change*, 5 = *Significant Change*, and 6 = *Very Significant Changes*. Table 13 results show communication ($\bar{X} = 3.72$, SD = 1.21), interpersonal ($\bar{X} = 3.43$, SD = 1.11), and leadership ($\bar{X} = 3.28$, SD = 1.26) received the three highest mean scores among the KSAs perceived by respondents to have improved as a result of their volunteerism. Respondent perceptions fell between

some change to moderate change. Communication includes speaking with impact, facilitating open communication, active listening, and written communication.

Interpersonal includes building networks, managing conflicts, and embracing diversity.

Leadership includes team orientation, fostering motivation, fortitude, developing others, embracing change and leadership versatility.

Table 13

Extent of KSAs Improvement as a Result of Volunteerism in iPASS[®]

Variable	Mean	SD
Communication (<i>n</i> = 47)	3.72	1.21
Interpersonal (<i>n</i> = 46)	3.43	1.11
Leadership (<i>n</i> = 46)	3.28	1.26
Implementation (<i>n</i> = 46)	3.13	1.24
Industry Knowledge (<i>n</i> = 46)	3.09	1.21
Critical Thinking (<i>n</i> = 46)	3.00	1.19
Self-Management (<i>n</i> = 46)	2.96	1.13
Technology (<i>n</i> = 46)	2.93	1.08
Strategic Positioning (<i>n</i> = 46)	2.91	1.13
Other (<i>n</i> = 3)	2.67	1.16

Note. *n* = number of responses; SD = standard deviation. Responses based on a 6-Likert scale: 1 = No Opportunity to Apply, 2 = No Change, 3 = Some Change, 4 = Moderate Change, 5 = Significant Change, 6 = Very Significant Change.

Respondents also found *some change to moderate change* in implementation (\bar{X} = 3.13, SD = 1.24), industry knowledge (\bar{X} = 3.09, SD = 1.21), and critical thinking (\bar{X} = 3.00, SD = 1.19). Implementation includes planning, directing others, and re-engineering. Industry knowledge includes business and industry expertise. Critical thinking includes strategic orientation, decision-making, analysis, risk taking and innovation. One respondent included “preparedness” as an *other* KSA improved because of his or her volunteerism in iPASS[®].

(b) *KSAs applied by employee volunteers.* Table 14 summarizes the KSAs respondents more effectively applied to their job since participating as an employee volunteer in iPASS[®]. Respondents more effectively applied communication (\bar{X} = 3.65, SD = .74), interpersonal (\bar{X} = 3.53, SD = .79), and leadership (\bar{X} = 3.38, SD = .81) skills to their job since volunteering in iPASS[®]. They least applied technology (\bar{X} = 3.09, SD = .85) skills to their job. Respondents did not elaborate on *Other* KSAs.

Table 14

KSAs Applied to the Job by iPASS[®] Employee Volunteers

Variable	Mean	SD
Communication ($n = 47$)	3.65	.74
Interpersonal ($n = 46$)	3.53	.79
Other ($n = 3$)	3.50	.93
Leadership ($n = 46$)	3.38	.81

Table 14 (continued).

Implementation ($n = 46$)	3.29	.82
Self-Management ($n = 46$)	3.27	.85
Industry Knowledge ($n = 46$)	3.24	.87
Critical Thinking ($n = 46$)	3.20	.84
Strategic Positioning ($n = 46$)	3.18	.81
Technology ($n = 46$)	3.09	.85

Note. n = number of responses; SD = standard deviation. Responses based on a 5-point Likert scale: 1 = *Strong Disagree*, 2 = *Disagree*, 3 = *Neither Agree nor Disagree*, 4 = *Agree*, 5 = *Strongly Agree*.

(c) *The percentage of KSA learning applied to the job.* In Q11, respondents were presented with an 11-point scale in which 1 = 0%, 2 = 10%, 3 = 20%, 4 = 30%, 5 = 40%, 6 = 50%, 7 = 60%, 8 = 70%, 9 = 80%, 10 = 90%, and 11 = 100%, to indicate the frequency in which they applied the KSAs gained from their volunteerism in iPASS[®] to their job. Respondents reported applying communication skills most frequently, at 40% (Median = 5.00, \bar{X} = 5.5, SD = 3.45) of the time, leadership skills, 40% (Median = 5.00, \bar{X} = 5.35, SD = 3.68), and interpersonal skills 30% (Median = 4.00, \bar{X} = 5.22, SD = 3.58) of the time. The least applied KSA was strategic positioning, applied 10% (Median = 2.00, \bar{X} = 4.24, SD = 3.43) of the time. Three respondents reported applying *other* skills 40% (Median = 5.00, \bar{X} = 5.35, SD = 3.68) of the time but did not specify the skills. Table 15 shows the percentage of KSA learning applied to the job. Entry-level management volunteers are more likely to apply KSAs gained from iPASS[®]

than mid- and upper-level management volunteers. *Managers* applied KSAs between 51% - 64% ($\bar{X} = 6.1 - 7.4$) of the time to their job.

Table 15

Percentage of KSA Learning Applied to the Job

Variable	Median	Mean	SD
Communication ($n = 47$)	5.00	5.50	3.45
Other ($n = 3$)	5.00	5.00	4.38
Leadership ($n = 46$)	5.00	5.35	3.68
Interpersonal ($n = 46$)	4.00	5.22	3.58
Industry Knowledge ($n = 46$)	3.00	4.67	3.64
Implementation ($n = 46$)	3.00	4.56	3.66
Self-Management ($n = 46$)	3.00	4.47	3.51
Critical Thinking ($n = 46$)	2.50	4.29	3.49
Technology ($n = 46$)	2.50	3.98	3.34
Strategic Positioning ($n = 46$)	2.00	4.24	3.43

Note. n = number of responses; SD = standard deviation. Responses based on an 11-pt. scale of 1 = 0%, 2 = 10%, 3 = 20%, 4 = 30%, 5 = 40%, 6 = 50%, 7 = 60%, 8 = 70%, 9 = 80%, 10 = 90%, and 11 = 100%.

(d) *Importance in applying KSAs to the job.* Respondents used a 5-point Likert scale in which 1 = *Not at all Important*, 2 = *Very Important*, 3 = *Neither Important nor Unimportant*, 4 = *Very Important*, and 5 = *Extremely Important*, to indicate the importance in applying the KSAs to their job. Table 16 summarizes the responses to Q12.

The top three KSAs of importance to EV job are perceived to be communication, interpersonal and leadership skills (Median = 4.00, \bar{X} = 3.89, SD = 0.91; Median = 4.00, \bar{X} = 3.77, SD = 1.00; and Median = 4.00, \bar{X} = 3.70, SD = 1.13) respectively. Technology was reported by respondents to be of least importance (Median = 3.00, \bar{X} = 3.12, SD = 1.13).

Table 16

Importance of Applying KSAs to the Job

Variable	Median	Mean	SD
Communication ($n = 45$)	4.00	3.89	0.91
Interpersonal ($n = 43$)	4.00	3.77	1.00
Leadership ($n = 44$)	4.00	3.70	1.13
Strategic Positioning ($n = 44$)	3.00	3.32	1.03
Industry Knowledge ($n = 44$)	4.00	3.48	1.23
Self-Management ($n = 44$)	4.00	3.41	1.04
Implementation ($n = 44$)	4.00	3.39	1.04
Other ($n = 10$)	3.50	3.50	0.53
Critical Thinking ($n = 44$)	3.00	3.39	1.10
Technology ($n = 43$)	3.00	3.12	1.13

Note. n = number of responses; SD = standard deviation. Respondents used a 5-point Likert scale: 1 = Not at all Important, 2 = Very Unimportant, 3 = Neither Important nor Unimportant, 4 = Very Important, 5 = Extremely Important.

(e) *Ranking of KSAs most frequently applied to the job.* In question Q18, thirty-six of the 55 respondents ($n = 36$, 65%) ranked KSAs most frequently used as a result of their

volunteerism in iPASS[®], with 1 = *Most Frequently Used* and 10 = *Least Frequently Used*. The study used the central tendency measure of mode to identify the KSA rankings as perceived by the respondents. Respondents ranked *communication* as the *most frequently used* KSA as a result of their volunteerism. Next to *other* variable, respondents perceived *technology* as *least frequently used*. Table 17 describes the results to this question.

Table 17

KSAs Most Frequently Used as a Result of Volunteerism in iPASS[®]

Variable	Ranking (<i>n</i> = 36)
Communication	1
Self-Management	2
Implementation	3
Critical Thinking	4
Strategic Positioning	5
Interpersonal	6
Leadership	7
Industry Knowledge	8
Technology	9
Other	10

Note: *n* = no of responses. Respondents were asked to rank KSAs with 1 = Most Frequently Used to 10 = Least Frequently Used.

(f) *Enablers for KSAs application.* Respondents revealed in Q19, factors that supported them in applying KSAs gained from their volunteerism in iPASS[®] to their job. Participants used a 5-point Likert scale ranging from 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Somewhat Agree*, 4 = *Agree*, to 5 = *Strongly Agree*. Table 18 shows that, overall, responses fall between *somewhat agree* and *agree*. Management support, staff support, technology support, peer recognition and industry recognition support respondents in their application of KSAs to their job. Respondents did not identify *other* factors.

Table 18

Factors that Supported KSAs Application

Variable	Mean	SD
Management support (<i>n</i> = 38)	3.74	.98
Staff support (<i>n</i> = 39)	3.59	.72
Technology support (<i>n</i> = 39)	3.28	.76
Peer recognition (<i>n</i> = 38)	3.39	.82
Industry recognition (<i>n</i> = 38)	3.42	.86
Other (<i>n</i> = 5)	2.80	.45
Other (<i>n</i> = 3)	3.00	.00

Note. *n* = number of responses; SD = standard deviation. Dash (-) represents data not reported. Responses based on a 5-point Likert scale: 1 = *Strong Disagree*, 2 = *Disagree*, 3 = *Neither Agree nor Disagree*, 4 = *Agree*, 5 = *Strongly Agree*

(g) *Barriers to KSAs application.* In question Q20, the study asked respondents to identify factors that prevented the application of KSAs gained from volunteerism in iPASS[®] to their job (Table 19). Thirty nine of the 55 respondents ($n = 39$, 71%) used the same Likert scale as in Q19 to identify barriers. The respondents either *strongly disagreed* or *disagreed* lack of management support, lack of confidence, lack of staff support or lack of technology support were barriers to KSAs application to the volunteers' job. Respondents did not identify *other* factors.

Table 19

Factors that Prevented KSAs Application

Variable	Mean	SD
Lack of time ($n = 39$)	2.85	1.1
No direct benefit to my job ($n = 39$)	2.62	.99
Lack of management support ($n = 39$)	1.82	.94
Lack of confidence ($n = 39$)	2.00	1.0
Lack of staff support ($n = 39$)	2.10	.99
Lack of technology support ($n = 5$)	2.23	1.1
Other ($n = 2$)	3.00	.00
Other ($n = 2$)	3.00	.00

Note. n = number of responses; SD = standard deviation. Dash (-) represents data not reported. Responses based on a 5-point Likert scale: 1 = *Strong Disagree*, 2 = *Disagree*, 3 = *Neither Agree nor Disagree*, 4 = *Agree*, 5 = *Strongly Agree*.

Research Objective Six (RO6)

Research Objective Six (RO6) seeks to determine EV perception on improvement in business measures directly attributed to KSAs gained from employee volunteerism in iPASS[®] in terms of (a) the percentage of EV current job that requires the KSAs applied, (b) improvement of EV proficiency in each KSAs since volunteerism in iPASS[®], (c) factors that influenced KSAs improvement, and (d) the percentage of KSAs improvement attributed to employee volunteerism in iPASS[®].

(a) *The percentage of EV current job that requires the KSAs applied.* Table 20 contains the results of responses to Q13. In Q13, respondents reported their perception on what percentage of their current job requires KSAs applied; using a scale of 1 = 0%, 2 = 10%, 3 = 20%, 4 = 30%, 5 = 40%, 6 = 50%, 7 = 60%, 8 = 70%, 9 = 80%, 10 = 90%, and 11 = 100%. Respondents perceived their job requires all the KSAs applied especially the KSAs of leadership (Median = 11.00, \bar{X} = 9.78, SD = 2.22), communication (Median = 11.00, \bar{X} = 9.60, SD = 2.58), industry knowledge (Median = 11.00, \bar{X} = 9.57, SD = 2.68), and critical thinking (Median = 11.00, \bar{X} = 9.50, SD = 2.56) which they perceived is required 100% by their job.

(b) *Improvement of EV proficiency in each KSAs since volunteerism in iPASS[®].* Respondents rated, as a percentage, how much their proficiency in each of the KSAs improved since they volunteered in iPASS[®] (Q14). Respondents used a scale of 1 = 0%, 2 = 10%, 3 = 20%, 4 = 30%, 5 = 40%, 6 = 50%, 7 = 60%, 8 = 70%, 9 = 80%, 10 = 90%, and 11 = 100%. Table 21 contains the results of their responses. Respondents perceived 10% - 20% improvement in all KSAs since volunteerism in iPASS[®] except for other which was not identified. Respondents perceived 20% improvement in their

communication (Median = 3.00, = 4.44, SD = 3.30), interpersonal (Median = 3.00, = 4.30, SD = 3.31), leadership (Median = 3.00, = 4.09, SD = 3.48), and critical thinking (Median = 3.00, = 3.48, SD = 3.03) proficiencies.

Table 20

Percentage of EV Current Job that Requires the KSAs Applied

Variable	Median	Mean	SD
Leadership (<i>n</i> = 45)	11.00	9.78	2.22
Communication (<i>n</i> = 47)	11.00	9.60	2.58
Industry Knowledge (<i>n</i> = 46)	11.00	9.57	2.68
Critical Thinking (<i>n</i> = 46)	11.00	9.50	2.56
Interpersonal (<i>n</i> = 46)	10.00	9.28	2.61
Self-Management (<i>n</i> = 47)	10.00	9.11	2.71
Strategic Positioning (<i>n</i> = 46)	10.00	8.87	2.61
Implementation (<i>n</i> = 46)	10.00	8.78	2.79
Technology (<i>n</i> = 47)	9.00	8.09	2.89
Other (<i>n</i> = 2)	3.00	3.00	2.83

Note. *n* = number of responses; SD = standard deviation. Dash (-) represents data not reported. Responses based on an 11-pt. scale of 1 = 0%, 2 = 10%, 3 = 20%, 4 = 30%, 5 = 40%, 6 = 50%, 7 = 60%, 8 = 70%, 9 = 80%, 10 = 90%, and 11 = 100%..

Table 21

Percentage Improvement in KSAs Since Volunteerism in iPASS[®]

Variable	Median	Mean	SD
Communication (<i>n</i> = 45)	3.00	4.44	3.30
Interpersonal (<i>n</i> = 43)	3.00	4.30	3.31
Leadership (<i>n</i> = 43)	3.00	4.09	3.48
Critical Thinking (<i>n</i> = 44)	3.00	3.48	3.03
Industry Knowledge (<i>n</i> = 42)	2.00	3.76	3.46
Self-Management (<i>n</i> = 44)	2.00	3.52	3.09
Implementation (<i>n</i> = 43)	2.00	3.37	3.06
Strategic Positioning (<i>n</i> = 44)	2.00	3.32	3.04
Technology (<i>n</i> = 44)	2.00	3.20	2.92
Other (<i>n</i> = 3)	1.00	1.67	1.16

Note. *n* = number of responses; SD = standard deviation. Dash (-) represents data not reported. Responses based on an 11-pt. scale of 1 = 0%, 2 = 10%, 3 = 20%, 4 = 30%, 5 = 40%, 6 = 50%, 7 = 60%, 8 = 70%, 9 = 80%, 10 = 90%, and 11 = 100%..

(c) *Factors that influenced KSAs improvement.* Twenty of the 52 participants (*n* = 20, 38%) responded to Q15 on the factors that influenced the improvement in their KSAs proficiencies. Their comments provided varied and thoughtful insights into this topic, although most attributed improvements in their communication and interpersonal skills to volunteerism in iPASS[®]. Of notable interests were comments from respondents who found improvement in communication with Millennials and employees, and ability to

present to a large group because of their volunteerism in iPASS[®]. Sample comments included:

- “Better understanding college students and what type of needs they require today versus 20 years ago.”
- “Public speaking has improved my communication skills greatly. I was very uncomfortable speaking in front of large groups, but with each presentation I gain more confidence.”
- “Lectures assist in communication and interpersonal skills that are very important in my role with the company I work for. I believe in the theory that one of the ways people learn best is by teaching it to others. In preparing lectures and teaching I continue *[sic]* to improve my knowledge.”

(d) *The percentage of KSAs improvement attributed to EV in iPASS[®].* In Q16, respondents were asked to indicate “what percentage of that improvement is due to your volunteerism in iPASS[®] and not some other influence?” Table 22 displayed responses by frequencies and percent cases of percentage of improvement due to iPASS[®].

Table 22

Percentage of KSAs Improvement Due to Volunteerism in iPASS[®]

% Improvement	Frequencies	Percent Cases %
0%	8	14.5
10%	13	23.6
20%	4	7.3

Table 22 (continued).

30%	4	7.3
40%	3	5.5
50%	3	5.5
60%	3	5.5
70%	3	5.5
80%	3	5.5
90%	0	0
100%	2	3.6
Other	-	-

Note. Dash (-) represents data not reported.

Employee volunteer perception of improvement in KSAs attributed to EV in iPASS[®] varied widely; ranging from 0% to 100% improvement in proficiencies. About one-fifth of the respondents ($n = 13$, 23.6%) attributed 10% of improvement in proficiency to volunteerism in iPASS[®], whereas eight respondents (14.5%) did not attribute any of improvement in proficiency to volunteerism in iPASS[®].

According to the seventh principle of the Phillips ROI Methodology[™], estimates of improvements should be adjusted for the potential error of the estimate (Phillips & Phillips, 2011). To adhere to this principle, respondents were asked in Q17, “How confident are you that the above mentioned information is accurate?” Table 23 displayed responses to Q17 by frequencies and percent cases of the percentage of confidence in

respondents' estimates. Respondents rated their confidence using an 11-point scale of 0% = *No Confidence* to 100% = *Certainty*. Over half ($n = 31$, 56.4%) of the respondents were at least 80% confident in their estimates, with one-fourth ($n = 14$, 25.5%) reporting a 100% confidence level.

Table 23

Percentage of Confidence in Responses Given

% Improvement	Frequencies	Percent Cases %
0%	0	0
10%	1	1.8
20%	0	0
30%	0	0
40%	1	1.8
50%	7	12.7
60%	1	1.8
70%	3	5.5
80%	9	16.4
90%	8	14.5
100%	14	25.5

Note. *0% = 1, 10% = 2, 20% = 3, 30% = 4, 40% = 5, 50% = 6, 60% = 7, 70% = 8, 80% = 9, 90% = 10, and 100% = 11.

Table 24 summarizes EV perception of improvement in KSAs directly attributable to employee volunteerism in iPASS[®] in terms of percentage of job

requirement, percentage of estimated improvement, and percentage due to EV in iPASS[®]. The contribution of EV in iPASS[®] was adjusted with the confidence level of EV responses. The adjusted contribution of EV in iPASS[®] to the job ranges between 1% - 1.6% for each KSA.

Table 24

Adjusted Contribution of EV in iPASS[®] to the Job

Variable	% Job Requirement	% Estimated Improvement	% Due to iPASS [®]	% Confidence	Adjusted Contribution
Communication	100%	20%	10%	80%	1.6%
Leadership	100%	20%	10%	80%	1.6%
Interpersonal	90%	20%	10%	80%	1.4%
Critical Thinking	100%	20%	10%	80%	1.6%
Industry Knowledge	100%	10%	10%	80%	1%
Self-Management	90%	10%	10%	80%	1%
Strategic Positioning	90%	10%	10%	80%	1%
Implementation	90%	10%	10%	80%	1%
Technology	80%	10%	10%	80%	1%
Other	20%	0%	10%	80%	0%

Note. % of Job Requirement is obtained from Table 20 (Q13); % of Estimated Improvement from Table 21 (Q14); % Due to iPASS[®] from Table 22 (Q16); and % Confidence from Table 23 (Q17); and Adjusted Contribution is calculated as follow: % of Job Requirement x % of Estimated Improvement x % Due to iPASS[®] x % Confidence.

Research Objective Seven (RO7)

Research Objective (RO7) seeks to determine the extent of influence employee volunteerism in iPASS[®] has on each business measure in terms of (a) employee productivity, (b) employee satisfaction, (c) employee loyalty, (d) corporate image to stakeholders, and (e) corporate bottom line, as perceived by employee volunteers. Table 25 summarizes the business measures influenced by volunteerism in iPASS[®] identified by the respondents. Respondents rated the business measures using a five-point Likert scale with 1 = *Strongly Disagree* and 5 = *Strongly Agree*.

Table 25

Business Measures Influenced by Volunteerism in iPASS[®]

Variable	Strongly Agree/Agree Responses (<i>n'</i>)	Percent %
Corporate image in local community (<i>n</i> = 42)	34	61.8
Corporate attractiveness to potential employees (<i>n</i> = 42)	32	58.2
Corporate image in the industry (<i>n</i> = 42)	32	58.2
Corporate image to the Mississippi Gaming Commission* (<i>n</i> = 42)	30	54.5
My job satisfaction (<i>n</i> = 41)	27	49.1
Corporate image to customers (<i>n</i> = 42)	27	49.1
My job productivity (<i>n</i> = 42)	20	36.3
My loyalty to my employer (<i>n</i> = 42)	20	36.3

Table 25 (continued).

Corporate bottom line ($n = 42$)	13	23.6
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Note. n = number of responses. n' = number of strongly agree/agree responses. Responses based on a 5-point Likert scale: 1 = Strong Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree. * Most no. of strongly agreed responses ($n = 13$)

Of the 42 respondents who answered Q21, about 60% of the respondents *strongly agree* or *agree* the business measures of corporate image in the local community ($n = 34$), corporate attractiveness to potential employees ($n = 32$), corporate image in the industry ($n = 32$) were positively influenced by their volunteerism in iPASS[®]. Most respondents ($n = 13$, 23.6%) *strongly agreed* improved corporate image to the Mississippi Gaming Commission was positively influenced by their volunteerism in iPASS[®]. No respondents *disagreed* or *strongly disagreed* with the assumption their volunteerism in iPASS[®] positively influenced these business measures. Over half of the respondents *agreed* ($n = 20$, 36.4%) or *strongly agreed* ($n = 7$, 12.7%) volunteerism in iPASS[®] positively influenced their job satisfaction. The least number of respondents *strongly agreed* or *agreed* loyalty to employer ($n = 20$, 36.3%) and corporate bottom line ($n = 13$, 23.6%) were influenced by their volunteerism in iPASS[®].

Table 26 summarizes the respondents' perception of the business measures most directly linked to volunteerism in iPASS[®]. The business measure perceived to be most directly linked to volunteerism in iPASS[®] ($n = 10$, 18.2%) is attractiveness of EV employer to potential employees. Job satisfaction ($n = 8$, 14.5%) and improved corporate image in the local community ($n = 8$, 14.5%) were the next business measures perceived to be directly linked to employee volunteerism. A respondent reported "improved

recognition among peers and potential employers” most directly linked to his or her volunteerism in iPASS[®]. Corporate bottom line (n = 2, 3.6%) was among the business measures perceived to be least directly linked to EV in iPASS[®].

Table 26

Business Measures Most Directly Linked to Volunteerism in iPASS[®]

Variable	Frequency <i>n</i>	Percent %
Attractiveness of my employer to potential employees	10	18.2
Corporate image in the local community	8	14.5
My job satisfaction	8	14.5
My loyalty to my employer	5	9.1
Corporate image to the Mississippi Gaming Commission		
Commission	2	3.6
Corporate image in the industry	2	3.6
Corporate bottom-line	2	3.6
My job productivity	2	3.6
Other:	2	3.6
Corporate image to customers	0	0

Note: *n* = number of responses. Respondents were given the list of measures and asked to “Please check only one” of the business measures listed. Frequency = no. of times measures was picked by respondents. % = frequency/total responses.

No respondents linked improved corporate image to customers to their volunteerism in iPASS[®]. According to the Phillips data conversion four-part test

(Appendix F), there must be a standard value for measures and a method to get there (ROI Institute, 2008). At this time, because there is no standard value for attractiveness of employer to potential employee, corporate image, and job satisfaction, these benefits were reported as intangible benefits.

To gain a better understanding of how Southern Miss can make volunteerism in iPASS[®] more relevant to the employee volunteer's job, the study asked respondents to provide written feedback in the survey (Q23). The study also requested examples of how respondents applied their learning from iPASS[®] on the job (Q24). Respondents would like Southern Miss to create more opportunities for employee volunteers to continue their engagement in iPASS[®], and learning, networking, and recognition opportunities for the employee volunteers. Sample text responses include:

- “Show direct benefit besides purely monetary compensation. Awards, recognition, inclusion in research/publication, etc. so that the affiliation will assist in growth.”
- “How can you give credit hours to presenters towards their own degrees? Continue with press releases add notices to industry publications.”
- “I would like to sit in on some classes taught by industry professionals with more experience than me. I appreciate the opportunity to interact with other hospitality professionals, teachers and students at events. I would like to continue to be involved in such events.”

Examples of how respondents applied what they learned through their volunteerism in iPASS[®] to their job include:

- “I feel I communicate with my subordinates much better than I did previously through the help of this class.”
- “Speaking in front of a large group of students has improved my communication skills and confidence, such as making a speech at the Employee of the Month Luncheon and sharing input in meetings with executives. This has been the largest improvement in my KSAs. Also, I was an online presenter with two other managers from my property. Working with these managers in the context of our presentation improved our relationship when working on other projects.”
- “Presenting as a guest allowed me to really dig into how I actually perform my job, what I do well and what I have room to improve upon. I also became more focused as a leader since giving the presentation.”

Chapter Summary

The study successfully applied the Phillips ROI Methodology™ to answer the research objectives identified. The population consisted of 106 iPASS® employee volunteers (EVs) from the Mississippi casino industry. Fifty-five volunteers (52%) responded to the *Mississippi Casino Employee Volunteerism in iPASS® Survey*.

RO1: Level 0 or input data collected for RO1 revealed majority of the employee volunteers held entry to mid-level management positions of managers and directors, respectively. Over half of the employee volunteers fall between the ages of 30 through 49 years with undergraduate or graduate degrees. The EVs averaged 14.5 years of work experience in the industry with 11.5 of those years spent in the Mississippi gaming jurisdiction. A majority of the EVs had no prior work experience in other jurisdictions.

Employee volunteers with work experience outside of Mississippi primarily worked in Las Vegas and New Jersey.

Employee volunteerism in iPASS[®] is increasing in terms of number of volunteers and diversity of roles and activities. Respondents primarily served as face-to-face presenters but the iPASS[®] roles are trending towards online guest presentations and volunteers are taking on more diverse roles and activities. The EVs spend most time in adjunct instruction and the least in assisting with career placement networking. About half of the EVs became iPASS[®] volunteers because they were approached by Southern Miss and one-third, were approached by their employer.

RO2: A large majority (over 80%) of the EVs perceived their volunteerism in iPASS[®] a worthwhile investment for their career development and their employer. None of the EVs thought volunteerism in iPASS[®] was not a worthwhile investment for them or their employers.

RO3: Almost two-thirds of the EVs perceived KSAs gained through iPASS[®] were relevant to their job success. All of the respondents thought iPASS[®] volunteerism to be relevant to their job success.

RO4: Employee volunteers perceived communication, interpersonal and leadership were the skills gained most from volunteerism in iPASS[®]. They identified strategic positioning as the skill set least gained from iPASS[®].

RO5: Communication, interpersonal and leadership skills were skills most often transferred to the job and applied almost one-third of the time to the volunteers' job. Employee volunteers also occasionally transferred implementation, industry knowledge and critical thinking skills to their job. Most of the transfers of KSAs to the workplace

were applied by entry-level management volunteers. Respondents identified strategic positioning as the skill least gained from volunteerism in iPASS[®] and technology least applied to the job. Volunteers perceived KSAs acquired through iPASS[®] volunteerism important to their job, with communications as the most frequently used skill. Employee volunteers agreed management support, staff support, technology support, peer recognition and industry recognition supported their application of KSAs to the job. Lack of time and no direct benefit to the job were barriers to KSAs application to the EVs' job.

RO6: All EVs reported that at least 80% of their current job requires the KSAs applied in iPASS[®]. Employee volunteers perceived 10% - 20% of estimated improvement, of which 10% was attributed to EV in iPASS[®], and EVs were 80% confident of their estimate. The adjusted contribution of EV in iPASS[®] to KSA improvement is between 1% - 1.6%.

RO7: All EVs agree their volunteerism in iPASS[®] are beneficial to their employer particularly in corporate image in the local community, employer attractiveness to potential employees, and corporate image in the industry. They perceived corporate bottom line and loyalty to employer least influenced by their volunteerism in iPASS[®]. The business measure of *improved corporate image to the Mississippi Gaming Commission* received the most *strongly agree* responses. The EVs perceived attractiveness of employer to potential employees to be most directly linked to volunteerism in iPASS[®]. Improved corporate image in the local community and job satisfaction were also perceived as most directly linked to volunteerism in iPASS[®]. However, these benefits had no standard measures and were reported as intangible benefits.

CHAPTER V

SUMMARY

Conclusions

The preceding chapters introduced the problem statement, research purpose, research objectives, conceptual framework, study limitations, review of related literature, research methodology, and presented the research findings. Chapter V presents a summary of findings and conclusions related to research objectives. The chapter concludes with general discussion on implications, and recommendations for practice and future research.

The purpose of this study was to identify employee volunteer and employee benefits from business education partnerships as perceived by employee volunteers. Mississippi casino employee volunteers who volunteer in the Southern Miss iPASS[®], business-education partnership for casino management education, were surveyed. The Phillips ROI Methodology[™] was used to provide answers for the seven research objectives identified in Chapter I, which were aligned with the Phillips ROI Methodology Chain of Impact Logic Model[™] levels of evaluation.

Summary Findings and Conclusions

Employee Volunteer Characteristics

The Mississippi casino workforce is relatively young, college educated, and loyal to the Mississippi casino industry. Over half of the iPASS[®] casino employee volunteers are between 30 – 49 years of age, with all but one upper management volunteer older than 49 years of age. All upper management respondents are college graduates and more than two-thirds of the EVs report earning an undergraduate or graduate degree. The

respondents averaged 14.5 years of industry experience with 11.5 years spent in the Mississippi gaming jurisdiction.

Sixty-one percent of the respondents reported no prior work experience in other jurisdictions and spent a large portion of their work life in the Mississippi casino industry. Respondents who reported prior experience in other jurisdictions were likely part of the initial workforce brought in from the Las Vegas and New Jersey gaming jurisdictions to open new properties in Mississippi after gaming was legalized in 1990 (Cummings, 1996; McNeill, 2004). Just as Las Vegas and New Jersey gaming jurisdictions lost their workforce to the new gaming jurisdiction of Mississippi in the 1990s, Mississippi is likely to lose experienced employees to competing new jurisdictions (American Gaming Association, 2011) either through corporate internal transfers or better job opportunities.

Mississippi casino industry's well-educated workforce underscores Williams, et al. (2011) claim that industry hiring trends have evolved from an apprenticeship system to one that recruits management talent from established gaming jurisdictions and from universities across the country through internships and management associates programs (MAP) to meet skilled labor needs and the lack of casino management programs to meet industry demands. The high-level of education completion of the responding EVs also reflects expert prediction for increasing demand and creation of new or replacement jobs requiring college degrees or other postsecondary preparation (Carnevale, et al., 2010). Therefore, as one of four known accredited 4-year casino management degree program, Southern Miss can assist in sustaining the Mississippi casino workforce, and EV in iPASS[®] can help close skill gaps.

The majority of iPASS[®] volunteers fit the description of midcareer workers whom employers must keep engaged and productive. Employers must help employees maintain and enjoy work/life balance (Dychtwald, et al., 2006). Engagement in CSR activities such as EV in iPASS[®] can help improve the job satisfaction and productivity of midcareer workers.

Mississippi casino employers must look after their young managers, those ages 21-29 with three years of work experience, and strategize how to keep them engaged and productive, fulfilling their desire for independence, learning, and rapid growth (Dychtwald, et al., 2006). Engagement in CSR activities such as EV in iPASS[®] can be good for young managers as study results show volunteerism in BEPs provide KSAs development opportunities for them.

Employee Volunteerism a Worthwhile Investment

Improving human capital is an important motivator for volunteering (Aselstine & Alletson, 2006). EVs perceived their volunteerism in iPASS[®] a worthwhile investment both personally and for their employer. These results agree with Dychtwald, et al.'s (2006) conclusion that personal growth, 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. Study results concur with previous research that providing employee access to career development and training opportunities can help improve employee satisfaction and corporate image (Bolino & Turnley, 2003; Fombrun, et al., 2000; Maignan, et al., 1999; McElhaney, 2009).

Relevance of KSAs gained to Employee Volunteer Job Success

Employee volunteerism can be a socialization and corporate diversity tool. Almost two-thirds of the EVs perceived KSAs gained through iPASS[®] were relevant to job success. The findings agree with Bowen, et al. (2009) who suggested volunteerism can be a socialization system for new employees. A respondent wrote, “Through interaction with industry leaders, my industry knowledge and networking greatly increased. I took on a more intense role in building networks with industry leaders as well as mentoring potential employees through interacting with the students.” Relating to an online presentation in which the respondent had to present with two other managers from the respondent’s property, another respondent wrote, “Working with these managers in the context of our presentation improved our relationship when working on other projects.”

Dychtwald, et al. (2006) suggested as older or middle-aged employees engage in mentoring millennial cohorts or vice-versa, they learn to mitigate the disconnect caused by generational differences in values and workplace expectations. This finding was emphasized by a respondent’s perception that volunteerism in iPASS[®] provided a “better understanding [*sic*] college students and what type of needs they require today versus 20 years ago.”

KSAs Gained by Employee Volunteers from Volunteerism

Employee volunteerism enhances communication, interpersonal, and leadership skills. Results revealed employee volunteers perceived the skills gained most from volunteerism in iPASS[®] were communication, interpersonal and leadership skills. A respondent stated, “I feel I communicate with my subordinates much better than I did

previously through the help of this class.” Another found speaking in front of a large group of students improved “communication skills and confidence, such as making a speech at the Employee of the Month Luncheon and sharing input in meetings with executives.” The results confirm previous studies that suggest employers whose employees volunteer gain a more highly skilled workforce, with competency gains increasing 14-17% as a direct result of volunteering (Tuffrey, 2003). The results concur with previous findings by Greening & Turban (2000) and Volunteer Canada (2001).

KSAs Transferred to the Workplace by Employee Volunteers

Business-education partnerships contribute to the workplace through enhanced employee KSAs transferred and applied to the job. Employee volunteers perceived KSAs acquired through iPASS[®] volunteerism important to their job, with communication as the most frequently used skill. Most KSA transfer occurred with managers who applied communication, interpersonal and leadership skills one-third of the time on the job. Technology is the skill least applied to EV jobs, even though online presentations were on the rise. Phillips, et al. (2007) warn acquisition of KSAs by employees is of little use to organizations if not implemented or transferred to the workplace. These results indicate business-education partnerships contribute to the workplace through application of KSAs gained from volunteerism in iPASS[®].

Phillips, et al. (2007) suggest enablers and barriers to implementation and transfer of KSAs to the workplace should be identified. When employees identify enablers and barriers, they provide an important prescription for success (Phillips, et al., 2007). Employee volunteers agreed management support, staff support, technology support, peer recognition and industry recognition were factors supporting job application of KSAs.

Lack of time and no direct benefit to the job were barriers to EV job application of KSAs. These findings suggest, to further the success of iPASS[®], the education partner must align iPASS[®] with the EV job in terms of scheduling, time commitment, and direct benefit to their job.

Improvements in Business Measures Directly Linked to Employee Volunteerism

Employee volunteerism can be a “Do-It-Yourself” career development tool. Employee volunteers reported at least 80% of their current job requires the KSAs gained from volunteerism in iPASS[®]. The results suggest EV in BEP may be useful in aiding EVs in career advancement (Allred, et al., 1996; Aselstine & Alletson, 2006), and positively contribute to their job by providing opportunities to acquire new or enhance existing skills (Nichols & King, 1998).

Extent of Employee Volunteerism Influence in Business Measures

Results show EVs perceived intangible benefits such as corporate attractiveness to potential employees, corporate image in the local community, corporate image in the industry, and corporate image to the Mississippi Gaming Commission. EVs were unable to link corporate bottom line to EV in iPASS[®]. These findings echo researchers’ findings on benefits of EV (Bolino & Turnley, 2003; Fombrum, et al., 2000; Maignan, et al., 1999; McElhaney, 2009). The findings reflect concerns that EV programs may not secure buy-in from corporate executives if evidence of EV benefits cannot be linked to the corporate bottom-line (Bowen, et al., 2009; McElhaney, 2009). Results draw attention to missed opportunities to align EV to CSR reporting and financial success of business and the need for systematic reporting of EV to secure long-term commitment from business

partners and to improve program effectiveness (Adams & Zutshi, 2004; Epstein & Wisner, 2001; Hoogheiemstra, 2000; Maignan, et al., 1999).

Implications

This seminal research effort should be considered as the first step toward establishing a systematic approach to collect and analyze data, and communicating benefits of EV in iPASS[®] to stakeholders. This study provides preliminary insights to opportunities untapped and missed by academic and business partners and the need for a EV in BEP accountability tool and reporting standards.

EV in BEPs as a Competitive Business Tool

The World Economic Forum (WEF) recognizes and measures the competitiveness of higher education by secondary and tertiary enrollment rates, the quality of education as evaluated by the business community, and the extent of industry staff training and employee development for the constant upgrading of workers' skills; a fact neglected by many economies (WEF, 2011). The WEF measurement implies the potential of employee volunteerism (EV) in business-education partnerships (BEPs) to become a competitive business tool for both educational institutions and business partners in terms of human capital development improvement.

EV in BEPs as a Career Development Tool

The results of the study revealed a workforce that is loyal to the Mississippi gaming jurisdiction. However, with increasing competition from new and expanding jurisdictions, Mississippi faces decline in revenue, attrition and threats of losing its workforce to competing jurisdictions. The Mississippi gaming jurisdiction's declining competitiveness suggests casino employers must find ways to sustain their workforce. EV

in BEPs is a possible solution because the structure facilitates improvement of KSAs for current employees who tend to be more loyal to employers offering career development opportunities (Dychtwald, et al., 2006).

EV in BEPs as an Employee Retention Strategy

The literature review suggests career development opportunities increases employee job satisfaction and loyalty (Aselstine & Alletson, 2006; Bolino & Turnley, 2003). Employees whose employers support involvement in the community are more likely to stay longer with the organization (Benjamin, 2007). Employee commitment engenders greater job satisfaction and motivation, lower levels of absenteeism and turnover, reducing the costly need to recruit and train replacements (Maignan, et al., 1999). Turnover is incredibly expensive but can be avoided through retention strategies such as offering growth opportunities through learning opportunities and career advancement (Dychtwald, et al., 2006). This information strengthens EV in BEPs as a retention strategy for business partners through career development opportunities afforded to employee volunteers.

EV in BEPs as an Employee Recruitment and Training Tool

Identified as the factor most directly linked and influential to EV in iPASS[®] as an employee recruiting tool was the EV program's ability to increase employer attractiveness to potential employees. Corporate bottom-line can be improved by reducing employee recruitment and training costs. Direct access to potential employees and the opportunity to teach, influence and observe students imply EV in BEPs can be an employee recruitment and training tool for business partners with cost savings potential.

EV in BEPs as a Competitive Corporate Social Responsibility (CSR) Strategy

Corporations increasingly engage in employee volunteerism as a form of community involvement in response to increased expectations for companies to become socially responsible (Muthuri, Matten, & Moon, 2009). Geroy, et al. (2000) believe the motivation behind this growing trend of rising corporate volunteerism is the result of volunteerism seen as “positive interventions which have much to offer employees and employers” (p. 285). Corporate citizenship is highly valued by the casino industry because of the controversial reputation associated with crime, gambling addiction, and religious oppositions (Eadington & Cornelius, 1991; Herman, Ingram, & Smith, 2000). Results of from the study suggest EV in BEPs improve the corporate image of employers to the local community, in the industry, and to the regulatory authority, from the EV perspective. This information implies that although no standard measures exist to account for intangible benefits such as corporate image, these benefits can contribute to CSR goals.

Study respondents perceived iPASS[®] as a CSR strategy does a good job of leveraging the business partners’ nonfinancial assets of organizational competencies (O'Brien, 2001) to attract potential employees and improve business partners’ corporate image to their stakeholders. KSAs were gained and improved proficiencies were applied to the job by employee volunteers in iPASS[®] without having received any structured or special training from either education or business partners. Although small, the positive change in EV proficiency in KSAs required by their job, suggest EV in iPASS[®] has the potential to become a competitive CSR strategy. EV in BEPs can be linked to the corporate bottom line in terms of improved employee productivity, reduced turnover, and

lower recruitment and training costs if existing education partner resources can be leveraged to develop EV in BEPs into an innovative, relatively low cost career development program for young and midcareer employees. For example, a study respondent suggested, “inclusion in research/publication” opportunities and another suggested sitting in “on some classes taught by industry professionals with more experience than me. I appreciate the opportunity to interact with other hospitality professionals, teachers and students at events.” The concept of EV in BEPs as a career development program is equivalent to internship and management associate programs for potential or new employees. As a career development tool, EV in BEPs can be elevated beyond just being an alternative to charitable donations (Muthuri, et al., 2009). It can become an innovative, competitive CSR strategy for business partners, especially in times of economic crisis.

An EV in BEPs Accountability Tool and Reporting Standards

The findings of this study validate existing literature review. Educational entities lack a systematic approach to measure and communicate the benefits of EV in BEPs, and may chance losing long-term industry support (Acar, et al., 2009). Included in the limitations for this study is that the retrospective aspect of the research, the lack of financial and proprietary data, and limited access to employee volunteers hindered the application of rigorous research designs to analyze the business impact and ROI of EV in iPASS[®]. Employee volunteerism in iPASS[®] is not perceived by EVs to be aligned to the corporate line, even though EVs perceive other benefits for themselves and their employers. These findings align with research that suggest CSR contributions from EV in BEPs can be found in the areas of human resources and talent management, reputation

and branding, and operational cost savings (Adams & Zutshi, 2004; O'Brien, 2001; McElhaney, 2009). However, without an accountability tool and reporting standards, none of these benefits can be captured and made accountable to the business partners.

Implications of Limitations

Non-solicitation policies restricted the number of participating business partners and EVs. Additionally, high employee turnover brings attention to the need to collect data on a timely basis. Employee volunteer KSAs data should be collected at the time of EV recruitment, and before and after engagement in iPASS[®]. The non-participation of a business partner and key employee departure because of the buyout of IP Casino Resort Spa and attrition during the survey period reduced the accuracy of volunteer hours reported.

Restrictions to financial and proprietary data created an awareness of the need to develop a methodology that can approximate an actual ROI study, as the reality of gaining full access to such data is doubtful. The limitations were further exacerbated by varying assumptions used by experts to determine cost estimates. These limitations presented threats to reliability of measures and resulted in the elimination of ROI forecast from this study but is presented as an opportunity for future research.

Recommendations for Practice

Based on the findings of this study, the following recommendations are offered to education entities engaged in informal business-education partnerships:

1. Design BEP opportunities that maximize the application potential of EV in BEPs as business tools (see *Implications* section of this chapter) directly linked to CSR goals and the corporate bottom-line. This recommendation can

be implemented through the formation of a taskforce comprised of casino industry human resource experts, human capital development experts, corporate financial experts, employee volunteers representing each job category, faculty, and students. The purpose of the taskforce is to identify missed opportunities in linking EV in iPASS[®] to the corporate bottom line. Taskforce objectives are recommended to include but not limited to (1) development of a formal plan for recruitment, training, and assessment of employee volunteers; (2) implementation of a Phillips ROI Methodology[™]-based evaluation plan complete with data collection methods such as pre- and post volunteerism self-assessment instrument, logs to capture time spent and associated expenses, pre- and post training assessments, and performance evaluations by students and faculty mentor to provide a more structured approach to developing ‘work-ready’ volunteers in the classroom; and 3) adoption of an ROI reporting standard for EV in iPASS[®] that aligns with corporate CSR reporting standards and needs.

2. Gather data at the beginning and end of each academic term to ensure data is captured and not lost through high employee turnover.

Recommendations for Research

Based on the study findings, the following recommendations are offered for future research:

1. Conduct a follow-up, in-depth ROI study with access to employee volunteers, employers, and business partner financial and proprietary information to

obtain actual data for a more accurate assessment of EV program effectiveness for each individual business partner.

2. If unable to perform an in-depth ROI study, perform an ROI forecast based on job contribution of improved KSAs due to involvement in the EV program.
3. Use information gathered in follow-up in-depth studies to perform comparison studies to determine if increased levels of EV affect business partner corporate bottom line.
4. In order to enhance external validity, this study should be replicated in other gaming jurisdictions. This researcher intends to continue to build on this seminal research to refine the framework for evaluation of EV in iPASS[®].
5. Replicate this study with hospitality and tourism partners. Use the findings to perform a comparison study of the similarities and differences in perceived employee volunteer and employer benefits from BEPs.
6. Replicate this study with other undergraduate programs engaging in informal business-education partnerships. Use the findings to conduct a comparison study of similarities and differences in perceived employee volunteer and employer benefits from BEPs.

Chapter Summary

The study findings reveal employee volunteerism in business-education partnerships can be a powerful competitive business tool for business partners if education partners collaborate with business partners to maximize on professional development opportunities for employee volunteers. Results reveal intangible benefits such as attractiveness of employer to potential employees, and improved corporate image

in the local community, industry and to the casino regulatory authority. Results of this study on Mississippi Casino Employee Volunteerism in iPASS[®] validate employee volunteers perceive their investment in BEPs worthwhile for them and their employers because of the knowledge, skills, and abilities acquired and applied to their jobs.

Employee volunteerism in business-education partnerships can be recognized beyond its current status to being considered as a corporate social responsibility strategy because of the in-kind donations. Through innovation, education entities and their business partners can develop employee volunteerism in business-education partnerships into a competitive business strategy for business partners to apply toward cost savings in the recruitment, retention and professional development of employees. Education partners need to establish accountability reporting and reporting standards for the partnership to directly link cost savings to the corporate bottom-line to ensure long-term support of business partners. Business-education partners are recommended to form a taskforce to develop a formal plan for recruitment, training, and assessment of employee volunteers, a Phillips ROI Methodology[™]-based evaluation plan, and adopt a ROI reporting standard that aligns with corporate CSR reporting standards and needs. For future research, the author recommends following up this seminal study with an in-depth ROI that allows access to pertinent information and individuals. If an in-depth ROI study is not feasible, the study recommends an ROI forecast based on the job contribution of improved KSAs. Finally, replicating the study to measure employee volunteerism in other gaming jurisdictions, in hospitality and tourism, and other undergraduate programs is recommended for comparison study purposes.

This study determined benefits of employee volunteerism in iPASS[®] for the Mississippi casino business partners. Study recommendations provide the basis for iPASS[®] to become the casino, hospitality and tourism industry model for employee volunteerism in business-education partnerships. As an accountability framework, the reporting standards established for EV in iPASS[®] provide rationale for including employee volunteerism as part of a corporate social responsibility strategy that leverages human capital development opportunities through business-education partnerships.

APPENDIX A

MISSISSIPPI CASINO EMPLOYEE VOLUNTEERISM IN IPASS® SURVEY

MISSISSIPPI CASINO EMPLOYEE VOLUNTEERISM IN IPASS® SURVEY

Congratulations! You were selected to participate in this survey because of your volunteerism in iPASS®, the business-education partnership between the Mississippi casino business partners and The University of Southern Mississippi.

INFORMED CONSENT FORM

Before you continue with this online survey, please read carefully the following consent form and click the "I CONSENT" button at the end to indicate that you agree to participate in this data collection effort. It is very important that you understand that your participation in this survey is voluntary and that the information you share is confidential.

Introduction

This study attempts to collect information about employee volunteers perception of employee volunteerism in iPASS®. This study is conducted by Evelyn Kwan Green, a doctoral student in Human Capital Development at The University of Southern Mississippi, in partial fulfillment of her requirements for the degree of Doctor of Philosophy. This research is performed under the guidance of Dr. Cyndi Gaudet, Professor and Director, Human Capital Development.

Procedures

You will be asked to complete a questionnaire about employee volunteerism in iPASS®. The questionnaire is made up of 30 questions and will take approximately 15 minutes. Questions are designed to determine your perception on employee volunteerism in iPASS®. This questionnaire will be conducted with an online Qualtrics-created survey.

Risks/Discomforts

This survey poses no known risks. You may choose to cease input of information at any time or to not answer a question, for whatever reason.

Benefits

There are no direct benefits for participants. The study's findings will be used to provide education partner accountability for employee volunteerism in iPASS® to stakeholders to include yourself, your employers, and the Mississippi Gaming Commission, Mississippi Casino Operators Association, the Department of Casino, Hospitality & Tourism Management (CHTM) Advisory Board, CHTM Department Chair, and the Dean of the College of Business.

Confidentiality

All data obtained from participants will be kept confidential and will only be reported in aggregate (only reporting combined results and never reporting individual results). All questionnaires will be concealed, and no one other than the primary investigator will have access to them. The data collected will be stored in the HIPPA-compliant, Qualtrics-secure database until it has been deleted by the primary investigator.

Participation

Your participation is voluntary. Refusal to participate involves no penalty or adverse consequences. If you consent to participate in this survey here are some additional things you should know:

- You may stop your input of data at any time without penalty or consequence.
- You may choose to not answer a question at any time without penalty or consequence.
- You may contact the researcher with any questions that you have about the evaluation before, during or after you have completed the survey.
- We encourage you to print a copy of this consent for your records.
- Again, your name will not be used in any reports about this survey without your written consent.

Questions about the Research

If you have questions regarding this study, you may contact Evelyn Kwan Green, at 601-467-0473, evelyn.green@usm.edu

Questions about your Rights as Research Participants

If you have questions you do not feel comfortable asking the researcher, you may contact Dr. Cyndi Gaudet, 228-214-3491, cyndi.gaudet@usm.edu. This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820.

Thank you.

SURVEY DEADLINE: Tuesday, January 31, 2012

I have read, understood, and printed a copy of, the above consent form and desire of my own free will to participate in this study.

- Yes**
- No**

Q1. I volunteered in the following iPASS® roles and/or activities. (Please check all that apply)

- Adjunct Instructor
- Guest Presenter (face-to-face)
- Guest Presenter (online)
- Field Trip Host
- Mentor - Course Projects
- Mentor - Internship
- Curriculum Development
- Career Placement Networking
- Other _____

Q2. I volunteered in the following iPASS® roles and/or activities during the following academic years. (Please check all that apply)

	2007	2008	2009	2010	2011
Adjunct Instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest Presenter (face-to-face)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest Presenter (online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Trip Host	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor - Course Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor - Internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Placement Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3. I spend an average of _____ hours EACH year on EACH of the following iPASS® roles and/or activities. (Hours estimated should include non-student contact hours, e.g. lecture preparation; attendance at field trip planning meetings, etc.)

	Average Hours Spent Per Year (Please answer in NUMERICS, e.g. 3 not "three")
Adjunct Instructor	_____
Guest Presenter (face-to-face)	_____
Guest Presenter (online)	_____
Field Trip Host	_____
Mentor - Course Projects	_____
Mentor - Internship	_____
Curriculum Development	_____
Career Placement Networking	_____
Other: _____	_____
Other: _____	_____

Q4. Which of the following best describes how you became an employee volunteer in iPASS®?

- I approached Southern Miss
- I was approached by Southern Miss
- I was approached by my employer
- I was approached by the Mississippi Gaming Commission
- I was approached by a colleague who is an iPASS® volunteer
- Other _____

Q5. My employee volunteerism in iPASS® was a worthwhile investment in my CAREER DEVELOPMENT.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q6. My employee volunteerism in iPASS® was a worthwhile investment to my EMPLOYER.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q7. The knowledge, skills or abilities gained as a result of my volunteerism in iPASS® were relevant to my job success.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

DEFINITIONS OF KNOWLEDGE, SKILLS, AND ABILITIES (KSAs) LISTED IN THE QUESTIONS TO FOLLOW.

PLEASE READ CAREFULLY to familiarize yourself with the definitions before responding to the questions. The knowledge, skills, and abilities adapted from the leadership-competency model for the lodging industry (Chung-Herrera, Enz & Lankau, 2003).

SELF-MANAGEMENT includes ethics and integrity, time management, flexibility and adaptability, and self-development

STRATEGIC POSITIONING includes awareness of customer needs, commitment to quality, managing stakeholders, and concern for community

IMPLEMENTATION includes planning, directing others, and re-engineering.

CRITICAL THINKING includes strategic orientation, decision-making, analysis, risk taking and innovation.

COMMUNICATION includes speaking with impact, facilitating open communication, active listening, and written communication.

INTERPERSONAL includes building networks, managing conflicts, and embracing diversity.

LEADERSHIP includes team orientation, fostering motivation, fortitude, developing others, embracing change and leadership versatility

INDUSTRY KNOWLEDGE includes business and industry expertise.

TECHNOLOGY includes proficiencies in presentation, audio, video, videoconferencing software and technology.

Q8. My participation as an employee volunteer in iPASS® increased MY KSAs in the areas listed below.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9. Please indicate the extent your KSAs improved as a result of your volunteerism in iPASS®.

	No Opportunity to Apply	No Change	Some Change	Moderate Change	Significant Change	Very Significant Change
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:						
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Since participating as an employee volunteer in iPASS®, I more effectively apply the following KSAs to my job.

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. Please indicate the importance of your application of the following KSAs gained as a result of your volunteerism in iPASS® to your job.

	Not at all Important	Very Unimportant	Neither Important nor Unimportant	Very Important	Extremely Important
Self-management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic positioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15. Given the percentage of improvement in the KSAs listed in the previous question, what are the factors that influenced this improvement?

Q16. Given the factors that influenced improvement in your proficiency with the KSAs, what percentage of that improvement is due to your volunteerism in iPASS® and not some other influence?

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%
- Other _____

Q17. How confident are you that the above mentioned information is accurate? (0% = No Confidence, and 100% = Certainty)

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%
- Other _____

Q18. Rank KSAs most frequently used as a result of your volunteerism in iPASS®, with 1 as "Most Frequently Used" and 10 as "Least Frequently Used".

- _____ Self-management
- _____ Strategic positioning
- _____ Implementation
- _____ Critical thinking
- _____ Communication
- _____ Interpersonal
- _____ Leadership
- _____ Industry Knowledge
- _____ Technology
- _____ Comments:

Q19. Factors that SUPPORT me in applying KSAs gained from my volunteerism in iPASS® to my job are:

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Management support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20. Factors that PREVENT me in applying the KSAs gained from my volunteerism in iPASS® to my job are:

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Lack of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No direct benefit to my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of management support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of staff support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of technology support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments: _____ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21. My volunteerism in iPASS® positively influences

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My job productivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My loyalty to my employer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractiveness of my employer to potential employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporate image to customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporate image to the Mississippi Gaming Commission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporate image in the industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporate image in the local community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporate bottom line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22. Of the business measures listed, which one is most directly linked to your volunteerism in iPASS®? (Please check only one)

- My job productivity
- My job satisfaction
- My loyalty to my employer
- Increased attractiveness of my employer to potential employees
- Improved corporate image to customers
- Improved corporate image to the Mississippi Gaming Commission
- Improved corporate image in the industry
- Improved corporate image in the local community
- Improved corporate bottom line
- Other _____
- Other _____

Q23. FEEDBACK: How can Southern Miss make your volunteerism in iPASS® more relevant to your job?

Q24. FEEDBACK: If you were successful in applying KSAs gained through your volunteerism in iPASS® in your workplace, please provide examples of how you applied your learning from iPASS® on the job.

Q25. My position with my organization can be best described as

- President
- General Manager
- Vice President
- Sr. Director
- Director
- Manager
- Other: _____

Q26. I have ____ years of experience in the casino resort industry.

Q27. I have worked ____ years in the Mississippi gaming jurisdiction.

Q28. I worked in the _____ gaming jurisdiction (s) prior to Mississippi. (Please check all that apply)

- Las Vegas, Nevada
- New Jersey
- Iowa
- Colorado
- Illinois
- Louisiana
- Native American gaming (name tribe/state) _____
- International gaming (name jurisdiction/country) _____
- No prior work experience in other jurisdictions

Q29. My age is

- 21-29
- 30-39
- 40-49
- 50-59
- 60 +

Q30. My highest completed level of education is

- High school
- Undergraduate
- Graduate
- Doctoral
- Other _____

THANK YOU FOR YOUR SUPPORT OF THIS DISSERTATION STUDY.

All data obtained from participants will be kept confidential and will only be reported in aggregate (only reporting combined results and never reporting individual results).

Due Date: Tuesday, January 31, 2011

APPENDIX B

RESEARCH OBJECTIVES TO SURVEY QUESTIONS SURVEY MAP

RESEARCH OBJECTIVES		SURVEY QUESTIONS		
RO1	LEVEL	Q#	QUESTION	FORMAT
Describe characteristics of employee volunteers in terms of:	0			
(a) position title,		25	My position with my organization can be best described as	Multiple Choice
(b) years of experience in casino resort industry,		26	I have _____ years of experience in the casino resort industry.	Fill-in-the-Blank
(c) years in the Mississippi gaming jurisdiction,		27	I have worked _____ years in the Mississippi gaming jurisdiction.	Fill-in-the-Blank
(d) gaming jurisdiction(s) worked prior to Mississippi,		28	I worked in the _____ gaming jurisdiction (s) prior to Mississippi. (Please check all that apply)	Multiple Responses
(e) age,		29	My age is	Multiple Choice
(f) education.		30	My highest completed level of education is	Multiple Choice
(g) roles or activities in iPASS [®] ,		1	I volunteered in the following iPASS [®] roles and/or activities. (Please check all that apply). (iPASS [®] roles and/or activities Matrix)	Multiple Responses
(h) academic year(s) engaged in iPASS [®] ,		2	I volunteered in the following iPASS [®] roles and/or activities during the following academic years. (Please check all that apply). (iPASS [®] roles and/or activities Matrix)	Multiple Responses
(i) amount of time spent each year on each iPASS [®] role or activity, and		3	Q3 I spend an average of _____ hours each year on each of the following iPASS [®] role and/or activity. (Hours estimated should include non-student contact hours, e.g. lecture preparation; attendance at field trip planning meetings, etc.) (iPASS [®] roles and/or activities Matrix)	Fill-in-the-Blank; Multiple Responses
(j) how EVs got involved in iPASS [®] .		4	Which of the following best describes how you became an employee volunteer in iPASS [®] ?	Multiple Choice
RO2	LEVEL	Q#	QUESTION	FORMAT
Determine if employee volunteerism in iPASS [®] is a worthwhile investment for	1			
(a) employee volunteer career development, and		5	My employee volunteerism in iPASS [®] was a worthwhile investment in my CAREER DEVELOPMENT.	5-pt Likert Scale S/Disagree - S/Agree
(b) the employee volunteer employer, as perceived by employee volunteers.		6	My employee volunteerism in iPASS [®] was a worthwhile investment to my EMPLOYER.	5-pt Likert Scale S/Disagree - S/Agree
RO3	LEVEL	Q#	QUESTION	FORMAT
Determine if knowledge, skills or abilities gained through iPASS [®] were relevant to employee volunteer job success, as perceived by employee volunteers.	1	7	The knowledge, skills or abilities gained as a result of my volunteerism in iPASS [®] were relevant to my job success.	5-pt Likert Scale S/Disagree - S/Agree
RO4	LEVEL	Q#	QUESTION	FORMAT
Identify specific knowledge, skills or abilities (KSAs) gained by employee volunteers from volunteerism in iPASS [®] , as perceived by employee volunteers.	2	8	My participation as an employee volunteer in iPASS [®] increased MY KSAs in the areas listed below. (KSAs matrix)	Multiple Responses; 5-pt Likert Scale: S/Disagree - S/Agree

RO5	LEVEL	Q#	QUESTION	FORMAT
Identify specific knowledge, skills or abilities (KSAs) transferred to the workplace in terms of	3			
(a) extent employee volunteer KSAs improve as a result of volunteerism in iPASS [®] ,		9	Please indicate the extent your KSAs improved as a result of your volunteerism in iPASS [®] . (KSAs matrix)	Multiple Responses; 5-pt Likert Scale; No Opp to Apply - Very Significant Change
(b) KSAs applied by employee volunteers,		10	Since participating as an employee volunteer in iPASS [®] , I more effectively apply the following KSAs to my job. (KSAs matrix)	Multiple Responses; 5-pt Likert Scale; S/Disagree - S/Agree
(c) the percentage of KSA learning applied to the job,		11	Since participating as an employee volunteer in iPASS [®] , I have applied __% of what I learned to my job. (KSAs matrix)	Multiple Responses; Multiple Choice; 0% - 100%
(d) importance in applying KSAs to the job,		12	Please indicate the importance in applying the following KSAs gained as a result of your volunteerism in iPASS [®] to your job. (KSAs matrix)	Multiple Responses; 5-pt Likert Scale; Not Impt At All - Extremely Impt Ranking
(e) ranking of KSAs most frequently applied to the job,		18	Rank KSAs most frequently used as a result of your volunteerism in iPASS [®] , with 1 as "Most Frequently Used" and 10 as "Least Frequently Used".	Ranking
(f) enablers for KSAs application,		19	Factors that support me in applying KSAs gained from my volunteerism in iPASS [®] to my job are:	Multiple Responses; 5-pt Likert Scale; S/Disagree - S/Agree
(g) barriers to KSAs application		20	Factors that prevent me in applying the KSAs gained from my volunteerism in iPASS [®] to my job are:	Multiple Responses; 5-pt Likert Scale; S/Disagree - S/Agree

RO6	LEVEL	Q#	QUESTION	FORMAT
Determine EV perception of improvement in KSAs directly attributable to employee volunteerism in iPASS® in terms of	3			
(a) the percentage of EVs' current job that requires the KSAs applied,;		13	Please indicate what percentage of your current job requires the following KSAs:	Multiple Responses; Multiple Choice; 0% - 100%
(b) improvement of EV proficiency in KSAs since volunteerism in iPASS®,		14	As a percentage, how much has your proficiency in each of the KSAs improved since you volunteered in iPASS®?	Multiple Responses; Multiple Choice; 0% - 100%
(c) factors influencing KSAs improvement,		15	Given the percentage of improvement in the KSAs listed in the previous question, what are the factors that influenced this improvement?	Open-ended
(d) the percentage of KSAs improvement attributed to EVs' volunteerism in iPASS®,		16	Given the factors that influenced improvement in your proficiency with the KSAs, what percentage of that improvement is due to your volunteerism in iPASS® and not some other influence?	Multiple Choice; 0% - 100%
(e) the EVs' confidence in the accuracy of the above mentioned information,		17	How confident are you that the above mentioned information is accurate? (0% = No Confidence, and 100% = Certainty)	Multiple Choice; 0% - 100%
		23	FEEDBACK: How can Southern Miss make your volunteerism in iPASS® more relevant to your job?	Open-ended
		24	FEEDBACK: If you were successful in applying KSAs gained through your volunteerism in iPASS® in your workplace, please provide examples of how you applied your learning from iPASS® on the job.	Open-ended
RO7	LEVEL	Q#	QUESTION	FORMAT
Determine the extent of influence employee volunteerism in iPASS® has on each business measure in terms of (a) employee productivity, (b) employee satisfaction, (c) employee loyalty, (d) corporate image to stakeholders, and (e) corporate bottom line, as perceived by employee volunteers.	1			
		21	My volunteerism in iPASS® positively influences (Volunteerism Benefits Matrix)	Multiple Responses; 5-pt Likert Scale: S/Disagree - S/Agree
		22	Of the business measures listed, which one is most directly linked to your volunteerism in iPASS®? (Please check only one) (Volunteerism Benefits Matrix)	Multiple Choice

APPENDIX C

SURVEY QUESTION TO RESEARCH OBJECTIVES SURVEY MAP

SURVEY QUESTIONS		RESEARCH OBJECTIVES
Q#	QUESTION	RO/DATA LEVEL
1	I volunteered in the following iPASS [®] roles and/or activities. (Please check all that apply). (iPASS [®] roles and/or activities Matrix)	Multiple Responses RO1 Level 0 - Input/Indicator
2	I volunteered in the following iPASS [®] roles and/or activities during the following academic years. (Please check all that apply). (iPASS [®] roles and/or activities Matrix)	Multiple Responses RO1 Level 0 - Input/Indicator
3	Q3 I spend an average of _____ hours each year on each of the following iPASS [®] role and/or activity. (Hours estimated should include non-student contact hours, e.g. lecture preparation; attendance at field trip planning meetings, etc.) (iPASS [®] roles and/or activities Matrix)	Fill-in-the-Blank; Multiple Responses RO1 Level 0 - Input/Indicator
4	Which of the following best describes how you became an employee volunteer in iPASS [®] ?	Multiple Choice RO1 Level 0 - Input/Indicator
5	My employee volunteerism in iPASS [®] was a worthwhile investment in my CAREER DEVELOPMENT.	5-pt Likert Scale RO2 S/Disagree - S/Agree Level 1 - Reaction
6	My employee volunteerism in iPASS [®] was a worthwhile investment to my EMPLOYER.	5-pt Likert Scale RO2 S/Disagree - S/Agree Level 1 - Reaction
7	The knowledge, skills or abilities gained as a result of my volunteerism in iPASS [®] were relevant to my job success.	5-pt Likert Scale RO3 S/Disagree - S/Agree Level 1 - Reaction
8	My participation as an employee volunteer in iPASS [®] increased MY KSAs in the areas listed below. (KSAs matrix)	Multiple Responses; 5-pt Likert Scale; S/Disagree - S/Agree RO4 Level 2 - Learning
9	Please indicate the extent your KSAs improved as a result of your volunteerism in iPASS [®] . (KSAs matrix)	Multiple Responses; 5-pt Likert Scale; No Opp to Apply - Very Significant Change RO5 Level 3 - Application
10	Since participating as an employee volunteer in iPASS [®] , I more effectively apply the following KSAs to my job. (KSAs matrix)	Multiple Responses; 5-pt Likert Scale; S/Disagree - S/Agree RO5 Level 3 - Application
11	Since participating as an employee volunteer in iPASS [®] , I have applied ___% of what I learned to my job. (KSAs matrix)	Multiple Responses; Multiple Choice; 0% - 100% RO5 Level 3 - Application

Q# QUESTION	FORMAT	RO/DATA LEVEL
12 Please indicate the importance in applying the following KSAs gained as a result of your volunteerism in iPASS [®] to your job. (KSAs matrix)	Multiple Responses; 5-pt Likert Scale;; Not Impt At All - Extremely Impt	RO5 Level 3 - Application
13 Please indicate what percentage of your current job requires the following KSAs:	Multiple Responses; Multiple Choice; 0% - 100%	RO6 Level 3 - Application
14 As a percentage, how much has your proficiency in each of the KSAs improved since you volunteered in iPASS [®] ?	Multiple Responses; Multiple Choice; 0% - 100%	RO6 Level 3 - Application
15 Given the percentage of improvement in the KSAs listed in the previous question, what are the factors that influenced this improvement?	Open-ended	RO6 Level 3 - Application
16 Given the factors that influenced improvement in your proficiency with the KSAs, what percentage of that improvement is due to your volunteerism in iPASS [®] and not some other influence?	Multiple Choice; 0% - 100%	RO6 Level 3 - Application
17 How confident are you that the above mentioned information is accurate? (0% = No Confidence, and 100% = Certainty)	Multiple Choice; 0% - 100%	RO6 Level 3 - Application
18 Rank KSAs most frequently used as a result of your volunteerism in iPASS [®] , with 1 as "Most Frequently Used" and 10 as "Least Frequently Used".	Ranking	RO5 Level 3 - Application
19 Factors that support me in applying KSAs gained from my volunteerism in iPASS [®] to my job are:	Multiple Responses; 5-pt Likert Scale; S/Disagree - S/Agree	RO5 Level 3 - Application
20 Factors that prevent me in applying the KSAs gained from my volunteerism in iPASS [®] to my job are:	Multiple Responses; 5-pt Likert Scale; S/Disagree - S/Agree	RO5 Level 3 - Application
21 My volunteerism in iPASS [®] positively influences (Volunteerism Benefits Matrix)	Multiple Responses; 5-pt Likert Scale; S/Disagree - S/Agree	RO6 Level 1 - Reaction
22 Of the business measures listed, which one is most directly linked to your volunteerism in iPASS [®] ? (Please check only one) (Volunteerism Benefits Matrix)	Multiple Choice	RO6 Level 1 - Reaction

Q# QUESTION	FORMAT	RO/DATA LEVEL
23 FEEDBACK: How can Southern Miss make your volunteerism in iPASS [®] more relevant to your job?	Open-ended	RO7 Level 3 - Application
24 FEEDBACK: If you were successful in applying KSAs gained through your volunteerism in iPASS [®] in your workplace, please provide examples of how you applied your learning from iPASS [®] on the job.	Open-ended	RO7 Level 3 - Application
25 My position with my organization can be best described as	Multiple Choice	RO1 Level 0 - Input/Indicator
26 I have _____ years of experience in the casino resort industry.	Fill-in-the-Blank	RO1 Level 0 - Input/Indicator
27 I have worked _____ years in the Mississippi gaming jurisdiction.	Fill-in-the-Blank	RO1 Level 0 - Input/Indicator
28 I worked in the _____ gaming jurisdiction (s) prior to Mississippi. (Please check all that apply)	Multiple Responses	RO1 Level 0 - Input/Indicator
29 My age is	Multiple Choice	RO1 Level 0 - Input/Indicator
30 My highest completed level of education is	Multiple Choice	RO1 Level 0 - Input/Indicator

APPENDIX D
IRB APPLICATION AND APPROVAL



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI
Economic and Workforce Development

December 15, 2011

Dr. Lawrence Hosman, Chair
Institutional Review Board
The University of Southern Mississippi
118 College Drive #5131
Hattiesburg, MS 39406-0001

RE: Evelyn Green Research Proposal Approval

Dear Dr. Hosman:

Evelyn Green, Human Capital Development doctoral student, successfully defended her research proposal on November 4, 2011. Her dissertation research project entitled:

Employee Volunteer and Employer Benefits from Business-Education Partnerships as Perceived by Employee Volunteers

was unanimously approved by her committee, who offer their full support for Evelyn to conduct this research.

Should you have questions or need additional information, do not hesitate to contact me at 228.214.3491 or via e-mail at Cyndi.Gaudet@usm.edu.

Sincerely,

A handwritten signature in cursive script that reads "Cyndi Gaudet".

Cyndi Gaudet
Professor and Director
Human Capital Development PhD Program
Jack and Patti Phillips Workplace Learning & Performance Institute

Human Subjects Research Application
The University of Southern Mississippi
Institutional Review Board
irb@usm.edu

Name Evelyn Kwan Green Phone 601-467-0473

E-Mail Address evelyn.green@usm.edu Campus ID # 304223

Mailing Address (address to receive information regarding this application):

6 Dawn Dr. Hattiesburg MS 39402
 Street City State Zip Code

College/Division Science & Technology Dept. Economic & Workforce Development

Department Box # 5128 Phone 228-214-3517

Title Employee Volunteer and Employer Benefits from Business-Education Partnerships as
Perceived by Employee Volunteers

Funding Agencies or Research Sponsors n/a

Grant Number (when applicable) n/a

New Project

Dissertation Thesis

Renewal or Continuation: Protocol # _____

Change in Previously Approved Project: Protocol # _____

Evelyn Kwan Green 1/18/12

Researcher Name (type)

DATE

Dr. Cyndi Gaudet

Advisor Name (if applicable) (type)

Dr. Brent Hales

Department Chair Name (type)

CITI Collaborative Institutional Training Initiative (CITI)

GRAD Students at The University of southern Mississippi (Common RCR Course) Curriculum Completion Report Printed on 2/17/2011

Learner: Evelyn Green (username: ekg5050)
Institution: University of Southern Mississippi
Contact Information: 118 College Drive, Box 5176
 Hattiesburg, Mississippi 39406-5176 United States of America
 Department: Human Capital Development
 Phone: 601-467-0473
 Email: evelyn.green@usm.edu

GRAD Students at The University of southern Mississippi (Common RCR Course): This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.

Stage 1. RCR Passed on 02/17/11 (Ref # 5637439)

Required Modules	Date Completed	Score
The University of Southern Mississippi	02/15/11	no quiz
Introduction to the Responsible Conduct of Research	02/15/11	no quiz
Research Misconduct <small>1-1215</small>	02/15/11	5/5 (100%)
Case Study Plagiarism <small>1-1473</small>	02/17/11	2/2 (100%)
Data Acquisition, Management, Sharing and Ownership <small>1-1308</small>	02/17/11	5/5 (100%)
Publication Practices and Responsible Authorship <small>1-1380</small>	02/17/11	5/5 (100%)
Conflicts of Interest and Commitment <small>1-1622</small>	02/17/11	6/6 (100%)
Collaborative Research <small>1-1450</small>	02/17/11	6/6 (100%)
The CITI RCR Course Completion Page.	02/17/11	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
 Professor, University of Miami
 Director Office of Research Education
 CITI Course Coordinator

[Return](#)

1. A Brief Statement of Project Goals

Currently, educational entities lack a systematic approach to measure and communicate the benefits of employee volunteerism (EV) in business-education partnerships (BEPs) to the individual employee volunteers (EVs) and to the business partners, to mitigate risks of losing long-term support of business partners.

The purpose of this study is to describe employee volunteer and employer benefits from business-education partnerships as perceived by iPASS™ employee volunteers. iPASS™ is an acronym for “Industry Professionals Assistance in Students Success”, the business-education partnership between Mississippi casino business partners and the Department of Casino, Hospitality and Tourism Management at The University of Southern Mississippi. The study will determine benefits of employee volunteerism in iPASS™ relative to knowledge, skills or abilities gained by employee volunteers from volunteering in business-education partnerships (Chung-Herrera, Enz, & Lankau, 2003). The study will also determine benefits of employee volunteerism relative to improved employee productivity, improved employee satisfaction, improved employee loyalty, increased attractiveness of employers to future employees; improved corporate image with stakeholders; and improved corporate bottom line (Bolino & Turnley, 2003; Fombrun, Gardberg, & Barnett, 2000; Maignan, Ferrell, & Hult, 1999; McElhaney, 2009; Tuffrey, 2003).

The objectives of this study focus on employee volunteerism in iPASS™. The objectives include:

RO1: Describe characteristics of employee volunteers in terms of (a) roles or activities in iPASS™, (b) academic year(s) engaged in iPASS™, (c) amount of time spent each year on each iPASS™ role or activity, (d) how EVs got involved in iPASS™, (f) position title, (g) years of experience in casino resort industry, (h) years in the Mississippi gaming jurisdiction, (i) gaming jurisdiction(s) worked prior to Mississippi, (j) age, and (k) education.

RO2: Determine if employee volunteerism in iPASS™ is a worthwhile investment for (a) employee volunteers' career development, and (b) the employee volunteers' employer, as perceived by employee volunteers.

RO3: Determine if knowledge, skills or abilities gained through iPASS™ were relevant to the employee volunteer's job success, as perceived by employee volunteers.

RO4: Identify specific knowledge, skills or abilities (KSAs) gained by employee volunteers from volunteerism in iPASS™, as perceived by employee volunteers.

RO5: Identify specific knowledge, skills or abilities (KSAs) transferred to the workplace in terms of (a) the KSAs applied by the employee volunteers, (b) how much of the KSAs learned were applied to the job, (c) the importance in applying the KSAs to the job; (d) the extent the EVs KSAs improved, (e) ranking of KSAs most frequently applied to the job, (f) enablers for KSAs application, and (g) barriers to KSAs application, as perceived by employee volunteers.

RO6: Determine improvement in business measures directly attributed to KSAs gained from employee volunteerism in iPASS™ in terms of (a) the percentage of EVs' current job that requires the KSAs applied, (b) how much has EVs' proficiency in each KSAs improved since their volunteerism in iPASS™, (c) factors that influenced KSAs improvement, and (d) percentage of KSAs improvement attributed to EVs' volunteerism in iPASS™, as perceived by employee volunteers.

RO7: Determine the extent of influence employee volunteerism in iPASS™ has on each job-related measure in terms of (a) employee productivity, (b) employee satisfaction, (c) employee loyalty, (d) corporate image to stakeholders, and (e) corporate bottom line, as perceived by employee volunteers.

2. Protocol

• Describe procedures

- The study will use a retrospective-cross-sectional, descriptive nonexperimental post facto research design (Johnson, 2001; Shadish, Cook, & Campbell, 2002; Sprinthall, 2007) to gather and examine quantitative and qualitative data and use mixed data analysis as a basis for drawing conclusions (Huck, 2008). A retrospective-cross sectional research design is selected for this study because no data was captured by the University from employee volunteers since the implementation of iPASS™ in 2007. Because of the limitations set by business partners in terms of access limited only to iPASS™ employees and no access to financial or propriety information, a descriptive nonexperimental post facto design is applied to this study.
- Letters of permission have been secured from the respective business partners to allow their employees to participate in the survey (see attached).
- The study will use an online survey questionnaire developed in Qualtrics, to collect data from iPASS™ employee volunteers of casino business partners. Qualtrics will automatically download the data to SPSS; the statistical software that will be used for data analysis.
- An informational letter will be sent day before the email distribution of the online survey. The letter will provide a brief description of the questionnaire, time needed to complete the survey, and survey completion deadline (Groves, et. al, 1992). The letter will also serve as a cover letter that will accompany the online survey. Two follow-up reminder emails will be sent to increase response rates along with follow-up phone calls made by the investigator when deemed necessary.
- An alternative mode of survey instrument distribution, i.e., a paper version of the informed consent form and online survey will be available to business partners who requested paper survey distribution due to issues with corporate firewalls. In anticipation of mixed-mode survey threats of unreliability of implementation, e.g. inconsistent implementation from site-to-site, person-to-person, or effects of the researcher's presence, the investigator will hand-deliver the paper surveys along with a list of the survey participants names and blank sealable envelopes to the

business partners' Department of Human Resources. Human Resources will in turn distribute the surveys to the participants. The participants will return unidentified completed surveys, sealed in the envelopes supplied by the investigator. The investigator will pick up the survey from Human Resources at the end of the day or the next day as arranged with Human Resources.

- The investigator will also use the paper survey as a follow-up strategy to increase response rate in the event of low online survey response (Dillman, et al., 2009). The investigator will call up Human Resources to coordinate the survey distribution.
 - The investigator will manually input the data from the paper survey into the SPSS database generated by Qualtrics.
 - The study will report univariate descriptive data, central tendency measures such as frequencies and means, and qualitative data from open-ended feedback questions. The study will also use the Phillips ROI™ Chain of Impact Logic Model (Phillips & Phillips, 2005) to generate indicators, reaction, learning, application, and intangible benefits data; each data level representing a link in the chain of business impact that occurs in employee volunteerism in iPASS™. Application data will be used to forecast ROI through modified utility analysis.
- **Study Population**
 - This study exclusively uses iPASS™ employee volunteers currently employed by business partners with casino properties in Mississippi. The Department of Casino, Hospitality & Tourism Management maintains a database of 138 employee volunteers currently employed by 10 casino partners with properties in Mississippi. The population of this study is casino employee volunteers in the Southern Miss iPASS™ business education partnership. The study population consists of 106 employee volunteers from 9 of the 10 participating business partners. Non-participating employee volunteers include those who retired, left their employers, left the Mississippi gaming jurisdiction, or work for the business partner who opted not to participate in the survey, citing non-solicitation policies. The study population consists primarily of management employees including chief executive officers, vice-presidents, directors, and managers.
 - **How long will the procedures take? How much time will be required of subjects?**
 - Completion of the online survey will take approximately 15 minutes. The entire data collection process is anticipated as follow:

Table 3.2

Action Plan

Action	Completion Timeline
Informational Letter to Employee Volunteers (EVs)	Day 1
Initial Survey Instrument Distribution (Online/Paper)	Day 2
First Follow-Up Reminder (Email)	Day 4
Final Reminder (Email and Phone Call)	Day 6
Make Appointments for Follow-Up In-Person Survey Completion	Day 10
Follow-Up In Person Distribution of Paper Surveys	Day 21
In Person Collection of Completed Paper Surveys	Day 22
Data Input of Paper Surveys	Day 25
Data Tabulation and Analysis of Survey	Day 30

-
- **Where will the procedures be done? Where will the study be conducted?**
 - Online Survey
Online using Qualtrics
 - Paper Survey
Investigator will distribute the paper surveys in-person, on-property, to the survey participants through the business partners' Department of Human Resources.
- **Name and describe the data gathering tool.**
 - The survey instrument, "Mississippi Casino Employee Volunteerism in iPASS™" contains 30 questions and will take approximately 15 minutes to complete. The instrument begins with an Informed Consent page followed by an Informed Consent form for participants to indicate consent. The instrument is designed to collect descriptive quantitative and qualitative data using scaled, multiple choice, multiple answer, ranking, fill-in-the-blank, and open-ended questions (ASTD, 2006). The questionnaire will use a five-point Likert-scale to measure and determine the direction and intensity of respondents' opinions or attitudes, e.g. the EVs reaction to iPASS™ (ASTD, 2006). Multiple choice questions will be used to collect data on EVs characteristics, e.g. position title or age group. Multiple answer questions will be used for questions that do not have exclusive answers, e.g. roles in iPASS™ or types of KSAs acquired through iPASS™ (ASTD, 2006). The questionnaire will also contain ranking questions to ask respondents the relative importance of the answers, e.g. KSAs that are most important to their job (ASTD, 2006). Fill-in-the-blank questions will be used for responses that will vary among respondents (ASTD 2006). For example, years of experience or previous jurisdictions worked. Finally, the questionnaire will contain open-ended questions to allow respondents to answer in their own words without prompting, e.g. comments or "Other" answers for response options not supplied by the questionnaire (ASTD, 2006).

- **Describe any special situations.**
 In the event of firewalls or follow-up needs, a paper version of the online survey will be distributed (see Describe Procedures).
- **If data collection is done in class, explain what students who do not participate will be doing.**
 N/A
- **Attach letter of approval from any organizations that will be involved with the research project**
 See attachments of letters of permission from:
 - MGM Resorts International (Beau Rivage and Gold Strike)
 - Caesars Entertainment (Harrah's properties in Tunica and Grand Casino, Biloxi)
 - Hollywood Casino, Bay St. Louis
 - Hollywood Casino, Tunica
 - IP Casino-Resort-Spa
 - Island View Casino and Resort
 - Isle Hotel & Casino, Biloxi

3. Benefits

Describe the potential benefits to the subject or to others.

- There are no direct benefits for participants. The study's findings will be used to provide education partner accountability for employee volunteerism in iPASS™ to stakeholders. Stakeholders include employee volunteers, casino business partners, the Mississippi Gaming Commission, Mississippi Casino Operators Association, the Department of Casino, Hospitality & Tourism Management (CHTM) Advisory Board, CHTM Department Chair, and the Dean of the College of Business.
- The investigator will present and publish the study as her contribution to the body of knowledge in related fields to include but not limited to casino, hospitality and tourism management, human capital development, training and development, instructional design and technology, online instruction, and higher education.

4. Risks

- This survey poses no known risks to the participants. Participants may choose to cease input of information at any time or not to answer a question, for whatever reason.

Describe the conditions under which subjects will be terminated from study before its completion.

- Subjects will be terminated from the study before its completion if the subject retired, leave their employers, or leaves the Mississippi gaming jurisdiction before completion of the survey.

Describe your method for maintaining subject confidentiality or anonymity.

- All data obtained from participants will be kept confidential and will only be reported in aggregate (only reporting combined results and never reporting individual results). All questionnaires will be concealed, and no one other than the primary investigator will have access to them. The data collected will be stored in the HIPPA-compliant, Qualtrics-secure database until it has been deleted by the investigator. Paper surveys will be sealed in an envelope and locked in a cabinet in the investigator's office.

How will confidentiality of data be maintained?

- The raw data will be saved in a USB drive that will be stored in the investigator's personal safe deposit box. The paper surveys will be kept in a sealed envelope and kept in a locked cabinet in the investigator's office.

Detail the final disposition of data.

The online questionnaire and responses will be deleted from the investigator's Qualtrics account.

- The paper surveys will be shredded after five years.
- The USB of raw data, interview recordings and transcripts will be destroyed after five years.

Dear Survey Participant:

You were selected to participate in this survey because of your volunteerism in casino management education offered through iPASS™, the partnership between The University of Southern Mississippi and Mississippi casino business partners. Because you are one of only 106 survey participants, your participation is critical to the successful completion of this research. This study, "Employee Volunteer and Employer Benefits from Business-Education Partnerships as Perceived by Employee Volunteers" will help me meet the final requirement for a Ph.D. in Human Capital Development.

The survey results will provide a framework to measure the contribution of employee volunteerism in education to business partners. Most importantly, the results will provide feedback on how iPASS™ can better serve you in your professional development and volunteerism needs.

The survey will take approximately 15 minutes of your time to complete. Deadline to complete all surveys is **January 31, 2012** to give sufficient time to properly analyze data, report results, and defend my dissertation by the University deadline of March 20. Therefore, your immediate response is appreciated.

Thank you for your time and support of this study.

Sincerely,

Evelyn Kwan Green

Note: Mississippi Casino Employee Volunteerism in iPASS® Survey included in the IRB Application Packet can be found in Appendix A.

Letters of Permission from casino industry partners submitted with IRB Application Packet are excluded from Appendix D to honor the non-proprietary information disclosure agreement.


INSTITUTIONAL REVIEW BOARD

118 College Drive #5147 | Hattiesburg, MS 39406-0001
 Phone: 601.266.6820 | Fax: 601.266.4377 | www.usm.edu/irb

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
 Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **12012401**

PROJECT TITLE: **Employee Volunteer and Employer Benefits from Business-Education Partnerships as Perceived by Employee Volunteers**

PROJECT TYPE: **Dissertation**

RESEARCHER/S: **Evelyn Kwan Green**

COLLEGE/DIVISION: **College of Science & Technology**

DEPARTMENT: **Economic & Workforce Development**

FUNDING AGENCY: **n/A**

IRB COMMITTEE ACTION: **Expedited Review Approval**

PERIOD OF PROJECT APPROVAL: **01/24/2012 to 01/23/2013**

Lawrence A. Hosman, Ph.D.
Institutional Review Board Chair

APPENDIX E

DATA ANALYSIS METHODS TO SURVEY QUESTIONS
AND RESEACH OBJECTIVES SURVEY MAP

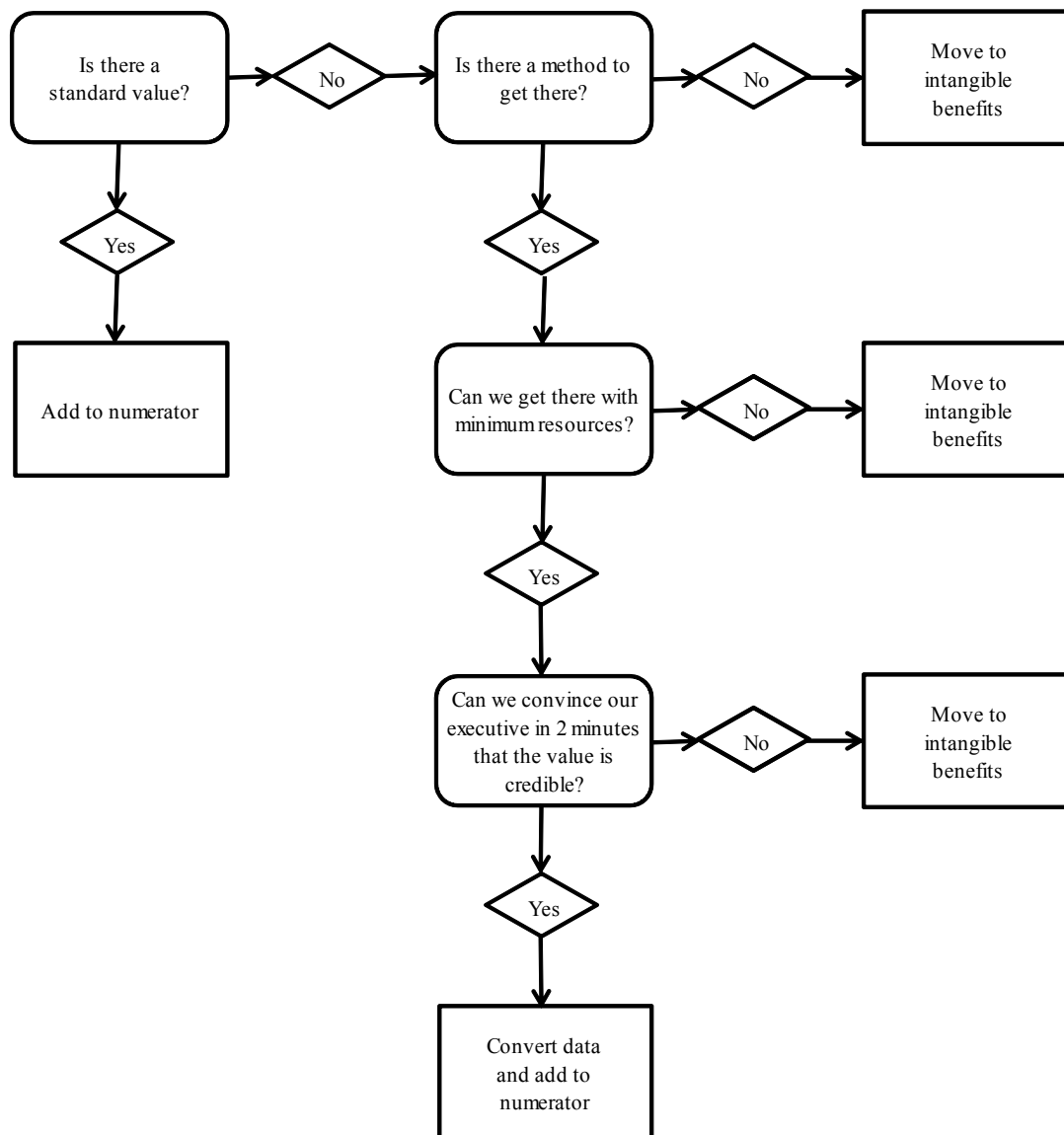
Q#	SURVEY QUESTION	RO	VARIABLES	DATA ANALYSIS
1	I volunteered in the following iPASS® roles and/or activities. (Please check all that apply). (iPASS® roles and/or activities Matrix)	RO1 Level 0	Nominal	Univariate Descriptive for Qualitative Variables Table: iPASS® roles and/or activities; Responses (<i>n</i>) Percent Cases
2	I volunteered in the following iPASS® roles and/or activities during the following academic years. (Please check all that apply). (iPASS® roles and/or activities Matrix)	RO1 Level 0	Nominal	Univariate Descriptive for Qualitative Variables Table: iPASS® roles and/or activities; Years Frequencies (<i>n</i>), Avg. hrs spent per year
3	Q3 I spend an average of _____ hours each year on each of the following iPASS® role and/or activity. (Hours estimated should include non-student contact hours, e.g. lecture preparation; attendance at field trip planning meetings, etc.) (iPASS® roles and/or activities Matrix)	RO1 Level 0	Nominal	Univariate Descriptive for Qualitative Variables Table: iPASS® roles and/or activities; Years Frequencies (<i>n</i>), Avg. hrs spent per year
4	Which of the following best describes how you became an employee volunteer in iPASS®?	RO1 Level 0	Nominal	Univariate Descriptive for Qualitative Variables Frequency, Percentage: n (%)
5	My employee volunteerism in iPASS® was a worthwhile investment in my CAREER DEVELOPMENT.	RO2 Level 1	Ordinal	Univariate Descriptive for Quantitative Variables Frequency, Percentage: n (%)
6	My employee volunteerism in iPASS® was a worthwhile investment to my EMPLOYER.	RO2 Level 1	Ordinal	Univariate Descriptive for Quantitative Variables Frequency, Percentage: n (%)
7	The knowledge, skills or abilities gained as a result of my volunteerism in iPASS® were relevant to my job success.	RO3 Level 1	Ordinal	Univariate Descriptive for Quantitative Variables Frequency, Percentage: n (%)
8	My participation as an employee volunteer in iPASS® increased MY KSAs in the areas listed below. (KSAs matrix)	RO4 Level 2	Ordinal	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, Standard Deviation
9	Please indicate the extent your KSAs improved as a result of your volunteerism in iPASS®. (KSAs matrix)	RO5 Level 3	Ordinal	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, Standard Deviation
10	Since participating as an employee volunteer in iPASS®, I more effectively apply the following KSAs to my job. (KSAs matrix)	RO5 Level 3	Ordinal	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, Standard Deviation

Q#	QUESTION	RO	VARIABLES	DATA ANALYSIS
11	Since participating as an employee volunteer in iPASS®, I have applied ___% of what I learned to my job. (KSAs matrix)	RO5 Level 3	Interval	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, Standard Deviation
12	Please indicate the importance in applying the following KSAs gained as a result of your volunteerism in iPASS® to your job. (KSAs matrix)	RO5 Level 3	Ordinal	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, Standard Deviation
13	Please indicate what percentage of your current job requires the following KSAs:	RO6 Level 3 to Forecast ROI	Interval	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, Standard Deviation
14	As a percentage, how much has your proficiency in each of the KSAs improved since you volunteered in iPASS®?	RO6 Level 3 to Forecast ROI	Interval	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, % of Improvement
15	Given the percentage of improvement in the KSAs listed in the previous question, what are the factors that influenced this improvement?	RO6 Level 3 to Forecast ROI	Qualitative	Quote Participants' Responses
16	Given the factors that influenced improvement in your proficiency with the KSAs, what percentage of that improvement is due to your volunteerism in iPASS® and not some other influence?	RO6 Level 3 to Forecast ROI	Interval	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Frequencies, Median, % Improvement
17	How confident are you that the above mentioned information is accurate? (0% = No Confidence, and 100% = Certainty)	RO6 Level 3 to Forecast ROI	Interval	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Frequencies, Median, % Improvement
		RO6 Level 3 to Forecast ROI	Forecast ROI	% of job requirement (Q13) x median salary (using industry standards for median salary for each job category plus benefits) = \$value of KSAs to organization % of estimated improvement in KSAs (Q14) x % due to iPASS (Q16) x % confidence (Q17) = adjusted estimated KSAs improvement due to iPASS Adjusted estimated improvement x \$value of KSAs to organizations = monetary value of iPASS based on improved proficiency in job required KSAs.

Q#	QUESTION	RO	VARIABLES	DATA ANALYSIS
18	Rank KSAs most frequently used as a result of your volunteerism in iPASS®, with 1 as "Most Frequently Used" and 10 as "Least Frequently Used".	RO5 Level 3	Ordinal	Univariate Descriptive for Quantitative Variables Table: KSAs; ranking
19	Factors that support me in applying KSAs gained from my volunteerism in iPASS® to my job are:	RO5 Level 3	Ordinal	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, Standard Deviation
20	Factors that prevent me in applying the KSAs gained from my volunteerism in iPASS® to my job are:	RO5 Level 3	Ordinal	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (individual KSAs) Table: KSAs ; Job Categories Mean, Standard Deviation
21	My volunteerism in iPASS® positively influences (Volunteerism Benefits Matrix)	RO7 Level 1	Ordinal	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (Volunteerism Benefits) Table: Volunteerism Benefits ; Job Categories Frequencies (n), %
22	Of the job-related measures listed, which one is most directly linked to your volunteerism in iPASS®? (Please check only one) (Volunteerism Benefits Matrix)	RO7 Level 1	Ordinal	Quantitative Variables (by Job Categories) within Levels of a Qualitative Variable (Volunteerism Benefits) Table: Volunteerism Benefits ; Job Categories Mean, Standard Deviation; Frequency (n), %
23	FEEDBACK: How can Southern Miss make your volunteerism in iPASS® more relevant to your job?	RO7 Level 1	Qualitative	Quote Participants' Responses
24	FEEDBACK: If you were successful in applying KSAs gained through your volunteerism in iPASS® in your workplace, please provide examples of how you applied your learning from iPASS® on the job.	RO7 Level 1	Qualitative	Quote Participants' Responses
25	My position with my organization can be best described as	RO1 Level 0	Nominal	Univariate Descriptive for Qualitative Variables Table: Job Categories Frequency, Percentage: n (%)
26	I have _____ years of experience in the casino resort industry.	RO1 Level 0	Nominal	Univariate Descriptive for Qualitative Variables Table: Frequency, Mean, Standard Deviation
27	I have worked _____ years in the Mississippi gaming jurisdiction.	RO1 Level 0	Nominal	Univariate Descriptive for Qualitative Variables Table: Frequency, Mean, Standard Deviation
28	(s) prior to Mississippi. (Please check all that apply)	RO1 Level 0	Nominal	Univariate Descriptive for Qualitative Variables Table: Gaming Jurisdictions Frequency, Percent of Cases
29	My age is (age groups)	RO1 Level 0	Interval	Univariate Descriptive for Qualitative Variables Table: Age Groups Frequency, Percentage: n (%)
30	My highest completed level of education is	RO1 Level 0	Ordinal	Univariate Descriptive for Qualitative Variables Table: Education Levels; Frequency, Percentage: n (%)

APPENDIX F

DATA CONVERSION FOUR-PART TEST



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