

Developing Essential Skills in the Gaming/Casino Industry (DESIGI) Final Report—April 2011



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Acknowledgements

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This report would not have been possible without the participation of the DESIGI Advisory Committee members who took the time to complete surveys, assist with focus groups, provide resources, review materials, and share insights, experiences and knowledge at meetings. They represent the national scope and diversity of our industry.

The CGCE would also like to thank the HRSDC for their support through funding for this project and in the area of Essential Skills in general.

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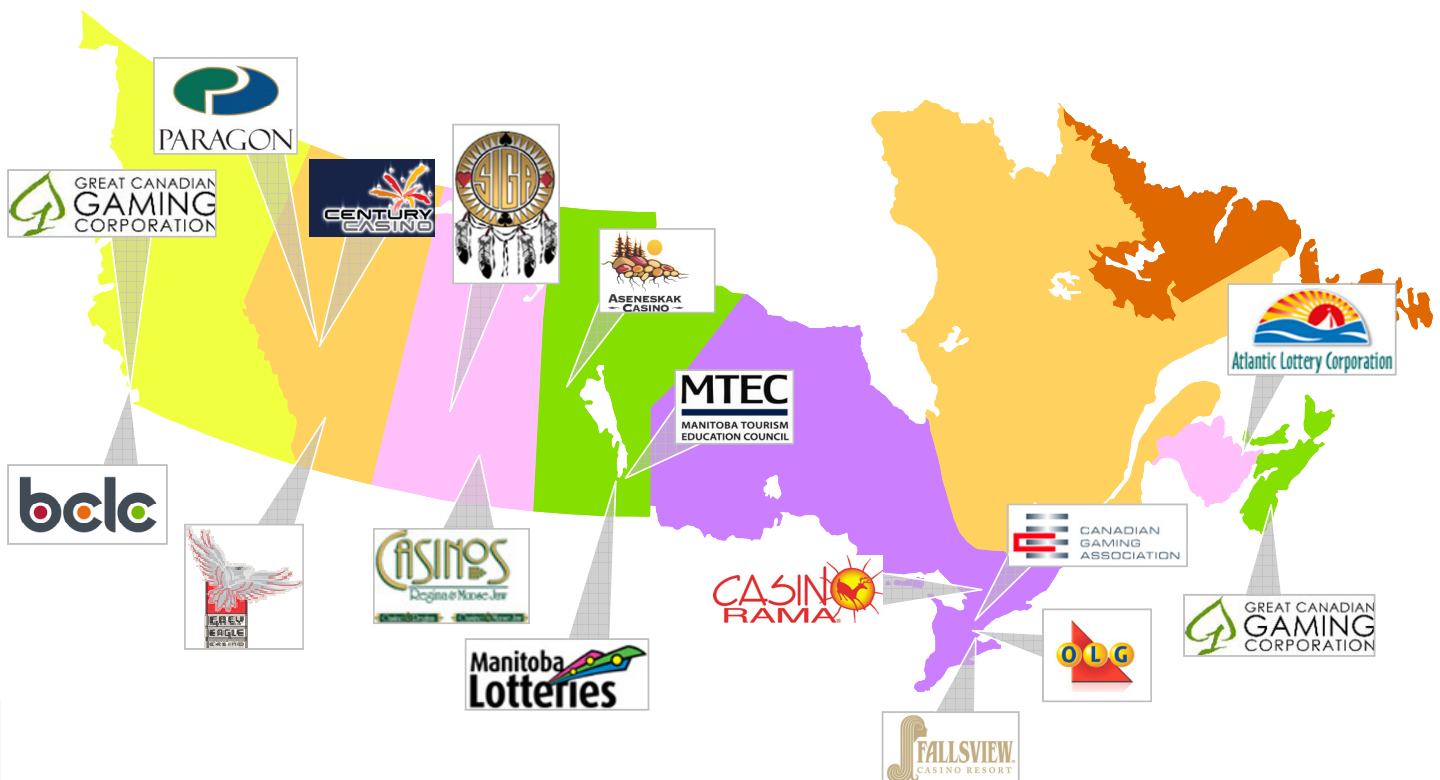


Table of Contents

EXECUTIVE SUMMARY	(i)
1. INTRODUCTION	1
1.1 Project Overview	1
1.2 Outputs	2
1.3 Essential Skills Defined	3
2. BUILDING THE KNOWLEDGE BASE	5
2.1 Research Methodology	5
2.2 Key Findings	8
2.3 Research Discussion	22
2.4 Essential Skills Profiles	24
3. DEVELOPMENT OF SUPPORT MECHANISMS	26
3.1 Essential Skills in the Gaming/Casino Industry Website	26
3.2 Gaming Specific Essential Skills Manuals	27
3.3 Essential Skills Pilot Program for Gaming Employees	30
3.4 Essential Skills Gaming Specialist Training	30
4. OUTREACH	31
4.1 DESIGI Project Advisory Committee	31
4.2 Communication Plan	32
5. FUTURE DIRECTIONS	33
APPENDIX A - Essential Skills Summary Profile—Dealer	35
APPENDIX B - Essential Skills Profile—Dealer	36
APPENDIX C - Canadian Casino/Gaming Industry Survey	52
APPENDIX D - Essential Skills in Gaming: An Organizational Perspective Survey	55
APPENDIX E - Essential Skills on the Gaming Floor Survey	61
APPENDIX F - Current State of Training in the Gaming/Casino Industry Survey	75
APPENDIX G - Focus Group Questions	80



Executive Summary

The Canadian gaming/casino industry comprises a large percentage of the hospitality, tourism and entertainment sector in Canada. In addition to gaming areas, gaming/casino properties across Canada offer Las Vegas-style shows, concerts, restaurants (including fine dining), lounge areas, retail shops, attractions, hotels and conference facilities. All facets of tourism/hospitality are combined and available under one roof and are visited by local guests, Canadian travelers and international tourists.

Gaming operations represent a substantial contribution to the provincial economies across Canada in both direct and indirect industries related to hospitality, tourism, and entertainment. According to a national study conducted on the economic impact of gaming in Canada, (National Gaming Impact Study, 2007), the gaming/casino industry is responsible for more than \$15 billion in direct revenue, over \$2 billion in direct salaried employment for Canadians working in the industry (50,000 employees plus), and \$10 billion in current capital investment, creating an industry that has become a vital part of the Canadian economy.

There is a wide variety of job positions within a casino. These include, but are not limited to, dealers, slot attendants, cashiers, security guards, housekeeping attendants, customers service representatives, administration personnel, uniform technicians, restaurant servers and bartenders. With a unique combination of Customer Services (soft) skills and technical skills required, the industry workforce needs to employ staff that can function at a higher level of the nine workplace Essential Skills identified by Human Resources and Skills Development Canada (HRSDC).

Essential Skills are the skills that an individual possesses that help them to learn the technical skills required to competently perform job tasks. These include reading, writing, numeracy, document use, thinking skills, oral communication, working with others, computer skills, and continuous learning.

The purpose of this report is to identify and highlight the activities and outcomes of the Developing Essential Skills in the Gaming/Casino Industry (DESIGI) project. The main objectives of the DESIGI project were to:

- create a national committee for dialogue on Essential Skills in the gaming/casino industry
- conduct research into the state of Essential Skills of the current workforce
- create gaming specific manuals as tools to improve Essential Skills
- develop and implement a website as resource tool to access information on Essential Skills in gaming

1. Introduction

1.1 PROJECT OVERVIEW

In the past twenty years the Canadian Gaming and Casino industry has grown from local bingo halls and breakopen tickets to state-of-the-art casinos with slots, electronic gaming, table games, race tracks, and food/entertainment/retail venues. Legalized gaming has grown by 127% since 1995 and, at over \$15 billion, is Canada's biggest entertainment industry – about the same size as movies, TV, recorded music and professional sports combined. Currently over 135,000¹ people are directly employed, creating an industry that has become a vital part of the Canadian economy - a multi-billion dollar business. With the unique combination of Customer Service skills (soft skills) and technical skills required to be successful in the gaming world, the industry requires staff that have the Essential Skills to perform and function at the level needed to meet these needs.

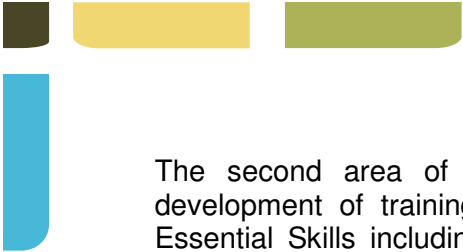
The Developing Essential Skills for the Gaming/Casino Industry in Canada project (DESIGI) was a two year project (April 2009 – April 2011) initiated through the Canadian Gaming Centre of Excellence (CGCE), a subsidiary of Manitoba Lotteries. The CGCE was created in 2004 to address the limited educational opportunities for Canadian Gaming professionals with an eye toward developing expertise in gaming education for the Canadian casino/gaming industry.

The CGCE applied for and received federal funding from Human Resources and Skills Development Canada (HRSDC) in the amount of \$495,000, with an additional \$270,000 in in-kind contributions from Manitoba Lotteries and additional project partners. This project developed a network of Canadian Gaming organizations and through this partnership worked collaboratively to develop Essential Skills materials that could be used to increase the Essential Skill levels of current and prospective gaming employees across Canada (focusing on training Aboriginal/new Canadians for the gaming workforce).

The DESIGI Project outcomes are as follows:

1. Increased Essential Skills levels of current and potential gaming employees.
2. Increased knowledge around required Essential Skills for the gaming industry for organizations that assist people in career development, focusing on Aboriginal/new Canadian employment placement.
3. A nationally consistent approach to developing Essential Skills in the gaming industry.
4. Current research data on the skill development of gaming employees, including the validation and identification of specific skills gaps in the gaming industry.
5. A national dialogue on skill development in the gaming industry.
6. Increased number of employees involved in Essential Skills upgrading programs across Canada.

The first area of activity of the DESIGI project is **Building the Knowledge Base**. This was accomplished through a research project highlighting skill requirements, skill gaps and current training and contacts for the Gaming/Casino industry as well as the continued development of 10 Essential Skill profiles to join the previously developed 46 Essential Skill Profiles for the Gaming Industry.



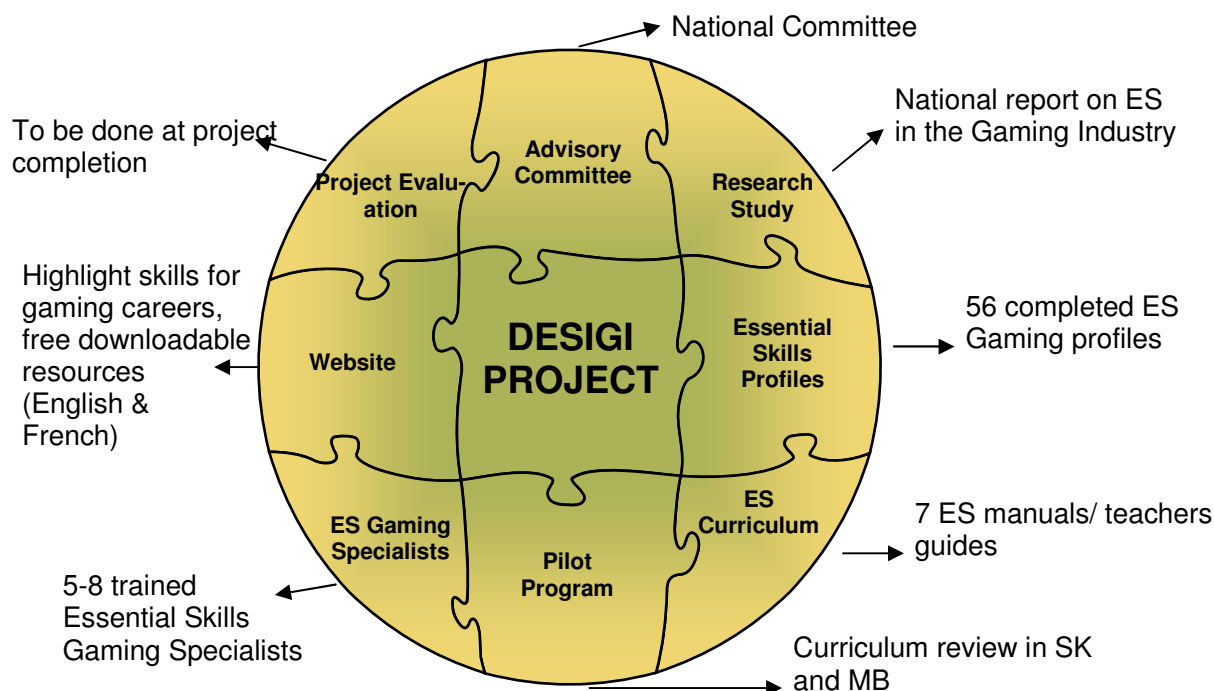
The second area of activity is **Development of Support Mechanisms** through the development of training programs, handbooks and teacher guides for seven of the nine Essential Skills including reading, writing, document use, oral communication, working with others, numeracy, and thinking skills (focus on decision making/problem solving). A comprehensive Learning Map in the form of a website also provide development opportunities. The Essential Skills website allows people, at the click of a button, to identify different areas/departments within the casino environment, the actual positions available in those areas and the Essential Skill requirements for each position. Using a virtual approach, Essential Skill information can be accessed in an entertaining format-entertainment being the hallmark of the Gaming/Casino industry.

The final area of activity of the DESIGI project centers on **Outreach** which was accomplished by forming an Advisory committee comprised of industry experts and stakeholders from across the country as well as the training of 5-8 Essential Skill Gaming Specialist with industry specific knowledge. This national network and dialogue will continue to be supported post project by the Canadian Gaming Centre of Excellence.

1.2 OUTPUTS

The DESIGI project was designed to achieve the following results (project outputs):

1. A research study to identify current skills needs in the gaming industry including Essential Skills and a compilation of current training and contact names in each province across Canada to provide a foundation for Essential Skill program development.
2. A national training advisory committee comprised of gaming industry professionals.
3. Five highly qualified Essential Skills analysts within the gaming industry.
4. Development of 10 to 15 additional Essential Skills profiles to complete the currently developed 48 Essential Skills profiles CD.
5. Learning Map outlining Essential Skill requirements for a minimum of 48 gaming occupations (virtual/online).
6. Package for employment agencies including a learning map outlining Essential Skills requirements for at least 48 gaming occupations and the CD of the Essential Skills profiles.
7. A comprehensive, all inclusive 4-week Essential Skills training program compiled of activities from the previously created Essential Skills math manual and the newly developed Essential Skills manuals for the gaming industry.
8. A piloted course that can be used to develop current and prospective employees in the gaming industry.
9. Train 20 participants between Saskatchewan and Manitoba (specifically Aboriginals and new Canadians) to develop their Essential Skills for a broad range of gaming occupations.



1.3 ESSENTIAL SKILLS DEFINED

Through extensive research, the Government of Canada has identified and validated nine Essential Skills that are used in nearly every occupation and throughout daily life in different ways and at different levels of complexity. These include:

Reading Text	Computer Use
Document Use	Thinking Skills
Numeracy	Problem solving
Writing	Decision making
Working with Others	Critical thinking
Continuous Learning	Job task planning and organizing
Oral Communication	Significant use of memory
	Finding information

In 1994, HRSDC launched a national research study, the Essential Skills Research Project (ESRP), to examine how the essential skills were used in various jobs. More than 3,000 interviews have been conducted across Canada with people working in some 180 occupations to provide information on what these skills looked like in a broad range of jobs. By adapting scales from the International Adult Literacy Survey and the Canadian Language Benchmarks, and drawing on other sources from the United States, Australia and Great Britain, the project has developed an international approach to discussing Essential Skills and the various complexity levels within each essential skill. The Canadian workers interviewed were identified by their employers as performing their job in a fully satisfactory manner. Initially, the ESRP focused on occupations requiring a secondary school diploma or less and on-the-job training (these occupations were identified using the *National Occupational Classification*)².

¹ Statistics taken from: Canadian Gaming Association, January 2008, ECONOMIC IMPACT OF THE CANADIAN GAMING INDUSTRY; Key Findings Report.

Essential Skills are enabling skills that an individual possesses that help them to learn the technical skills required to competently perform job tasks and other activities of daily life. They provide people with a foundation to learn other skills and enhance people's ability to adapt to change.



As a result of this project, a series of Occupational Profiles were completed for a large number of occupations. However, the gaming/casino specific Occupational Profiles from HRSDC were extremely limited and fell under a general title of Casino Operations which combined casino workers operating table games and slot machines, but excluded many of the other unique gaming/casino positions.

The need for gaming/casino specific Essential Skills Profiles was identified by the CGCE and in 2007 the organization produced a series of 48 gaming/casino Essential Skill Profiles. As part of this DESIGI project, the CGCE developed 10 additional profiles, removed two original profiles (now obsolete), resulting in 56 complete national gaming/casino Essential Skills profiles.

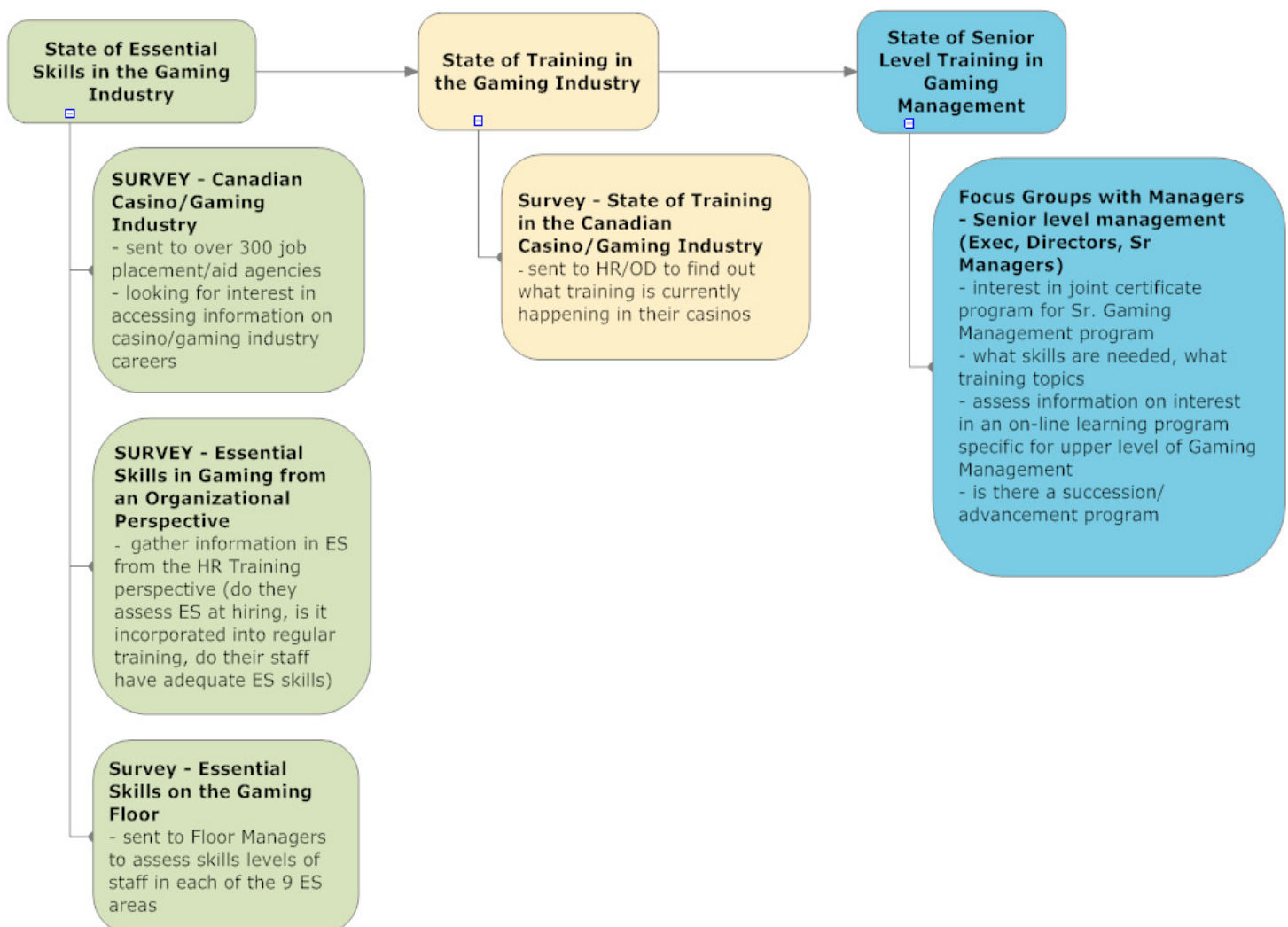
² Human Resources and Skills Development Canada; Background: Essential Skills Research Project
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/esrp.shtml


2. Building the Knowledge Base

2.1 RESEARCH METHODOLOGY

The primary objective of the research was to highlight the Essential Skill requirements, skill gaps and current training taking place in the Canadian gaming/casino industry. This information was gathered through national consultations with employment support agencies and data collected from gaming/casino organizations across Canada. The data was collected with the intention of ensuring a representative body of casinos from public, private and Aboriginal casino operations.

The research methodology included questions to capture both quantitative and qualitative data. The figure below illustrates the research methodology.





The research consisted of:

- Three on-line surveys administered to evaluate the potential interest in accessing information on gaming/casino careers and the state of Essential Skills in the gaming industry (both from an organizational and frontline perspective).
- An email survey administered to gaming/casino organizations to determine the current state of training in the industry.
- National focus groups conducted with gaming professionals across Canada to collect further data on Essential Skills, frontline development and management training needs within the industry.

Respondents were asked to complete the surveys or participate in the focus groups with the understanding that the data collected was for research purposes only and would be combined with other national data to ensure individual and organizational confidentiality.

SURVEYS

The three online surveys were created in SurveyMonkey™, an on-line survey tool that allows creation/dissemination of the survey, and collection/analysis of survey results. Copies of the surveys can be viewed in the appendices.

The first survey, *Canadian Casino/Gaming Industry*, was sent in July 2009 to contacts at job aid and placement agencies nationally, including those that assist Aboriginals and new Canadians in finding employment. The content of the survey was designed to establish how much information these agencies had about jobs in the gaming/casino industry, how often they recommended jobs in the industry to their clients, and their interest in being able to access information on gaming/casino industry careers.

The second survey, *Essential Skills in Gaming; An Organizational Perspective*, was sent in June 2010 to the DESIGI Project Advisory Committee members and requested that they forward it to all their gaming organizations/casinos Human Resources departments, Senior Management level employees, and Organizational Development & Training departments. This survey was sent to gather information on what impact Essential Skills (or gaps in Essential Skills) have at an organizational level. The content of the survey was designed to examine if Essential Skills levels impacted recruitment of new employees and work performance of existing employees. It also examined whether Essential Skills were incorporated into employee training.

The third survey, *Essential Skills on the Gaming Floor*, was sent in June 2010 to the DESIGI Project Advisory Committee members and requested that they forward it to their frontline casino managers in Table Games, Security, Customer Services, Slots/Electronic Gaming, Housekeeping and the Bank/Cage. This survey was sent to gather information on what impact Essential Skills (or gaps in Essential Skills) had at the frontline level. This survey examined the general state of employee skills and the impact of those skills on work performance. It also examined the level of each of the nine Essential Skills of frontline gaming/casino employees.

The fourth survey, *Current State of Training in the Gaming/Casino Industry*, was sent in September 2010 to the DESIGI Project Advisory Committee members and other Human Resource contacts in gaming/casino organizations across Canada. This survey was sent to gather information on what gaming-related training is happening in our industry.



FOCUS GROUPS

The objectives of the focus groups was to gather information in two main areas; to identify the connection of Essential Skills and challenges in talent management/succession planning for Aboriginals and new Canadian gaming employees, and to identify training and development needs for leadership roles in the Canadian casino industry. It contained questions to identify what current and future role Aboriginals and new Canadians play in the gaming industry, whether organizations had a formal approach to talent management, and strategies for including Aboriginals and new Canadians in organizational succession planning. It also examined whether there was interest in management level gaming education through a partnership with a Canadian university, what kind of competencies are required at a senior level, and what areas of study would be crucial to such a program.

In September and October 2010, two representatives from the Canadian Gaming Centre of Excellence conducted 8 focus group sessions across Canada (seven in-person meetings and one through web conferencing). Each session took approximately 1.5 – 2 hours and was comprised of 6-8 participants that included Department Managers, Casino Managers, Senior Managers and General Managers.

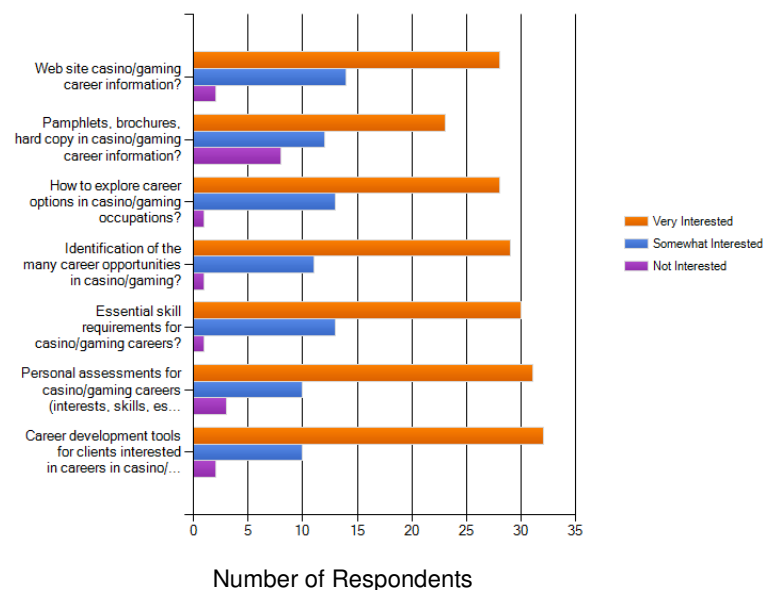
2.2 KEY FINDINGS

Interest in Gaming/Casino Information from Job Placement Agencies

There was a 14% response to this survey from the national contacts that were invited to complete it. Almost half of the organizations provided services and resources to both rural and urban populations, with 23% of respondents having 50% or more of their job seekers being of Aboriginal decent and 48% of respondents having 50% or more of their job seekers being new Canadians.

Although 52% of survey respondents indicated that they were somewhat familiar with Essential Skill requirements for careers in the gaming/casino industry, 95% of respondents rarely referred clients to such careers. However, 73 % indicated they were very interested in gaming/casino career development tools, 71% were very interested in gaming/casino career opportunities, and 68% were very interested in Essential Skills requirements for gaming/casino careers.

“As a career information centre, we are always interested in providing the public with up to date information on career opportunities”

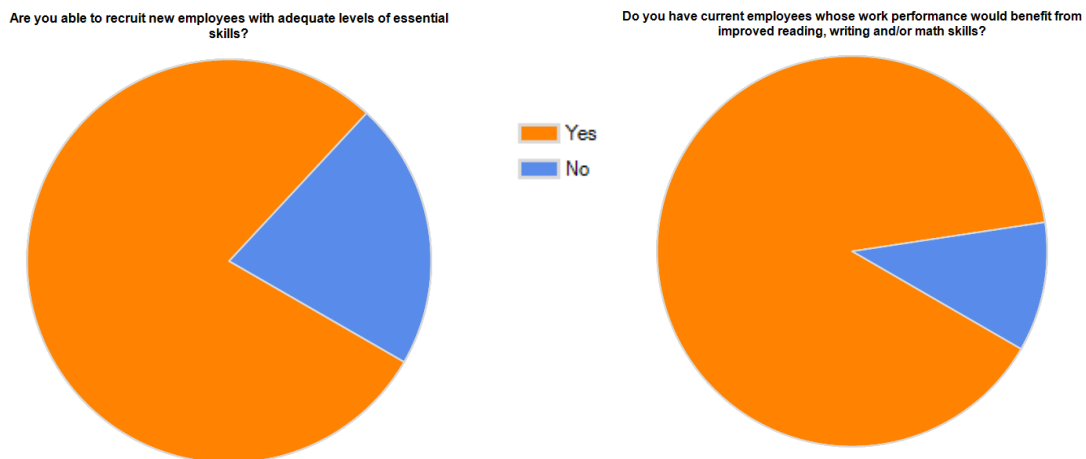


Impact of Essential Skill Gaps on Gaming/Casino Organizations

There were 29 responses to this survey. This survey was sent to the DESIGI Project Advisory Committee members and requested that they forward it to all their gaming organizations/casinos Human Resources departments, Senior Management level employees, and Organizational Development & Training departments. When asked how many employees each organization had, 61% had less than 500 people employed, 14% had between 500 and 2000, and 25% had 2000 or more employees.

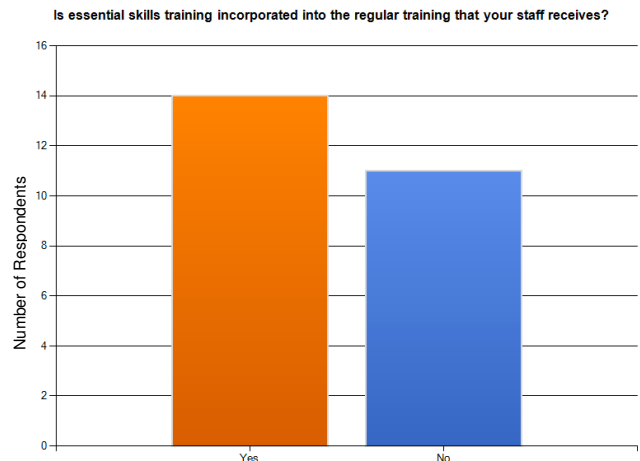
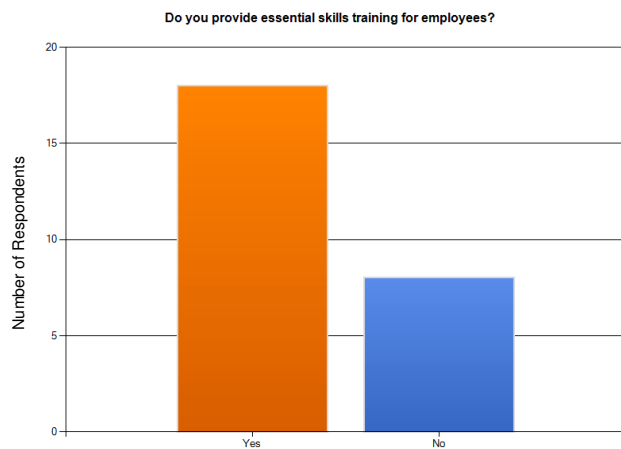
Half the respondents indicated that they did not track data on what percentage of their employees were Aboriginals and 70% indicated that they did not know how many of their staff were new Canadians. However, 19% indicated they had received an increase in job applications from Aboriginals and 54% indicated an increase in applications from new Canadians.

Almost 79% of respondents indicated that they are able to recruit new employees with adequate levels of Essential Skills, and over 89% said they had employees that would benefit from improved reading, writing and math skills. This survey indicated that most difficult positions to find employees with adequate Essential Skills were Table Games Dealers and Food & Beverage positions (particularly Servers and Cooks, Supervisors and Management positions) and Housekeeping staff.

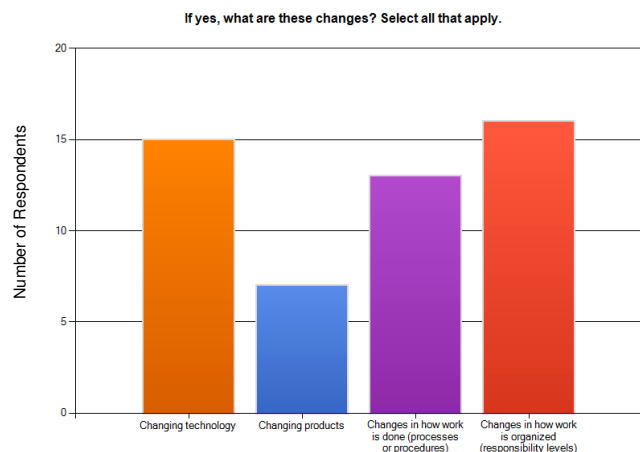
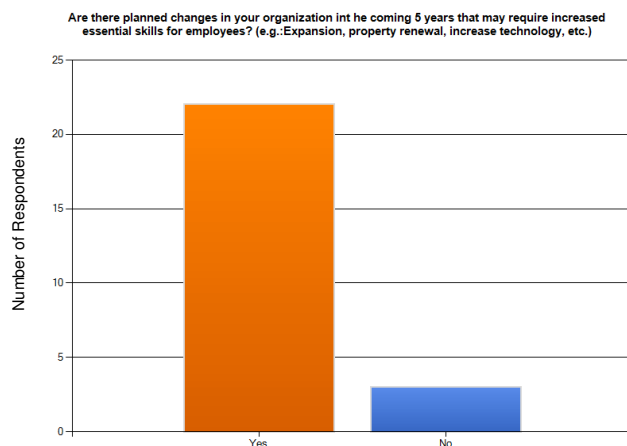


Almost half (48%) of the respondents indicated that they used some sort of assessment for Essential Skills as part of the recruitment and selection process. The most commonly utilized assessment was for math skills (41%) followed by writing (18%) and reading (18%). The most common positions for which assessments were conducted were for Table Games Dealers, Bank Cashiers, Slot Attendants and Security Officers.

The survey also included questions about whether organizations provided Essential Skills training and/or incorporated it into existing training. Sixty-nine percent indicated that they provided some sort of Essential Skills training to their employees and 56% indicated that this was incorporated into existing training. The majority of this training was provided by in-house trainers (88%). When asked if they believed their training staff would benefit from a workshop on how to incorporate Essential Skills into regular training, over 88% indicated this would be beneficial.



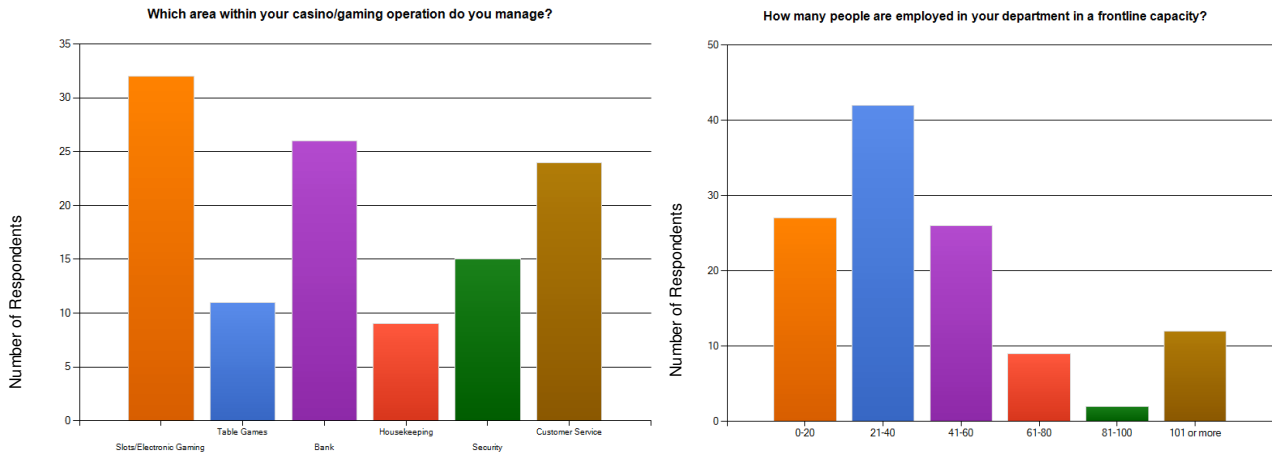
From an organizational perspective, the study examined the future employee needs of gaming/casino properties. A majority of respondents (74%) indicated that changes to organizations placed increasing demands on the Essential Skills capabilities of staff. They also indicated that these changes will extend beyond current demands to encompass planned changes in the next 5 years. Seventy-nine percent indicated there will be changes to technology the use, 84% indicated changes to responsibility levels, and 68% indicated changes to their processes/procedures.



“Planned organizational changes in responsibility levels, technology and processes or procedures in the next five years will require increased Essential Skills in gaming/casino employees.”

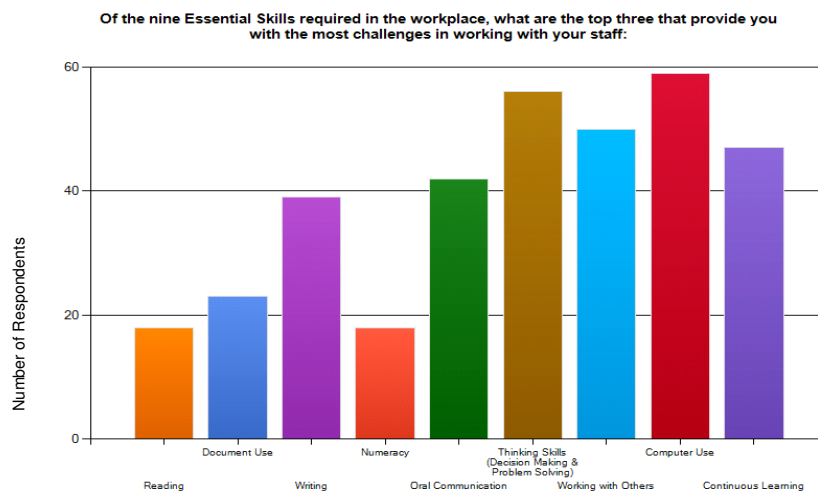
Impact of Essential Skill Gaps on the Frontline

There were 123 responses to this survey. This survey was sent to the DESIGI Project Advisory Committee members and requested that they forward it to all their gaming organizations/casinos Frontline Managers in six departments (Table Games, Security, Slots, Bank, Housekeeping and Customer Service). The figures below represent the breakdown of responses per department and the number of frontline employees in each.



This survey asked managers whether Essential Skills training was provided to employees. While a few of the respondents (3%) indicated that they provided Essential Skills training such as computer skills, working with others, and thinking skills, 31% of the respondents included such comments as 'customer service training', 'Security training', 'game-specific training', 'job shadowing' and 'lunch & learns'.

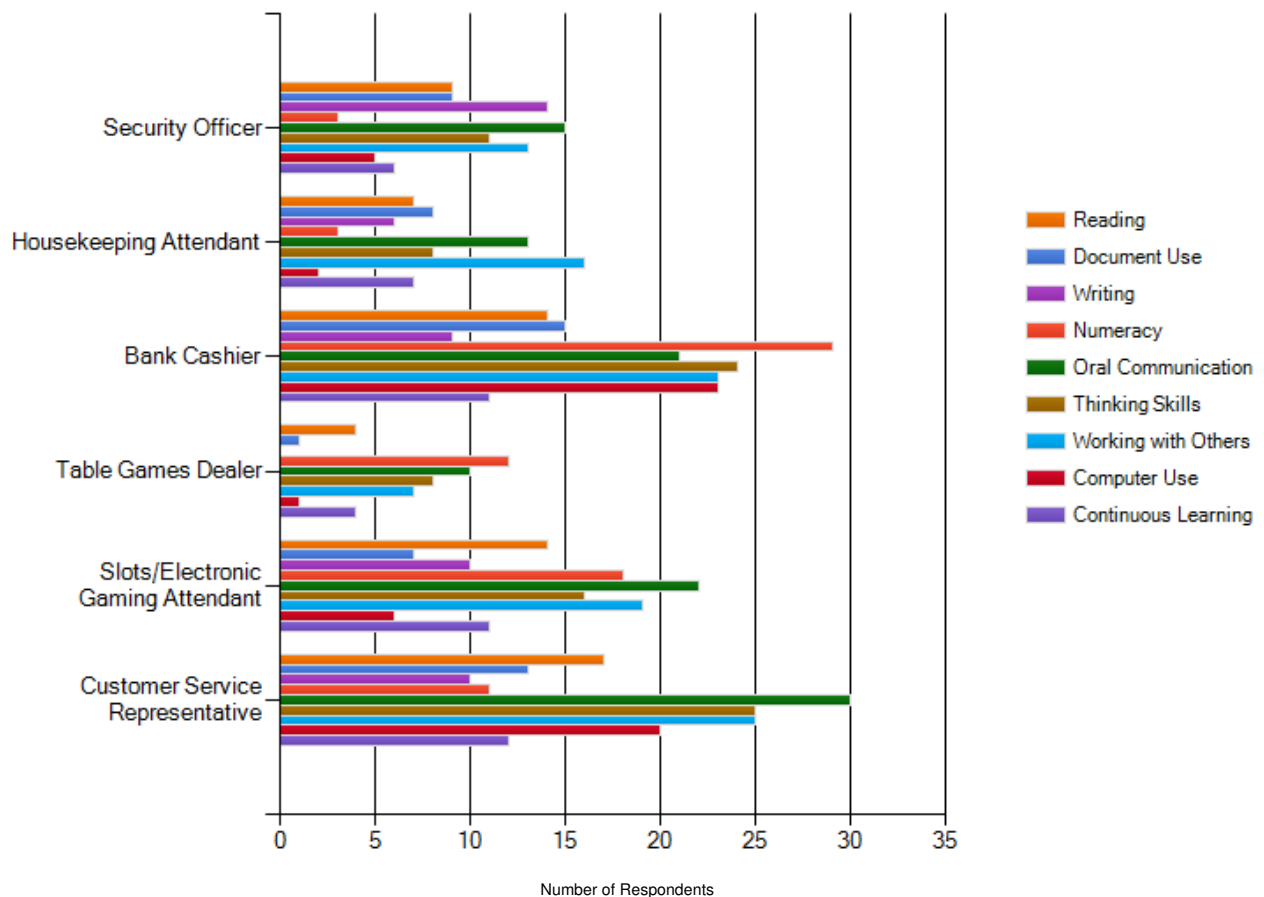
When asked what are the top three Essential Skills that provide the most challenges in the workplace, the respondents indicated Computer Use (51%), Thinking Skills (48%), and Working with Others (43%).



When the respondents were asked if there were any cultural barriers for employees, 22% indicated that there were barriers and 13% specifically identified language and communication to be the barriers.

The graph below shows the responses indicated when asked which skills would be the most important for Security Officers, Housekeeping Attendants, Bank Cashiers, Table Games Dealers, Slot Attendants and Customer Service Representatives.

Listed below are the nine Essential Skills. Please check off the skill(s) you would consider the most important for success for the following positions (only answer for your department)?

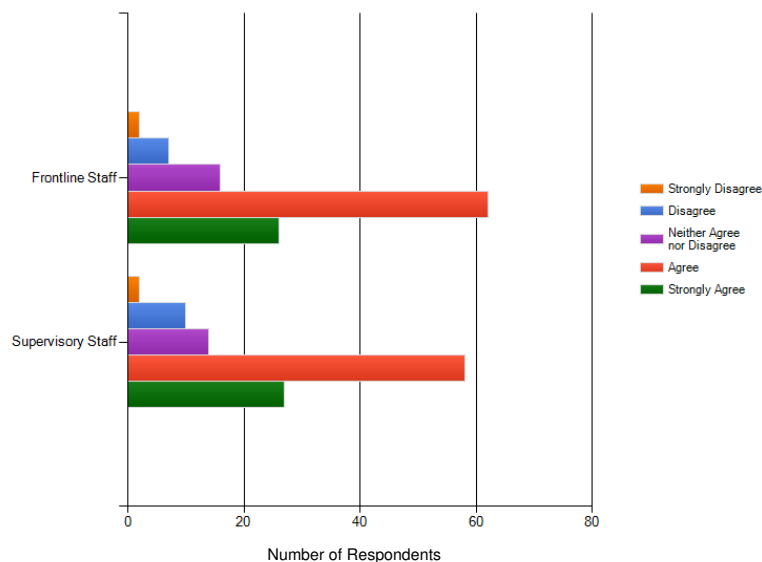


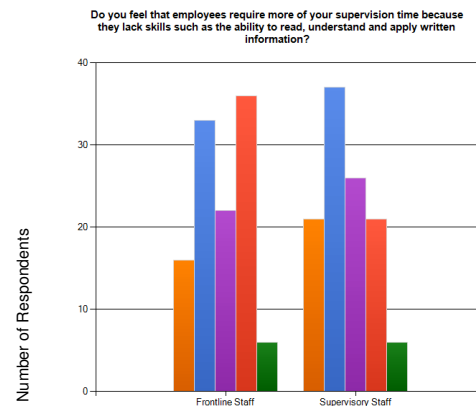
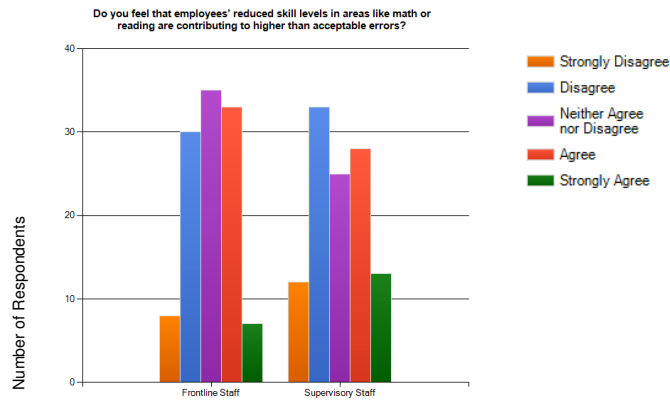
To summarize, the top four responses listed as the most important Essential Skill for each position are Thinking Skills, Working with Others, Oral Communication and Numeracy.

	Reading	Doc. Use	Writing	Numeracy	Oral Comm.	Thinking Skills	Working with Others	Computer Use	Continuous Learning
Security Officer			✓		✓	✓	✓		
Housekeeping Attendant		✓			✓	✓	✓		
Bank Cashier			✓	✓		✓	✓		
Table Games Dealer				✓	✓	✓	✓		
Slot Attendant				✓	✓	✓	✓		
Customer Service Representative					✓	✓	✓	✓	

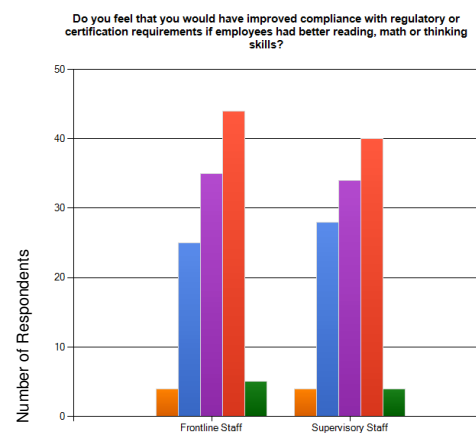
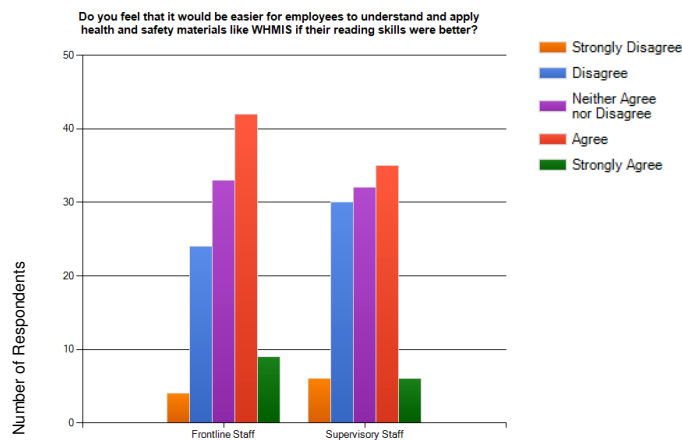
Oral Communication was also identified as having a negative impact on productivity of both supervisory and frontline staff (78% agreed or strongly agreed). Reduced skill levels in math and reading were also identified as contributing to higher than acceptable levels of errors (35% agreed or strongly agreed with this statement) and a higher amount of supervision time was required for employees who lacked skills in reading, understanding and applying information, specifically for frontline employees (37% agreed or strongly agreed).

Do you think employees reduced communication with each other has a negative impact on productivity?



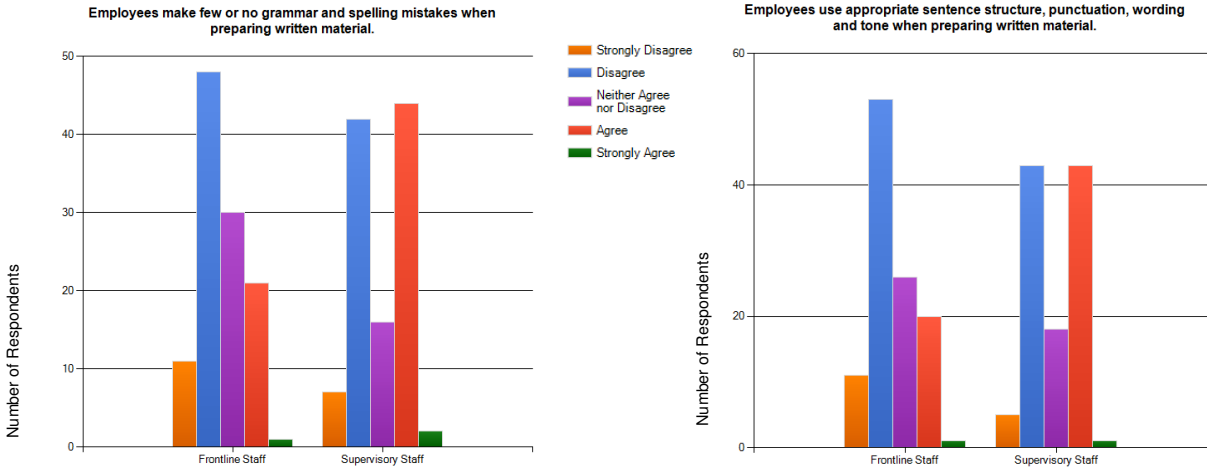


Reduced skill levels were also reported to have a significant impact on Safety & Health and regulatory/compliance issues. Forty five percent (45%) of respondents agreed or strongly agreed that stronger reading skills would improve Safety and Health compliance in frontline staff and 43% agreed or strongly agreed that improved reading, math and thinking skills would increase ability to meet compliance and regulatory requirements.



When surveyed about specific Essential Skills, 70% of respondents indicated that employees were comfortable using workplace documents. But when asked if employees made few or no mistakes when transferring information into documents, 39% disagreed or strongly disagreed with this statement about frontline staff and 22% disagreed or strongly disagreed to this statement about supervisory staff.

When asked about writing skills, respondents indicated that there were significant deficiencies in grammar, spelling, sentence structure, punctuation, wording and tone when preparing written documents.



Current State of Training

There was a 9.4% response to this survey from the national contacts that were invited to participate. They represented a combination of public, private and Aboriginal gaming organizations with staffing levels ranging from less than 200 to more than 1500.

Core Job-Specific Training

The survey asked what **core job-specific training was provided** for each of following departments. Responses include:

	Bank	Customer Services	Food & Beverage	House-keeping	Security	Slots/ Electronic Gaming	Table Games
Anti-Harassment/ Respectful Workplace	✓	✓	✓	✓	✓	✓	✓
Arrest Procedures					✓		
Automated External Defibrillator					✓		
Blackjack Training/ game-specific training							✓
Customer Service	✓	✓	✓	✓		✓	
Defensive Tactics					✓		
Emergency Medical Response					✓		
Ergonomics							✓
FINTRAC	✓				✓	✓	✓
First Aid/CPR					✓		
Food Handling Certification			✓				
Forklift Certification			✓	✓			
Identification Training					✓		
It's Good Business			✓		✓		
Non-violent Crisis Intervention					✓		
On-the-Job Training	✓	✓	✓	✓	✓	✓	✓
Provincial Security Officer					✓		
Responsible Gaming	✓	✓	✓	✓	✓	✓	✓
Service Excellence in Gaming	✓	✓	✓	✓		✓	✓
SMART Serve (Responsible Alcohol)			✓				
WHMIS			✓	✓			

Additional Courses Offered

When asked what **additional courses were provided for staff**, many course names were given, depending on location and size of property/organization. Some of the more common courses provided either on-line, classroom or through blended learning include:

- Health & Safety Awareness
- Management Training
- Team Building
- Communication and Conflict resolution
- Computer Software (Word, Excel, Outlook, Photoshop, Visio)
- Compliance Training
- eLearning

Course Evaluation

When asked **how these courses are evaluated**, the responses included a combination of Level 1, 2 and 3 evaluations. Satisfaction of the training event is measured (Level 1), then assessments are done to ensure the skills and knowledge learned and/or behavior changed (Level 2) is applied on the job (Level 3).

- Level 1 Evaluations are conducted at the end of each course in the form of participant evaluation forms.
- Level 2 Evaluations in the form of written and performance evaluations, knowledge assessments and testing, one-on-one discussion and feedback are conducted for compliance/certification training.
- Level 3 Evaluations include performance evaluated through managers and certified trainers, performance observations/checklists and mystery shoppers.

Key Findings from this Survey

- **Currently none of the respondents provided specific Essential Skills training**
- All respondents had in-house training instructors/facilitators
- 67% had in-house training rooms/centers and 17% had a dedicated computer lab
- For in-house courses, an average of 64% of the courses were developed internally and 78% of the courses were delivered by in-house training staff
- 67% indicated most of their training take place during the day while 33% indicated days/evenings
- The most common challenges faced with training employees were:
 - Scheduling (100%)
 - Costs/Budget (67%)
 - Employee engagement (67%)
 - Shift work (67%)
 - English as an Additional Language (50%)
 - Attendance (50%)
 - Internal vs. external training locations (33%)
 - Other (33% - acceptance/relevance of training and computer skills lacking when taking online training)
- Total training hours per year varied from an average of 16 hours per employee to 44,000 hours company wide
- Average percent of training budget and time spent on frontline staff was 55%, on supervisory staff was 23%, and management staff was 22%
- All respondents had a Management/Supervisor development program but only 33% had it partnered through a college/university program and only 17% had a certificate program

Focus Groups

As identified earlier, the objectives of the focus groups was to gather information in two main areas; to identify the connection of Essential Skills and challenges in talent management/succession planning for Aboriginals and new Canadian gaming employees and to identify training and development needs for leadership roles within the Canadian gaming/casino industry.

Aboriginals and new Canadians as Gaming Employees:

The focus groups were asked what role they see Aboriginals and new Canadians playing in the gaming/casino industry, both now and in the future. It was noted that many new Canadians, though skilled workers in their home countries, do not have their skills recognized in Canada and consequently start work in frontline level positions. Very few new Canadians or Aboriginals begin their gaming career in a supervisory/management capacity.

Moving forward, almost all of the participants indicated that both these groups will play a huge role in the coming years in the staffing of gaming/casino properties. They noted that with immigration high on the federal government agenda and the Aboriginal population growing in Canada, these two potential employee groups will play a major role in future staffing initiatives. They indicated that both groups represent a large untapped market in a fast growing industry with room for growth from entry level positions through to more senior levels.

“Aboriginals play a large roll of our staff and a large part of our business. The Aboriginal population is growing in Canada (especially in Manitoba and Saskatchewan) and we would like to see that same increase in the number of employees in the casino industry.”

It was also noted that there is currently skill and cultural challenges in working with Aboriginals and new Canadians around career development. Most new hires start in frontline positions, but with adequate experience, skills and knowledge they can move forward.

Respondents reported that their experience working with these two groups indicate gaps in Essential Skills such as computer use, report writing, filling out documents and oral/written communications. Reading and Oral Communication were indicated as being especially challenging for these groups and necessary for them to move forward. It was also noted that some staff, due to limited communications skills, did not want to move forward and were content in their current positions. Another barrier identified was that the Aboriginal culture was not exposed to professional positions or training as frequently as other groups and impacted the development process. Challenges of working in Northern (rural) areas include limited access to training, information and professional mentorship and although there is distance education available, many employees preferred the classroom setting.

Respondents indicated that for those employees that wanted to move forward, oral and written communication skills presented a barrier from doing so. They indicated that résumés, applications forms, and cover letters were of poor quality and incomplete in many cases. If applicants were able to make it through the prescreening process, they fell short in the interview process. They also indicated Aboriginals and new Canadians tended to have more difficulty articulating in an interview, particularly with behavioral descriptive interviews.

“We need to further develop our relationships with Aboriginals and New Canadians to help communication.”

Respondents stated that staff that belonged to these groups also had difficulty understanding how to interact with customers from different cultures. These issues centered on the levels of cultural formality and informality, with the Canadian gaming industry being quite informal.

The rigid, regimented casino policies and procedures proved to be a challenge for Aboriginal and new Canadian staff. Having to work shift work and weekends, arrive for shifts on time, follow policies and procedures, deal with hundreds of customers and extremely large amounts of cash (and be held accountable for such) may conflict with their own culture and values (family time, flexibility, relaxed environment, etc.).

Focus group members also indicated that there were issues around shyness (cultural for Aboriginals that move from isolated areas to larger urban centres), conflict avoidance (Aboriginals tend to walk away from confrontations), age (when a younger supervisor must decline a request to an older customer), and gender (women are not respected in some cultures). They felt that encouraging understanding of these issues will be required to better integrate Aboriginals and new Canadians into the gaming/casino environment.

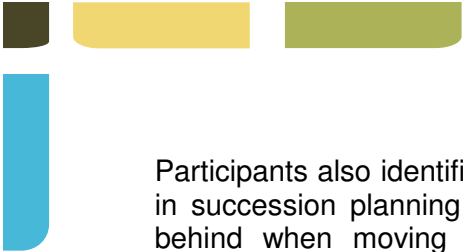
“It can be a strength to have a culturally diverse workforce as it allows them to better serve international customers.”

Talent Management:

When asked to discuss their organizations' approach to talent management and succession planning, many respondents indicated that they did not have a formal plan in place. Respondents from newer casinos indicated this was a function of being a young organization. A few of the more established organizations indicated they had something in place, but programs were designed more for supervisors or department managers. Some organizations did indicate that they did identify and speak to staff that had potential to move forward, but, this was at the middle management level. None of the participants indicated that there was a formal plan in place for senior level positions, but all recognized a need for talent management.

The respondents indicated that Aboriginals and new Canadians appear to be faced with greater challenges in being included in the succession planning process. Due to language and cultural barriers, respondents felt that many of these employees did not want to move into supervisory or management roles as moving up was intimidating and many were just comfortable with their frontline position.

“We don't have anything formal in place for Aboriginal talent management, but there is an understanding that we would like to have them in management positions down the road. Candidates need to be identified, provided with training and education, career pathing, hands-on mentoring and work experience.”



Participants also identified challenges in being able to include Aboriginals and new Canadians in succession planning. It was noted that staff often have a hard time leaving friendships behind when moving in supervisory positions. The participants also noted that more leadership training at a higher level was required.

“Language is the major bridge.”

“Training in communication skills and thinking skills is critical.”

Interest in Senior Leadership/Executive Gaming Program:

The second part of the focus group questions revolved around interest in a management level Gaming program partnered with a Canadian post-secondary educational institution. There was support from the participants for this idea as many noted there was a growing gap of knowledge from supervisor/shift manager to casino manager to general/executive manager levels. Many suggested that having a program offered at the university level would be beneficial, but noted that the content would have to be specific to the Canadian gaming industry to be relevant. This would provide, in their opinion, a much needed consistency throughout the country in gaming management. Others indicated that not all courses would have to be gaming specific, but perhaps utilize gaming-related case studies to provide validity to the program.

A number of participants indicated that having a multi-tiered program with certificate, diploma and degree levels may prove useful depending on the level of management attending courses. Participants suggested that each level could include core courses and electives with a combination of in-person and on-line learning seen as the most beneficial.

“The benefit is clear - a recognized program would be opening the door instantly.”

Skills and Competencies Needed by Senior Managers/Leaders:

There were mixed responses to the topic of what competencies senior management would require to lead a gaming organization. Some of the participants felt that there was a need for core leadership-specific skills while gaming details could be learned later. The participants thought that gaming-specific management credentials may be viewed as limiting outside of the gaming industry. Others felt that gaming-specific technical skills were crucial to be a successful leader in the industry. Understanding of the casino culture and business was seen as crucial, while some felt a combination of both were required. Knowledge about Human Resources and Finance are crucial, but leaders must have an understanding of the gaming business as well.

Senior manager/leaders should have a foundational knowledge in all gaming areas. However, respondents indicated those managing a department may need more gaming-specific content where as those in more senior positions may need more leadership specific content.

Other competencies identified by participants were the ability to be empathetic, be able to act as a councilor, be able to deal with crisis management, have mediation skills, and be an active listener. Also required is a clear understanding of the financial aspect of the gaming/casino business.

Content to be Included in a Senior Leadership/Executive Gaming Educational Program:

On a general level, the participants indicated that some of the crucial content for this type of program needs to include a financial/budgeting training component, labour relations and information on Slot and Table Games Operations. Also indicated was facilities/building and maintenance management, an area said to be often overlooked. During these focus group session, questions were specifically asked regarding the following topics and the general responses are indicated below.

	Crucial for Program	Very Important for Program	General Overview Basic Knowledge Required
Casino Design		✓	
Community Relations			✓
Customer Service/Hospitality			✓
Finance/Budget	✓		
Gaming Operations (Slots/Table Games)	✓		
Human Capital	✓		
Information Technology/Communication			✓
Innovation/Trends/ Project Development			✓
Internal Audit/Risk Management	✓		
International Gaming			✓
Marketing/Promotions/ Entertainment			✓
Policy Standards/ Monitoring/ Compliance			✓
Political Acumen		✓	
Property/Facility Development (Maintenance Management)			✓
Responsible Gaming		✓	
Risk & Crisis Management			✓
Security/Surveillance		✓	
Strategic Planning		✓	

2.3 RESEARCH DISCUSSION

Aboriginal and new Canadian Serving Job Placement Organizations:

The most significant finding from the first survey, *Canadian Casino/Gaming Industry*, was the resounding interest from the respondents regarding being able to access information on gaming/casino industry careers in a number of areas. Of particular interest were career development tools for clients, personal assessments for gaming/casino careers and Essential Skills requirements for gaming/casino careers. The responses indicated there is a clear lack of information available about careers in the gaming/casino industry.

This may be one of the factors affecting whether or not these organizations refer clients to gaming related careers. Twenty-three percent of the respondents had more than half of their job seekers being of Aboriginal decent and 48% had more than half of their job seekers being new Canadians. This is significant so that people who will make up the potential pool of new employees to our industry can be accessed.

A dedicated website that provides free information and tools to job placement agencies and gaming/casino organizations will be a valuable tool in tapping into that potential.

Essential Skills for Gaming/Casino Organizations:

From an organizational perspective, the study examined the future employee needs of gaming/casino properties. The dynamic and fast paced nature of the industry means that there is a constant push to improve the products and services provided. This puts pressure on the employees that provide those products and services to the customers.

An unexpected response in the data collected was that 69% of respondents indicated they provided some sort of Essential Skills training to their employees and 56% indicated this was incorporated into existing training. This result begs the question “is there confusion between training for job specific skills and training for Essential Skills.” These statistics are contradicted with other results in the survey that indicate that employees would benefit from improved Essential Skills. When asked if they believed their training staff would benefit from a workshop on how to incorporate Essential Skills into regular training, over 88% indicated this would be beneficial. This response further questions the industry understanding of Essential Skills.

Another finding from this survey is that a significant majority of respondents (74%) indicated that changes to the business place increasing demands on the Essential Skills capabilities of employees. These changes will go beyond the products provided to customers and will include new technology around the products, changing responsibility levels and changing processes/procedures within the organization. These changes appear to extend beyond current demands to encompass planned changes over the next 5 years. The impact of these changes will mean an increase in the Essential Skills requirements of both current and future employees, to enable them to meet the quality service demands of the gaming/casino industry.

Essential Skills for Gaming/Casino Employees:

When participants were asked if there were any cultural barriers for employees, 22% indicated that there were barriers and 13% specifically identified language and communication as barriers. This is a significant finding considering that Oral Communication, Working with Others, and Thinking Skills were the top three Essential Skills identified as being the most important for success for the six entry-level casino positions polled. Cultural barriers become a critical issue as new Canadians continue to enrich the pool of future employees for the gaming/casino industry. They will also make up an increasing portion of customers that attend gaming properties. Crossing the cultural barriers will become increasingly critical to maintaining a high level of service in this new environment.

It was also identified through this survey that reduced Essential skills levels in Numeracy, Document Use and Writing had negative impacts on workplace productivity, health and safety, and regulatory compliance issues. Maintaining a safe work environment and adhering to financial reporting requirements has become a growing concern for the gaming/casino industry as federal and provincial legislation continues to push for greater compliance in these areas.

State of Training:

Responses indicated there is a lack of Essential Skills training nation-wide in the Canadian gaming/casino industry. This also supports the earlier question as to whether there is confusion between training for job specific skills and training for Essential Skills. This is significant considering many of the courses were delivered in-house. Sixty-four percent of the courses were developed internally with 78% of the courses delivered by in-house training staff. With so much of training being developed and delivered in-house, there is a great opportunity for gaming/casino properties to begin including Essential Skills training into their regular training sessions. By combining required training with Essential Skill development, organizations can employ powerful cost effective measurements to develop employee skills internally.

Focus Groups:

The focus groups were asked what role they see Aboriginal and new Canadian employees playing in the gaming/casino industry, both now and in the future. They indicated that both groups will play a large role in staffing gaming/casino properties in the coming years in frontline and supervisory/management level positions.

With the increasing number of Aboriginal casinos on the Canadian landscape located in more remote locations, it is going to be important to have tools and strategies available to ensure the Essential Skill levels of employees will allow the Aboriginal organizations to be successful.

The participants also indicated a high level of interest in a Senior Leadership/Executive gaming program partnered with a Canadian university. Since many survey respondents indicated their organizations will be undergoing changes in product technology, responsibility levels and process/procedures, it will become increasingly important to have senior level management that is knowledgeable about the industry, its' trends, and how to guide their organizations. Focus groups participants recognized this need for education in leadership and gaming specific areas to provide senior management with the skills and tools necessary to make Canadian gaming/casino organizations successful.

2.4 ESSENTIAL SKILLS PROFILES

Essential Skills profiles describe how each of the nine Essential Skills are used by workers in a particular occupation.

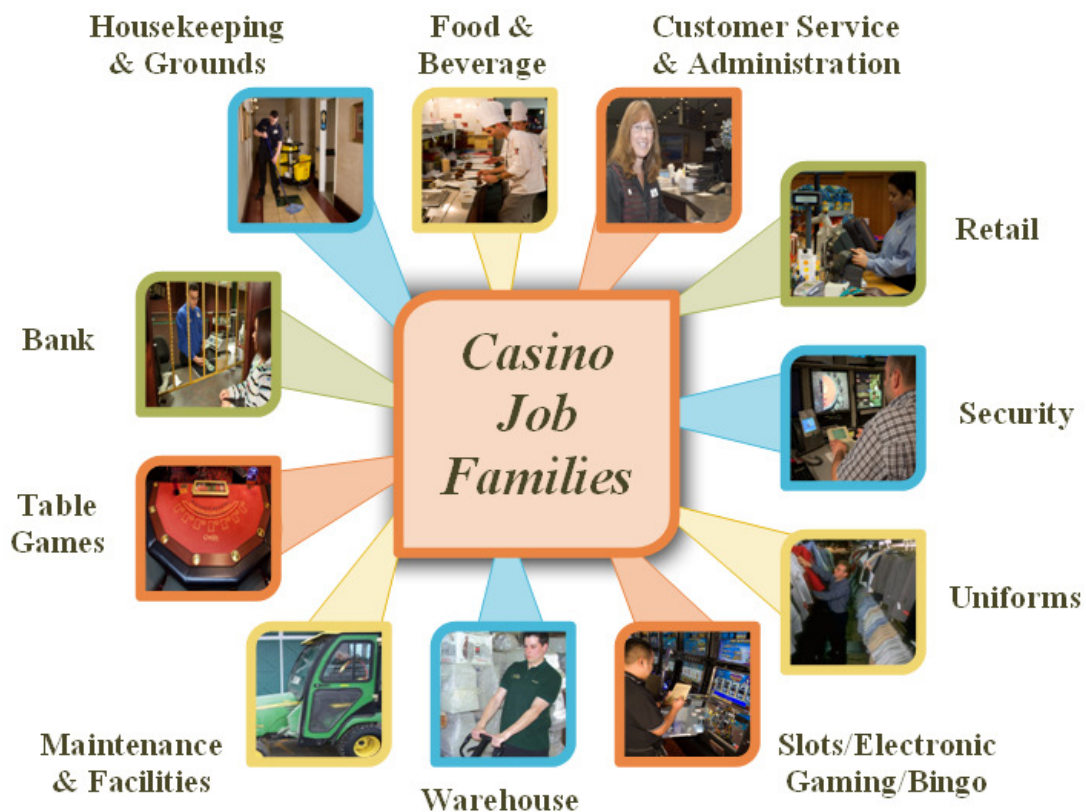
Profiles include:

- A brief description of the occupation
- A list of the most important Essential Skills
- Examples of tasks that illustrate how each Essential Skills is applied
- Complexity ratings that indicate the level of difficulty (level 1-4)
- The physical aspects of performing the job and the attitudes that workers feel are required to do the job well
- Future trends affecting Essential Skills

Profiles can be used to:

- Develop workplace training programs, learning plans and job descriptions
- Check the skills needed for occupations
- Investigate career options
- Create educational tools to enhance Essential Skills development

Each of the 56 Essential Skills gaming profiles falls within one of the 11 Job Families identified.



In 2004 the CGCE developed Essential Skills profiles for 48 job positions within the Gaming/Casino industry and produced these profiles in an electronic CD format. This CD was made available to Canadian gaming/casino organizations through the CGCE website.

As part of the DESIGI project, an additional 10 profiles were created. As well, the initial 48 profiles were reviewed and 2 deleted as obsolete. A total of 56 profiles are now available. The following are a list of the 56 positions and the Job family they belong to. A copy of an Essential Skills summary profile and an Essential Skills full profile is available in the Appendix.

RETAIL

Retail Cashier
Retail Supervisor/Shift Manager

TABLES GAMES

Dealer
Box Person (Craps)
Table Games Inspector
Pit Manager/Pit Boss
Poker Manager
Table Games Supervisor/Shift Manager
Table games Trainer

HOUSEKEEPING & GROUNDS

Housekeeping Attendant
Housekeeping Supervisor/Shift Manager

SLOTS/ELECTRONIC GAMING/BINGO

Slot Attendant/Electronic Gaming Attendant
Slot (Electronic Gaming) Supervisor/Shift Manager
Casino Gaming Technician
Technical Support Supervisor
Bingo Caller/Checker
Bingo Cashier
Bingo Volunteer Coordinator
Bingo Supervisor/Shift Manager

SECURITY

Security Officer
Security Supervisor/Shift Manager
Investigative Security Officer
Surveillance Technician
Surveillance Supervisor/Shift Manager

MAINTENANCE & FACILITIES

Facilities Technician
Maintenance Technician
Facility Supervisor/Shift Manager

FOOD & BEVERAGE

Receiver
Kitchen Helper
Server
Beverage Server
Bartender
Food & Beverage Host
Dining Room Cashier
Dining Room Supervisor/Shift Manager
Cook
Chef

CUSTOMER SERVICES/ADMINISTRATON

Valet Attendant
Shuttle Bus Driver
Switchboard Operator
Senior Clerk Typist
Promotions and Event Planner
Customer Services Representative
Casino Host/ Player Services Representative
Executive Host
Customer Services Supervisor/Shift Manager

BANK

Casino Bank Cashier
Bank Senior Cashier
Bank Supervisor/Shift Manager
Countroom Cashier
Countroom Supervisor/Shift Manager

UNIFORMS

Uniform Technician
Uniform Supervisor/Shift Manager

WAREHOUSE

Warehouse Clerk
Uniform Supervisor/Shift Manager

3. *Development of Support Mechanisms*

3.1 ESSENTIAL SKILLS IN THE GAMING/CASINO INDUSTRY WEBSITE

Based on information gathered through a survey sent to job placement organizations nationally and input from the Advisory Committee, the project has developed a comprehensive learning map in the form of a web site to provide development opportunities to existing employees in casinos, those looking to gain employment in the industry, Human Resources and Organizational Development professionals within the industry, and job placement agencies assisting those looking for employment.

The Essential Skills in the Gaming Industry Web Site, available in English and French will allow people, at the click of a button, to identify different areas/departments within the casino environment, the actual positions available in those areas and the Essential Skill requirements for each position. It will also allow them to access resources available to improve their own Essential Skills, provide information on the Canadian Gaming industry as a whole and links to gaming organizations in their area. By using a virtual reality approach, very necessary Essential Skill information will be easily accessed in an entertaining format - entertainment being the hallmark of the gaming/casino industry.



The web site is accessed through the CGCE's home page at:
www.gamingcentreofexcellence.ca/essentialskills

Included on the web site are:

- About the DESIGI Project
- Canadian Gaming Industry
- Essential Skills Defined
- Choosing a Career in Gaming
- Essential Skills in Gaming Workbooks
- Links to Canadian Casinos
- Just the Essentials Quarterly Newsletter
- FAQ's

All of the tools available on the website (manuals, posters, Essential Skills Profiles and Summary Profiles) are provided in PDF format and are free of charge for download or reproduction for individual or training purposes.

3.2 GAMING SPECIFIC ESSENTIAL SKILLS MANUALS

One of the major objectives of the DESIGI project was to create seven manuals for Essential Skills in the Gaming Industry, including Facilitator's Guides, as a resource tool for individuals wishing to improve their skills. In 2008, the CGCE created and launched an *Essential Skills for the Gaming Industry – Casino Math* manual which became available for purchase on the CGCE website. As part of the DESIGI project, the math manual was reviewed and updated and available with the six newly create manuals, free of charge, on the web site. The manuals are designed with activities and situations specific to the gaming industry, making it a highly realistic and effective tool for users to improve their Essential Skills.

The seven Essential Skills for the Gaming Industry Manuals created are:

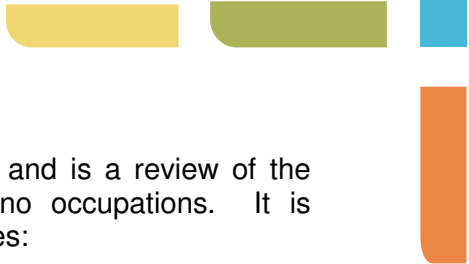
Casino Math
Casino Thinking Skills
Casino Oral Communication
Casino Reading Skills
Casino Skills for Working with Others
Casino Writing Skills
Casino Document Use



Each manual is organized into two separate parts to be as user-friendly and flexible for learners as possible; Foundations and Job Families.

Table of Contents

► Introduction
► How to use this Manual
► Facilitator's Guide
► Foundations:
1. Algebra
2. Counting Cash
3. Decimals
4. Estimation Strategies
5. Fractions
6. Geometry
7. Measurement Systems
8. Military Time: 24-hour Clock
9. Percentages
10. Probability
11. Rates
► Job Family:
1. Bank
2. Customer Services and Administration
3. Food and Beverage Services
4. Housekeeping and Grounds
5. Maintenance and Facilities
6. Retail
7. Security
8. Slots/Electronic Gaming/Bingo
9. Table Games
10. Uniforms
11. Warehouse



Foundations section topics are organized and listed alphabetically and is a review of the general, underlying Essential Skills required by most gaming/casino occupations. It is organized by topics covered which are listed alphabetically, and includes:

- Topic
- Teaching Tips: Provides tips to help conduct training on or tutor learners on the skills in the section
- Introduction: Lists the skills to be covered in this section and the job families that most commonly use these skills.
- The Skill:
 - Tell Me: Describes the skill, and how to use it.
 - Show Me: Shows how to use the skill, using examples.
 - Let Me Try: Provides exercises for the learner to practice the skills
- Check My Answers: Provides answers for all the Let Me Try's

The Foundation section in the manuals also includes two special features to help Facilitators work with learners.

1. Something to Consider—These notes appear throughout the manual.

The Something to Consider feature presents suggestions for applying concepts in the workplace. These notes also provide additional ideas that can help the facilitator and learners think about the concepts from different perspectives.

2. Teaching Tips—These tips are found at the beginning of most Foundations sections. Teaching Tips suggest techniques for teaching the material and additional information to helping the facilitator understand concepts they maybe unfamiliar with. If they are a new facilitator or new to teaching Math, they may find these tips especially useful.

Job Family sections contain practice questions organized according to specific gaming/casino job families. For example, learners who need to develop skills for “calculating odds and payouts” specific to Table Games will find relevant Math skills problems in the “Casino Table Games” section. If a learner has trouble performing the tasks in their Job Family section, they may need to review the Math skills for that task found in the Foundations section. Each Job Family section is organized as follows:

- Skill
- Introduction: Describes the tasks covered and when they are commonly used
- Task 1: Provides exercises for the learner to practice the skills needed for completing this task. These exercises are organized into levels of difficulty from Level 1(easiest) to Level 3 (hardest). In many cases, Level 3 activities will mostly apply to Supervisors, but not always
- Check My Answers: Provides answers for all the Let Me Try's

3.3 ESSENTIAL SKILLS PILOT PROGRAM FOR GAMING EMPLOYEES

Three of the Project Outputs related to the development of a comprehensive pilot program to train 20 participants (specifically Aboriginals and new Canadians) from Saskatchewan and Manitoba to develop their Essential Skills for a broad range of gaming positions. The activities in the course were compiled from the 7 Essential Skills Gaming manuals that were developed for the project.

Two sessions were initially planned for Saskatchewan and Manitoba. Each session was 2 weeks long consisting of 5 two-day classes for employees from Table Games, Bank, Housekeeping, Security and Slots. The delivery of the program was designed to allow us to evaluate the manuals as learning tools and assist in developing curriculum for ES Gaming Specialists training.

Unfortunately Saskatchewan participants were not able to participate in the training as initially planned, so both sessions occurred in Manitoba. Delivery of the pilot at Manitoba Lotteries occurred over two weeks in September/October 2010. Delivery of the pilot at Aseneskak Casino in The Pas, Manitoba, took place over 2 days in October 2010 with students in each of the five gaming positions taking the training simultaneously. In total, 35 Aboriginals and new Canadian casino employees completed the training, almost double of the original planned in the DESIGI project outcomes.

3.4 ESSENTIAL SKILLS GAMING SPECIALIST TRAINING

Training took place for 2.5 days from Jan 24-26, 2011 in Winnipeg. Nine Essential Skills Gaming Specialists were trained, which was almost double the original number planned for in the DESIGI project outcomes. The overall goal was to have Casino Human Resources and Organizational Development professionals that were capable of incorporating Essential Skills training into their organizations.

The participants received training on the new Essential Skills manuals, how to use them, and how to incorporate Essential Skills training into existing training in their organizations.

The training included content on:

1. Introduction to Essential Skills and their role in the workplace
2. A refresher on the principles of adult learning and best practices in training adults
3. Introduction to the Essential Skill for Gaming Manuals
4. Practical tools and strategies to integrate Essential Skills into the training into existing training, including gap training and job training
5. Lesson planning and delivery of individual presentation to participants

4. Outreach

4.1 DESIGI PROJECT ADVISORY COMMITTEE

The DESIGI Advisory Committee consisted of 28 members from 8 provinces and 15 organizations across the country representing private, public and Aboriginal gaming organizations. They provided support to this project with their in-kind contributions of resources and time, assisting in research and product development. Their expertise provided a truly national scope of the gaming industry in Canada.

The DESIGI Advisory Committee Members:

Aseneskak Casino:

Judy Goodridge, Chief Operating Officer
Eleanor Gabriel, Human Resources
Delores Lavallee, Manager, Human Resources

Atlantic Lottery Corporation:

Alison Stultz, Director Organizational Development

British Columbia Lottery Corporation:

Mitch Romanchook, Manager Technical Services Talent Management – Human Resources

Canadian Gaming Association:

Paul Burns, Vice President of Public Affairs

Casino Rama

Debra Pratt, Chief People Officer

Century Casino & Hotel

Nicole Jofre, Human Resources

Great Canadian Gaming Corporation:

Sally Hart, Executive Director Human Resources
Brenda Fearman, Director Human Resources
Vonn Parker, Director Human Resources
Mo-Jean Lai, Director Training & Development
Gary Moore, Regional Manager Human Resources

Grey Eagle Casino:

Carrie Manitopyes, Human Resources Manager

Manitoba Lotteries Corporation:

Judith Hayes, Director Employee Services & Organizational Development
Dayna Hinkel, Business Development Officer
Barb Celic, Training Specialist

Manitoba Tourism Education Council:

Shannon Fontaine, Chief Executive Officer

Niagra Casinos:

Tammy Sweeny, Director Employee Programs

Ontario Lottery and Gaming Corporation:

Priscilla Fraser, Senior Manager Training & Development
Anne Gervais, Director HR Gaming & Office of Player Protection

Paragon Gaming:

Brent Fleming, Vice-President Human Resources & Organizational Development
Sandra Riedlinger, Regional Learning & Development Specialist

Saskatchewan Gaming Corporation:

Nadine Milne, Manager Learning & Development

Saskatchewan Indian Gaming Authority

Tammy Vermette, Director of Learning & Development
Jason Chickosis, Learning & Development Consultant
Ari Avivi, Learning & Development Consultant
Trevor Smith, Learning & Development Consultant
Pat Brooks, Learning & Development Consultant

4.2 COMMUNICATION PLAN

Communication with the DESIGI Advisory Committee was ongoing throughout the project term.

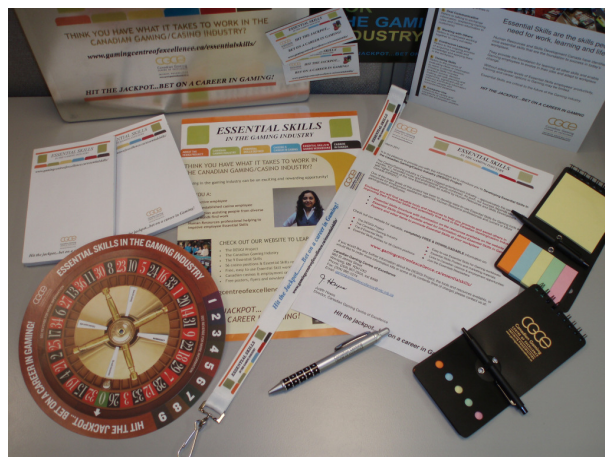
As outline in our Project Outputs, one of the project goals was to create a package for employment agencies that included information on the website, Essential Skills requirements for gaming occupations and a CD containing all of the developed Essential Skills Profiles.

As all of the developed resources are available on the website and are free to download, we chose to forgo the CD of the Essential Skills profiles in our communication package.

In March/April 2011, over 350 communication packages were sent out nationally to employment agencies that assist Aboriginals and New Canadians with job searching as well as all Canadian casinos.

The Communication Package included the following items:

- Introduction letter
- Website brochure
- CGCE Pen
- DESIGI fridge magnet (2)
- CGCE post-it note flag book (2)
- DESIGI scratch pad (2)
- DESIGI lanyard
- Essential Skills Description Roulette Wheel
- Essential Skills flyer – letter-size
- Essential Skills poster – large



5. *Future Directions*

The results of the research study and related work that has gone into this project indicated that there is a continued need to explore the state of Essential Skills in the Canadian gaming/casino industry and its' impact on other facets of the industry. Below are some highlights of areas for future consideration and focus.

Continuation of the National Advisory Committee

- Continue dialogue on current and potential employee needs within the Canadian Gaming industry
- The Advisory Committee is highly committed to continue to work with essential skill issues within the industry. They will continue to provide in-kind contributions of time, information/material for the development of tools and materials, reviewing the tools/ materials once developed, and quarterly WebEx meetings. This group has formed a bond to continue to work with employee development issues in gaming over the coming years.

DESIGI Project – Phase II

- Enhancements to the Essential Skills website
 - Adding job search tips and tools to the existing Essential Skills for Gaming website, will assist prospective employees in applying for and gaining employment within the industry.
- Essential Skills assessment
 - A gaming specific assessment tool producing a development plan linked to gaming specific workbook activities, will guide employees in improving their Essential Skills, ultimately improving their potential for movement either laterally or up within the organization.
 - The interactive Gaming/Casino-specific Essential Skills Assessment/Development Plan Tool will provide national data/information regarding the state of essential skills within the gaming/casino industry for future planning purposes.
- Gaming Workplace Safety & Health material development
 - The safety and health material specific to gaming will address workplace compliance issues for the gaming industry and provide a safer environment for workers and patrons.
 - Health & Safety data collected will be available for future planning nationally

Multicultural Customer Service in Gaming/Casino Industry

- Identify best practices in multicultural service within the gaming/casino industry and developing a toolkit and course material to develop multicultural customer service skills for gaming/casino employees. This dialogue and research report will also focus on identifying diverse Canadian customer service needs as well as international tourist customer service needs specific to gaming/casino properties. It will also assist gaming/casino organizations to better integrate diverse employees into the casino workforce and provide career opportunities for immigrant youth

Gaming & Casino Leadership Certificate Program

Based on the feedback and interest from our focus groups regarding Leadership development and training in the casino industry, the CGCE has moved forward and begun development of a certificate program in Gaming & Casino Leadership.

The CGCE will be partnering with Athabasca University for this program to tailor existing Athabasca courses to include gaming relevant information.

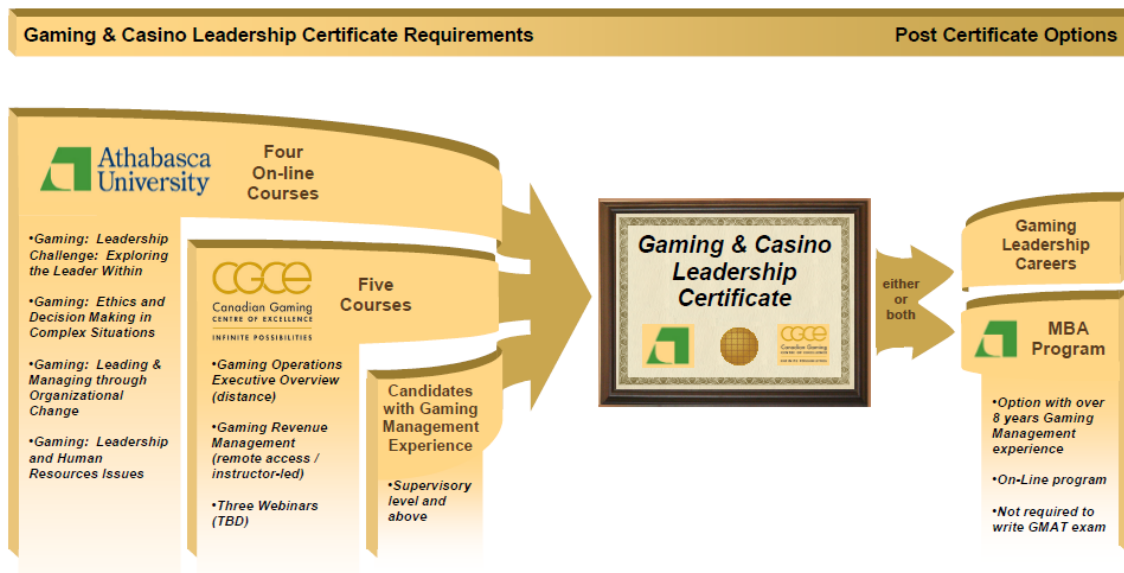
There are three components required to achieve the Gaming & Casino Leadership Certificate:

- Candidates must have gaming management experience (at the supervisory level and above)
- Course requirement from Athabasca University = 4 online courses
- Course requirement from CGCE = 5 courses (various delivery methods)

Once the certificate is achieved, recipients are able to:

- apply for leadership positions within gaming organizations
- have the option of continuing on to complete their MBA through Athabasca university (minimum 8 years mgmt experience required for this)
- Potential MBA students will not have to write GMAT exam.

GAMING & CASINO LEADERSHIP CERTIFICATE (leading to an MBA)



Appendix A

TABLE GAMES DEALER Summary Profile

Dealers deal a variety of table games with proficiency and attention to detail. They observe, at all times, the highest quality of customer service. The most important Essential Skills for Dealers are: **Numeracy, Oral Communication**

Typical Level & Most Complex	How Dealers use Essential Skills
A. READING TEXT	
1-2	Dealers read games manuals; consult “advantage charts”; read the bulletin board for memos. They may draw on the library of gaming information available in the casino.
B. USE OF DOCUMENTS	
1-2	The TDI scanner in the table games section has eliminated much of the paper work involved in tracking chips. Numerical input is computerized; the scanner identifies the dealer, records time and date. Dealers use standard office request forms for time off, WCB claims etc.
C. WRITING	
1-2	Dealers initial the daily log; may write impressions for an incident report. They use a standard form to request time off or to switch shifts.
D. NUMERACY	
1-2	Dealers sell gaming chips, generally dealing in whole dollar amounts. They add and multiply numbers rapidly in their heads and memorise repeated numerical combinations. They retain patterns of play in their heads for the duration of each game.
E. ORAL COMMUNICATION	
1-2	Dealers inform players about basic strategy; constantly alert inspector to higher bets; maintain authority; remind the players of procedures if necessary. Chat with regular clients and offer information about casino services.
F. THINKING SKILLS	
1-2	Dealers call in the inspector to make decisions on errors or questionable plays or to deal with irate guests. Remember procedures for each of the games they deal; keep a mental picture of the bets and players at all times.
G. WORKING WITH OTHERS	
	Dealers focus their attention on the play at their table and socialize little. They communicate with the inspector letting him/her know when larger bets are laid.
H. COMPUTER USE	
1	Dealers use a TDI scanner but do not have access to a computer for other purposes.
I. CONTINUOUS LEARNING	
	Dealers are given job-specific training at MLC.
J. OTHER INFORMATION	
	Dealers stand at their tables but do have frequent breaks. They require finger dexterity; make repetitive wrist movements. They are friendly without appearing lax or out of focus.

Appendix B



Canadian Gaming
CENTRE OF EXCELLENCE

INFINITE POSSIBILITIES

ESSENTIAL SKILLS PROFILE

DEALER

TABLE OF CONTENTS

Essential Skills are the skills people need for work, learning and life.

Human Resources and Skills Development Canada have identified nine essential skills that are the foundation to success in today's workplace.

They provide the foundation for learning all other skills and enable Gaming employees to evolve in their jobs and adapt to workplace change.

Without adequate levels of Essential Skills, employees' productivity, training and career options in Gaming may be limited.

Essential Skills are critical to the Gaming Industry.

HIT THE JACKPOT... BET ON A CAREER IN GAMING

INTRODUCTION	1
READING TEXT	2
USE OF DOCUMENTS	3
WRITING	4
NUMERACY	5
ORAL COMMUNICATION	7
THINKING SKILLS	9
1. Problem Solving	9
2. Decision Making	9
3. Job Task Planning and Organizing	9
4. Significant Use of Memory	10
5. Finding Information	10
WORKING WITH OTHERS	11
COMPUTER USE	12
CONTINUOUS LEARNING	13
OTHER INFORMATION	14
Physical Aspects	14
Attitudes	14
Future Trends Affecting Essential Skills	14
Notes	14

The most important
Essential Skills for
Table Games
Inspectors are:

- Oral Communication
- Numeracy

INTRODUCTION

Table Games Inspectors are responsible for providing superior customer service and ensuring professionalism in all communications with guests, monitoring gaming activity at all table games, ensuring rules of play, policies and procedures are adhered to, and maintaining a high degree of security and integrity in all games.



READING TEXT

Refers to reading memos, schedules and procedure manuals.

Reading Text is an Essential Skill that all Casino employees need to:

- Read bulletin boards for memos, job openings, general announcements and training opportunities
- Read procedure manuals, maintenance manuals and MSD sheets
- Read casino entertainment and special event information to pass along to customers

A. READING TEXT

Tasks	Complexity Level	Examples
Typical	1-2	Dealers: <ul style="list-style-type: none"> • read games manuals while in training and may later refer to them to check on procedures. (2) • consult “advantage charts” posted at their tables, perhaps in response to customers questions. (1) • read the bulletin board for memos on staff meetings, scheduling, training opportunities, job opportunities, fire drill information, etc. (2) • may draw, for their own interest, on the library of gaming information available in the casino.
Most Complex	2	

Reading Profile

Type of Text	Purpose for Reading			
	To <u>scan</u> for specific information/ To <u>locate</u> information.	To <u>skim</u> for overall meaning, to get the “gist”.	To <u>read</u> the full text to understand or to learn.	To <u>read</u> the full text to critique or to evaluate.
Forms	>>			
Labels				
Notes, Letters, Memos			>>	
Manuals, Specifications, Regulations		>>	>>	
Reports, Books, Journals				

The symbols >, >> and >>> are explained in the **Notes** section.



DOCUMENT USE

Refers to understanding documents that have a combination of words, numbers, symbols, colors and shapes together.

Document Use is an Essential Skill that all Casino employees need to:

- *Scan flow charts to learn sequencing of simple tasks and processes*
- *Complete forms, procedural checklists and end-of-day reports*
- *Identify WHMIS and other casino workplace symbols, icons and directional signs*



WRITING

Refers to understanding documents that have a combination of words, numbers, symbols, colors and shapes together.

Document Use is an Essential Skill that all Casino employees need to:

- Scan flow charts to learn sequencing of simple tasks and processes
- Complete forms, procedural checklists and end-of-day reports
- Identify WHMIS and other casino workplace symbols, icons and directional signs

C. WRITING

Tasks	Complexity Level	Examples
Typical	1	Dealers: <ul style="list-style-type: none"> • initial the daily log. (1) • use a standard form to request time off or to switch shifts. (1) • write up their impressions on an incident report (2)
	2	

Writing Profile

Length	Purpose for Writing						
	To organize/ To remember	To keep a record/ To document	To inform/ To request information	To persuade/ To justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Texts requiring less than one paragraph of new text		>>	>				
Texts rarely requiring more than one paragraph		>>					
Longer texts							

The symbols >, >> and >>> are explained in the **Notes** section.



NUMERACY

Refers to using numbers and thinking in quantitative terms. (counting cash, calculating winnings)

Numeracy is an Essential Skill that all Casino employees need to:

- Calculate winnings according to placement of chips, betting odds and values assigned to chips
- Count cash in opening and closing balances and customer transactions
- Estimate time required to complete tasks
- Estimate crowd flow
- Measure, calculate and use ratios to mix cleaning solutions and compounds

Tasks	Complexity Level	Examples
>> Money Math	1-2	Dealers: <ul style="list-style-type: none"> • sell gaming chips, applying different values according to the colours, and at roulette, according to the instructions of the player. (2) • generally deal in whole dollar amounts with the exception of 50 cent payouts at Blackjack. (1)
		<ul style="list-style-type: none"> • add and multiply numbers rapidly in their heads. (2) • memorize repeated numerical combinations. (1) • recognize numerical formations, for example a straight flush, that are not arranged in order. • retain patterns of play in their heads for the duration of each game. (1)

D. NUMERACY

The symbols >, >> and >>> are explained in the **Notes** section.

a. Mathematical Foundations Used

The numeracy tasks of Dealers involve doing (addition and multiplication) calculations at high speed and under considerable pressure. They must be focused to remember, at all times, which combinations apply to which game as well as the habits and preferences of

Number Concepts:		
Whole Numbers	>>	read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, add numbers to the total of 21 for Blackjack, multiply and total wins at Roulette.
	>>	read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. For example, pay out 50 cents on a Blackjack hand that pays 1.5%.
Equivalent Rational Numbers	>	convert between fractions and decimals or percentages, convert between decimals and percentages. For example, use shortcuts to breakdown complex calculations that involve halving numbers.
Patterns and Relations:		
Use of Rate, Ratio and Proportion	>>	use a variety of different rates to calculate the pay outs on different versions of different games. For example, calculate a 1 out of 10 rake on Poker tables.



NUMERACY

Refers to using numbers and thinking in quantitative terms.
(counting cash, calculating winnings)

Numeracy is an Essential Skill that all Casino employees need to:

- *Calculate winnings according to placement of chips, betting odds and values assigned to chips*
- *Count cash in opening and closing balances and customer transactions*
- *Estimate time required to complete tasks*
- *Estimate crowd flow*
- *Measure, calculate and use ratios to mix cleaning solutions and compounds*



ORAL COMMUNICATION

Refers to talking to exchange information. (explaining Gaming rules and Casino information to customers.

Oral Communication is an Essential Skill that all Casino employees need to:

- *Educate customers about responsible gaming and ensuring anyone who is having difficulty gets the assistance that they need*
- *Explain casino information, services, gaming products and gaming rules to customers*
- *Ask questions to clarify job tasks and expectations*
- *Speak respectfully to customers and co-workers when dealing with complex issues or resolving conflicts*

DEALER - ORAL COMMUNICATION (continued)

Oral Communication Profile

Type	Purpose for Oral Communication											
	To greet	To take messages	To provide/ receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure, comfort	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
Listening (little or no interaction)												
Speaking (little or no interaction)												
Interact with co-workers			>>	>>	>>		>>					
Interact with those you supervise or direct												
Interact with supervisor/ manager			>>	>>								
Interact with customers/ clients/ public	>>		>>			>						
Interact with suppliers, servicers												
Participate in group discussion				>	>							
Present information to a small group												
Present information to a large group												

The symbols >, >> and >>> are explained in the **Notes** section.



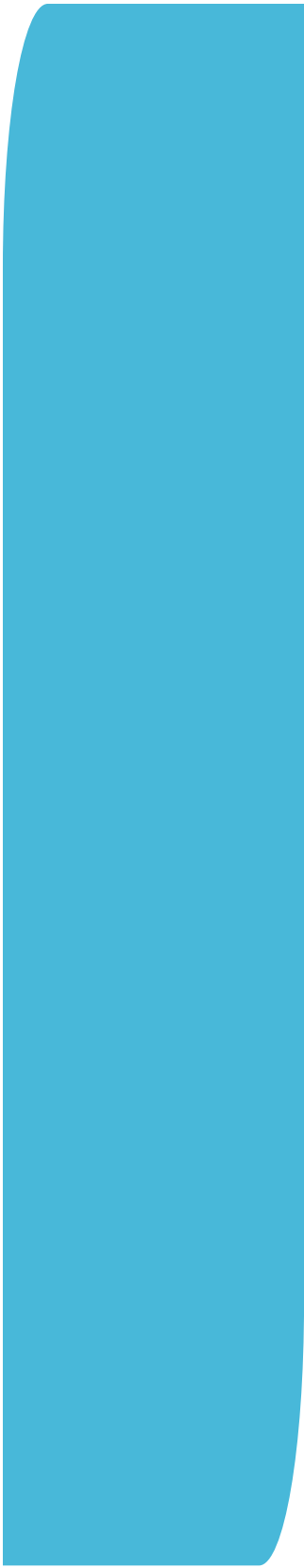
THINKING SKILLS

Refers to the process of evaluating ideas or information to reach a rational decision.

Thinking Skills includes problem solving, decision making, job task planning and organizing, significant use of memory and finding information from text, people and computerized data-bases.

Thinking Skills are Essential Skills that all Casino employees need to:

- *Assess a situation and react appropriately*
- *Evaluate if currency seems suspicious*
- *Prioritize the order in which tasks are completed by considering deadlines and resources*





WORKING WITH OTHERS

Refers to employees working together to carry out tasks.

Working with Others is an Essential Skill that all Casino employees need to:

- *Co-operatively work with others to exceed casino service standards*
- *Coach and mentor new employees*
- *Make suggestions on improving teamwork and casino service (break schedules, shift times)*
- *Co-operatively work with others to repair casino equipment*



COMPUTER USE

Refers to the variety and complexity of computer use within the employees' position.

Computer Use is an Essential Skill that all Casino employees need to:

- *Enter data into various computerized tracking systems and databases*
- *Use email to communicate with others*
- *Use document and spreadsheet software to prepare, edit, manipulate and analyze Information*
- *Manage department electronic files*
- *Use a variety of electronic devices and resolve basic technical difficulties*



CONTINUOUS LEARNING

Refers to the ongoing process of acquiring new skills and knowledge and applying them in the workplace.

Continuous Learning is an Essential Skill that all Casino employees need to:

- *Identify training opportunities that are available*
- *Learn about new casino equipment, products, services and procedures*
- *Identify and understand skill strengths and the areas where improvement is needed to become successful in other casino positions*
- *Use newly learned skills and knowledge to improve work*

DEALER - OTHER INFORMATION

Physical Aspects	The Dealers interviewed mentioned these physical aspects of their jobs. Body Position - Dealers stand at their tables while on duty, but do have frequent breaks. They require manual dexterity to handle cards and chips. They make repetitive hand and wrist movements that may result in strain.
Attitudes	Dealers need a lot of self-control. They must be positive and open minded and friendly without giving any impression of weakness, or lack of focus.
Future Trends Affecting Essential Skills	No changes foreseen.

Appendix C

Canadian Casino/Gaming Industry

The Canadian Gaming Center of Excellence (CGCE) has been awarded a federal grant to research the essential skills in the Canadian Gaming/Casino Industry and build the tools and materials necessary for Aboriginals and new Canadians to ensure their success in the Canadian Gaming/Casino Industry.

Gaming/Casino Operations across Canada often rely on the services of organizations such as yours to provide qualified candidates to staff our facilities. By participating in this survey you can help us in building a website that can assist your organization in developing interested immigrants and Aboriginal persons to enter the gaming/casino industry.

Please take a few minutes to complete our survey to help us ensure the Canadian Gaming Center of Excellence (CGCE) is successful in building the tools and materials necessary for Aboriginals and new Canadians to ensure their success in the Canadian Gaming/Casino Industry.

One of our objectives is to build a website for individuals interested in a career in the Gaming/Casino Industry to learn more about the different jobs available and the required Essential Skills. Our aim is to provide this information in a fun and interactive format.

Your feedback will help us to ensure we are providing the correct tools and building relationships that assist Aboriginals and New Canadians to be successful in their career aspirations in the Casino/Gaming Industry.

1. To help us better understand your needs, please tell us where you are located.

- ☐ British Columbia
- ☐ Alberta
- ☐ Saskatchewan
- ☐ Manitoba
- ☐ Ontario
- ☐ Quebec
- ☐ Nova Scotia
- ☐ New Brunswick
- ☐ Newfoundland and Labrador
- ☐ Prince Edward Island
- ☐ Northwest Territories, Yukon, Nunavut

2. Please select who you provide resources for:

- ☐ Urban population
- ☐ Rural population
- ☐ Both Urban and Rural population

Canadian Casino/Gaming Industry

3. What percentage of your job seekers are aboriginal?

- ☐ 0 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%

4. What percentage of your job seekers are immigrants?

- ☐ 0 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%

5. How often do you refer your clients to careers in the casino/gaming industry in Canada?

- ☐ 0 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%

6. Are you familiar with the Essential Skill requirements for careers in the gaming/casino industry in Canada?

- ☐ Very Familiar
- ☐ Somewhat Familiar
- ☐ Not Familiar

Canadian Casino/Gaming Industry

7. Would you be interested in being able to access information on casino/gaming industry careers in the following areas?

	Very Interested	Somewhat Interested	Not Interested
Web site casino/gaming career information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pamphlets, brochures, hard copy in casino/gaming career information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to explore career options in casino/gaming occupations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identification of the many career opportunities in casino/gaming?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essential skill requirements for casino/gaming careers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal assessments for casino/gaming careers (interests, skills, essential skills, competencies)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career development tools for clients interested in careers in casino/gaming?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please share any additional comments:

Thank you for taking the time to complete this survey. The information you provided will help to ensure the design and tools in determining essential skills for the Canadian Gaming/Casino Industry are user-friendly and easy to access.

If you are interested in this project and would like additional information, please contact Annie Lesage, Administration, by phone at (204)957-2504 ext. 2464 or by email at lesagea@mlc.mb.ca.

Thank you.

Appendix D

Essential Skills in Gaming – An Organizational Perspective

The Canadian Gaming Center of Excellence (CGCE) has been awarded a federal grant to research the essential skills in the Canadian Gaming/Casino Industry and build the tools and materials necessary for Aboriginals and new Canadians to ensure their success in the Canadian Gaming/Casino Industry.

One of the objectives on this project is to complete a research study on the state of Essential Skills in our industry. Part of our focus is to look what impact Essential Skills (or gaps in Essential Skills) have at an organizational level.

Please take a few minutes to complete our survey to help us ensure the Canadian Gaming Center of Excellence (CGCE) is successful in being able to report on the state of Essential Skills in our industry.

The results of our research study will be communicated nationally and posted on a website we are currently developing for the industry.

Your feedback will help us to ensure we are providing the correct tools and building relationships that assist Aboriginals and New Canadians to be successful in their career aspirations in the gaming.

1. To help us better understand your needs, please tell us where you are located.

- ☐ British Columbia
- ☐ Alberta
- ☐ Saskatchewan
- ☐ Manitoba
- ☐ Ontario
- ☐ Quebec
- ☐ Nova Scotia
- ☐ New Brunswick
- ☐ Newfoundland and Labrador
- ☐ Prince Edward Island
- ☐ Northwest Territories, Yukon, Nunavut

2. Which area within your casino/gaming organization do you work for?

- ☐ Human Resources
- ☐ Senior Management
- ☐ Organizational Development/Training

Essential Skills in Gaming – An Organizational Perspective

3. How many people are employed in your casino/gaming organization?

- ☐ 0-250
- ☐ 251-500
- ☐ 501-750
- ☐ 751-1000
- ☐ 1001-1500
- ☐ 1501-2000
- ☐ 2000 or more

4. If known, what percentage of these employees are Aboriginal?

5. If known, what percentage of these employees are immigrants to Canada?

6. Are you familiar with the nine essential skill identified by Human Resources and Skills Development Canada (HRSDC)?

- ☐ Very familiar
- ☐ Somewhat familiar
- ☐ Not familiar

7. Have you ever analyzed your casino's job positions to determine what essential skills are required?

- ☐ Yes
- ☐ No

8. Has there been an increase in the number of job applications you have received from:

	Yes	No
Aboriginals	<input type="radio"/>	<input type="radio"/>
Immigrants to Canada	<input type="radio"/>	<input type="radio"/>

9. Are you able to recruit new employees with adequate levels of essential skills?

- ☐ Yes
- ☐ No

Essential Skills in Gaming - An Organizational Perspective

10. For what positions is it difficult to find employees with adequate essential skills?

Position	
Position	
Position	
Position	
Position	
Position	
Position	

11. Do you have current employees whose work performance would benefit from improved reading, writing and/or math skills?

☐ Yes

☐ No

12. Please rate how problematic each of the essential skills are for current employees?

	Most problematic				Least problematic	
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuous Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Do you conduct assessments that test for essential skills as part of your recruitment/selection process for your casino positions?

☐ Yes

☐ No

Essential Skills in Gaming – An Organizational Perspective

14. If yes, please list which positions you use assessments for? If no, please go to question #16.

Position	<input type="text"/>
Position	<input type="text"/>
Position	<input type="text"/>
Position	<input type="text"/>
Position	<input type="text"/>
Position	<input type="text"/>

15. What methods or instruments to you use to test for essential skills during the recruitment/selection process?

Method/Instrument	<input type="text"/>
Method/Instrument	<input type="text"/>
Method/Instrument	<input type="text"/>
Method/Instrument	<input type="text"/>
Method/Instrument	<input type="text"/>

16. Do you provide essential skills training for employees?

☐ Yes

☐ No

17. If yes, please check all the skills that you provide training for. If no, please go to question #19.

	yes
Reading	<input type="checkbox"/>
Document Use	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Oral Communication	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>
Thinking Skills	<input type="checkbox"/>
Working with Others	<input type="checkbox"/>
Computer Use	<input type="checkbox"/>
Continuous Learning	<input type="checkbox"/>

18. If you do provide essential skills training to your employees, is this provided in-house or by an external vendor?

☐ In-house

☐ External vendor

Essential Skills in Gaming - An Organizational Perspective

19. Is essential skills training incorporated into the regular training that your staff receives?

☐ Yes

☐ No

20. If essential skills training is incorporated into the regular training employees receive, please check all that are incorporated.

	Yes
Reading	<input type="checkbox"/>
Document Use	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Oral Communication	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>
Thinking Skills	<input type="checkbox"/>
Working with Others	<input type="checkbox"/>
Computer Use	<input type="checkbox"/>
Continuous Learning	<input type="checkbox"/>

21. Do you think your trainers might benefit from a workshop in incorporating essential skills into regular training courses?

☐ Yes

☐ No

22. Are you experiencing changes in your organization that place increasing demands on the essential skills capabilities of your employees?

☐ Yes

☐ No

23. If yes, what are these changes? Select all that apply.

☐ Changing technology

☐ Changing products

☐ Changes in how work is done (processes or procedures)

☐ Changes in how work is organized (responsibility levels)

Other (please specify)

Essential Skills in Gaming - An Organizational Perspective

24. Are there planned changes in your organization in the coming 5 years that may require increased essential skills for employees? (e.g.:Expansion, property renewal, increase technology, etc.)

☐ Yes

☐ No

25. Please share any additional comments:

Thank you for taking the time to complete this survey. The information you provided will give the Casino/Gaming Industry and overview of how Essential Skills affect a company at the organizational level.

If you are interested in this project and would like additional information, please contact Barb Celic, DESIGI Project Coordinator, by phone at (204)957-2504 ext. 8455 or by email at gamingcentreofexcellence@mlc.mb.ca.

Thank you.

Appendix E

Essential Skills on the Gaming Floor

1. Introduction

The Canadian Gaming Center of Excellence (CGCE) has been awarded a federal grant to research the essential skills in the Canadian Gaming/Casino Industry and build the tools and materials necessary for Aboriginals and new Canadians to ensure their success in the Canadian Gaming/Casino Industry.

One of the objectives on this project is to complete a research study on the state of Essential Skills in our industry. Part of our focus is to look what impact Essential Skills (or gaps in Essential Skills) have at the frontline level.

Please take a few minutes to complete our survey to help us ensure the Canadian Gaming Center of Excellence (CGCE) is successful in being able to report on the state of Essential Skills in our industry.

The results of our research study will be communicated nationally and posted on a website we are currently developing for the industry.

Your feedback will help us to ensure we are providing the correct tools and building relationships that assist Aboriginals and New Canadians to be successful in their career aspirations in the gaming.

2. Biographical Data

1. In which province or territory is your casino located?

- ☐ British Columbia
- ☐ Alberta
- ☐ Saskatchewan
- ☐ Manitoba
- ☐ Ontario
- ☐ Québec
- ☐ New Brunswick
- ☐ Nova Scotia
- ☐ Prince Edward Island
- ☐ Newfoundland/Labrador
- ☐ Northwest Territories
- ☐ Yukon
- ☐ Nunavut

Essential Skills on the Gaming Floor

2. Is your casino Aboriginal, public/government or private?

- ☐ Aboriginal
- ☐ Public/Government
- ☐ Private

3. Which area within your casino/gaming operation do you manage?

- ☐ Slots/Electronic Gaming
- ☐ Table Games
- ☐ Bank
- ☐ Housekeeping
- ☐ Security
- ☐ Customer Service

4. How many people are employed in your department in a frontline capacity?

- ☐ 0-20
- ☐ 21-40
- ☐ 41-60
- ☐ 61-80
- ☐ 81-100
- ☐ 101 or more

5. If known, what percentage of these employees are aboriginal?

6. If know, what percentage of these employees are immigrants to Canada?

7. How many people are employed in your department in a supervisory capacity?

- ☐ 0-2
- ☐ 3-5
- ☐ 5-7
- ☐ 7 or more

Essential Skills on the Gaming Floor

8. How many hours of on-the-job training does a frontline employee in your department receive?

- ☐ 1-8
- ☐ 9-16
- ☐ 17-24
- ☐ 25-32
- ☐ 33-40
- ☐ 40 or more

9. What training is available for the following positions? (only answer for your department) Please include both on-the-job and outside training and the length of training.

Security Officer	<input type="text"/>
Housekeeping Attendant	<input type="text"/>
Bank Cashier	<input type="text"/>
Table Games Dealer	<input type="text"/>
Slot/Electronic Gaming Attendant	<input type="text"/>
Customer Service Representative	<input type="text"/>

10. Do you conduct in-house training to address Essential Skills? Please explain.

11. Do you notice any cultural barriers for new employees coming into your department?

Essential Skills on the Gaming Floor

12. Of the nine Essential Skills required in the workplace, what are the top three that provide you with the most challenges in working with your staff:

- ☐ Reading
- ☐ Document Use
- ☐ Writing
- ☐ Numeracy
- ☐ Oral Communication
- ☐ Thinking Skills (Decision Making & Problem Solving)
- ☐ Working with Others
- ☐ Computer Use
- ☐ Continuous Learning

13. Listed below are the nine Essential Skills. Please check off the skill(s) would you consider the most important for success for the following positions (only answer for your department)?

	Reading	Document Use	Writing	Numeracy	Oral Communication	Thinking Skills	Working with Others	Computer Use	Continuous Learning
Security Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housekeeping Attendant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bank Cashier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table Games Dealer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slots/Electronic Gaming Attendant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer Service Representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. General Information

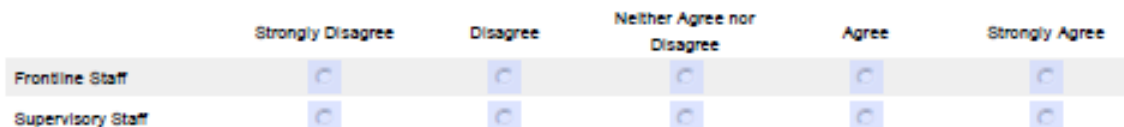
For each of the following, please answer the question as it applies to both your Frontline and Supervisory Staff.

1. Do you feel that employees' reduced skill levels in areas like math or reading are contributing to higher than acceptable errors?

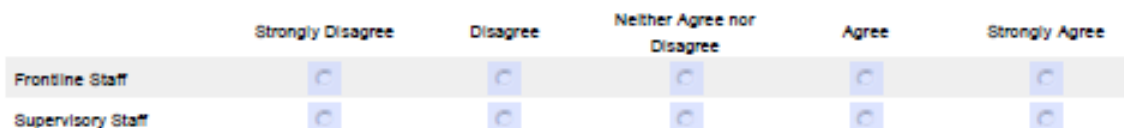
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Essential Skills on the Gaming Floor

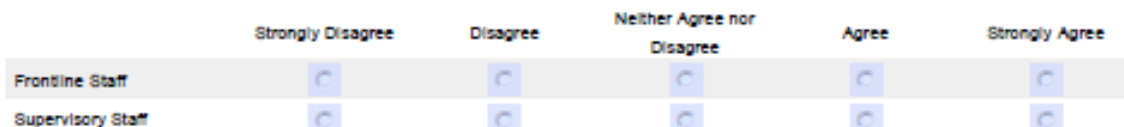
2. Do you feel that employees require more of your supervision time because they lack skills such as the ability to read, understand and apply written information?



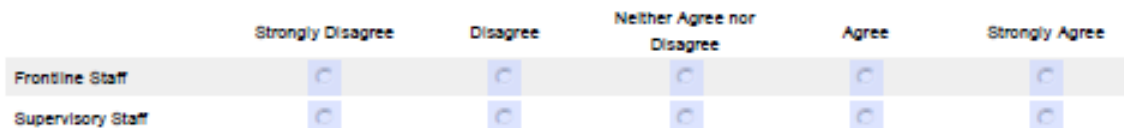
3. Do you feel that it would be easier for employees to understand and apply health and safety materials like WHMIS if their reading skills were better?



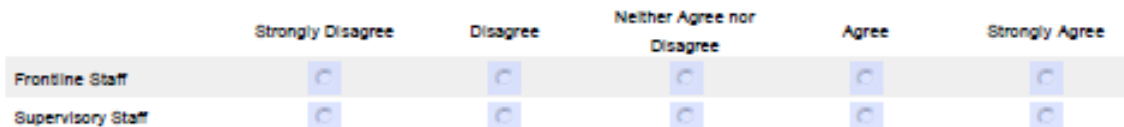
4. Do you feel that employees do not get the greatest benefit from training because of reduced skills levels related to reading, math, studying and/or writing?



5. Do you feel that the quality of writing produced for internal or external use (e.g., email, correspondence, reports) is less than required?



6. Do you think employees reduced communication with each other has a negative impact on productivity?



Essential Skills on the Gaming Floor

7. Do you feel that employees resist change because they may be afraid of an increased demand on skills they do not feel confident about? (e.g., continuous learning, reading, writing)

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Do you feel that you would have improved compliance with regulatory or certification requirements if employees had better reading, math or thinking skills?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Do you feel that employees 'cover up' reduced skill levels in themselves or each other?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Reading in the Workplace

The following are directly related to the Essential Skill of Reading in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

1. Employees are comfortable dealing with written material.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Employees can read and understand emails/memos.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Essential Skills on the Gaming Floor

3. Employees are comfortable receiving written instructions.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Employees make few or no mistakes when following clearly written instructions.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Employees can read and understand manuals and/or signs posted around the workplace.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Document Use in the Workplace

The following are directly related to the Essential Skill of Document Use in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

1. Employees are comfortable using workplace documents.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Employees can use and understand charts and graphs.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Employees understand timesheets and pay stubs.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Essential Skills on the Gaming Floor

4. Employees make few or no mistakes when entering information in documents.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Employees understand gauges, clocks, manuals, blueprints, schedules or reports.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Employees can accurately fill out forms (e.g., time-off requests, logs, inventory sheets, etc.).

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Writing in the Workplace

The following are directly related to the Essential Skill of Writing in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

1. Employees can request information or services in writing.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Employees are comfortable writing reports as necessary for the job.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Essential Skills on the Gaming Floor

3. Employees communicate effectively through written communication when appropriate.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Employees make few or no grammar and spelling mistakes when preparing written material.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Employees use appropriate sentence structure, punctuation, wording and tone when preparing written material.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Numeracy in the Workplace

The following are directly related to the Essential Skill of Numeracy in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

1. Employees can complete numerical tasks such as calculations and estimations accurately (e.g., table games payouts, estimating height).

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Employees can take measurements and record the results accurately (e.g., ingredient measurements, uniform measurements, inventory counts).

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Essential Skills on the Gaming Floor

3. Employees make few or no mistakes when conducting financial transactions such as cash handling, preparing bills or making payments.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Employees understand calculations on pay stubs.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Oral Communication in the Workplace

The following are directly related to the Essential Skill of Oral Communication in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

1. Employees can verbally communicate information or instructions clearly and accurately.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Employees can follow detailed oral instructions or explanations.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Employees speak professionally when communicating with customers or outside suppliers.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Essential Skills on the Gaming Floor

4. Employees use workplace-appropriate terminology.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Employees participate actively in staff meetings or training sessions.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Thinking Skills in the Workplace

The following are directly related to the Essential Skill of Thinking in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

1. Employees can resolve common workplace problems when required (when they have the authority to do so).

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Employees can make decisions independently (when they have the authority to do so).

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Employees can remember routine procedures to follow.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Working with Others in the Workplace

The following are directly related to the Essential Skill of Working with Others in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

Essential Skills on the Gaming Floor

1. Employees share information with others.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Employees are successful in accomplishing tasks that require organized cooperation.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Employees participate in team meetings.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Employees can set aside personal differences.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Employees display behavior that is conducive to good teamwork.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Computer Use in the Workplace

The following are directly related to the Essential Skill of Computer Use in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

1. Employees adapt easily to changes in technology such as new computer software.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Essential Skills on the Gaming Floor

2. Employees are competent when performing computer related tasks.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Employees take an acceptable amount of time to complete tasks using computer software.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Employees are comfortable using an electronic device when appropriate, instead of performing the task manually.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Employees are comfortable operating computer accessories such as printers, fax machines and scanners.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Continuous Learning in the Workplace

The following are directly related to the Essential Skill of Continuous Learning in the workplace. Please read each statement and rate it on a scale of 1-5 (1= Strongly Disagree, 5=Strongly Agree). Please answer each question twice – once as related to your Frontline staff, once as related to your Supervisory staff.

1. Employees are willing to participate in various forms of training (e.g., classroom, on-the-job, etc.).

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Essential Skills on the Gaming Floor

2. Employees acquire knowledge and skills by learning from co-workers.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Employees are interested in developing learning plans for personal or professional development.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Employees are open to constructive feedback on their performance to help them improve their skills.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Employees are receptive to change in the workplace.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Frontline Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Additional Comments

1. Please share any additional comments/thoughts on the Essential Skills of your frontline staff.

14. Summary

Thank you for taking the time to complete this survey. The information you provided will give the Casino/Gaming Industry and overview of how Essential Skills affect a company at the frontline level.

If you are interested in this project and would like additional information, please contact Barb Celic, DESIGI Project Coordinator, by phone at (204)957-2504 ext. 8455 or by email at gamingcentreofexcellence@mlc.mb.ca.

Thank you.

Appendix F



Developing Essential Skills in the Casino/Gaming Industry

Introduction:

The Canadian Gaming Center of Excellence (CGCE) has been awarded a federal grant to research the essential skills in the Canadian Gaming/Casino Industry and build the tools and materials necessary for Aboriginals and new Canadians to ensure their success in the Canadian Gaming/Casino Industry.

One of the objectives of the *Developing Essential Skills in the Canadian Gaming/Casino Industry* (DESIGI) project is to complete a research study on the state of Essential Skills in our industry. Part of our focus is to look what gaming-related skills training is already occurring in our industry, which is the topic of this survey.

Please take the time to complete our survey to help us ensure the Canadian Gaming Center of Excellence (CGCE) is successful in being able to report on the state of Essential Skills in our industry. The results of our research study will be communicated nationally and posted on a website we are currently developing for the industry.

This is the last in our series of surveys for this project and we sincerely appreciate your assistance in completing them. We specifically did not send this survey out through an online tool as we have in the past as we acknowledge this survey may take some time to complete.

Your responses will be kept strictly confidential and anonymous. Any information you provide us will only be used for the purposes of research for the DESIGI project. The research report will not link any of the responses directly to your organization.

Your feedback will help us to ensure we are providing the correct tools and building relationships that assist Aboriginals and New Canadians to be successful in their career aspirations in the gaming.

Submitting Completed Surveys:

Completed surveys can be forwarded back to us through the following methods:

Email: gamingcentreofexcellence@mlc.mb.ca or

Fax: (204) 985-1274, attention: Barb Celic, DESIGI Project Coordinator

If you have any questions about the survey or the DESIGI project please feel free to contact me. We sincerely appreciate your assistance and interest.

Barb Celic | Training Specialist & DESIGI Project Coordinator

Employee Services & Organizational Development | celicb@mlc.mb.ca

t. 204 957 2500 x. 8455 | f. 204 985-1274

983 St. James Street, Winnipeg, MB R3H 0X2



1. In which province or territory is your casino located?

- ☐ British Columbia
- ☐ Alberta
- ☐ Saskatchewan
- ☐ Manitoba
- ☐ Ontario
- ☐ Québec
- ☐ New Brunswick
- ☐ Nova Scotia
- ☐ Prince Edward Island
- ☐ Newfoundland/Labrador

2. Is your casino Aboriginal, public/government or private?

- ☐ Aboriginal
- ☐ Public/Government
- ☐ Private

3. How many people are employed in your casino?

- ☐ 0-250
- ☐ 251-500
- ☐ 501-750
- ☐ 751-1000
- ☐ 1001-1500
- ☐ 1501-2000
- ☐ 2000 or more

4. What core job-specific skills training does your organization do for the following areas:

Customer Services:

Housekeeping:

Slots/Electronic Gaming:

Table Games:

Security:

Bank:

Food & Beverage:

5. How are the above mentioned courses evaluated?

6. What courses do you provide for employees (i.e Diversity, Customer Service, Responsible Gaming, Communication, Conflict Resolution?)

7. What regulatory/compliance training are you required to provide?

8. Do you provide any Essential Skill development courses?

☐ Yes

☐ No

If yes, which courses?

9. Do you have in-house training instructors/facilitators?

☐ Yes

☐ No

10. For in-house courses, what percent are *developed*:

Internally (by in-house training staff) _____%

Pre-developed (by third party) _____%

11. For in-house courses, what percent are *delivered*:

Internally by in-house training staff _____%

By third party _____%

12. What kind of training courses do you offer in the following formats:

On-line:

Classroom (please indicate whether it's through in-house training staff or external third party)

On-the-job:

13. Do you have in-house training rooms/centre?

- ☐ Yes
☐ No

14. Do you have an in-house computer lab for employee development?

- ☐ Yes
☐ No

If yes, what training is provided?

15. Do you offer cross-training?

For different positions within a department:

- ☐ Yes
☐ No

For positions between different departments:

- ☐ Yes
☐ No

16. When does most of your training take place?

- ☐ Days
☐ Evening
☐ Over night

17. What challenges do you face with training employees (check all that apply):

- ☐ Shift work
☐ Scheduling
☐ English as an additional language
☐ Internal v.s. external training locations
☐ Costs/budget
☐ Attendance
☐ Employee engagement
☐ Other

18. What are your total training hours per year?

19. What percent of your training budget is spent on:

Entry level	<input type="text"/>	%
Supervisor	<input type="text"/>	%
Management	<input type="text"/>	%

20. What percent of your training time is spent on:

Entry level	<input type="text"/>	%
Supervisor	<input type="text"/>	%
Management	<input type="text"/>	%

21. What course do you provide to develop your Supervisor and Managers?

Internally:

Externally:

22. If you have a Supervisor or Manager Development program, is it through a partnership with a college/university?

- ☐ Yes
☐ No

If yes, the program provides any of the following (check all that apply):

- ☐ Certificate
☐ Diploma
☐ Degree
☐ None

23. Do you feel there is a need for certification/diploma/degree course for gaming professionals in senior positions?

- ☐ Yes
☐ No

24. Do you have a coaching/mentorship program(s)?

- ☐ Yes
☐ No

If yes, please describe:

25. Do you offer an Educational Assistance Program (tuition reimbursement)?

- ☐ Yes
☐ No

26. What courses are included in the Educational Assistance Program (tuition reimbursement)?

Appendix G

FOCUS GROUP QUESTIONS

Part 1

1. What role do you see Aboriginals and New Canadians playing in the gaming industry:
1a) now
1b) in the future
2. Are there some skill and/or cultural challenges in working with Aboriginals and/or New Canadians in the gaming industry around career development?
3. How does your organization approach talent management and succession planning?
4. Can you suggest strategies for ensuring inclusion of Aboriginals and New Canadians in Canadian gaming organization succession planning?

Part 2

1. Is there an interest in a Senior Leadership/Executive Gaming program partnered with a Canadian university?
2. What specific skills/competencies do Senior Managers/leaders need to lead a Canadian gaming organization?
2a) gaming-specific
2b) leadership-specific
3. What content do you think is the most important to include in a Senior Leadership/Executive gaming educational program?

Strategic Planning

- ☐ *strategic business planning*
- ☐ *casino management in a global context*
- ☐ *sustaining a competitive advantage*
- ☐ *developing strategic partnerships*
- ☐ *other -*

Finance

- ☐ *financial planning*
- ☐ *business planning*
- ☐ *casino math analysis and interpretation*
- ☐ *understanding revenue impact*
- ☐ *other -*

Internal Audit/Risk Management

- ☐ *casino auditing practices*
- ☐ *risk management*
- ☐ *other -*

Policy Standards/Monitoring/Compliance

- ☐ *responding to political uncertainties*
- ☐ *future standards for gaming management*
- ☐ *working in a highly regulated industry/environment*
- ☐ *other -*

Marketing/Promotion/Entertainment

- ☐ *strategic casino marketing plans*
- ☐ *public and company image*
- ☐ *branding*
- ☐ *entertainment venues*
- ☐ *other -*

Customer Service and Hospitality

- ☐ *management for quality tourism and hospitality services*
- ☐ *event planning and management*
- ☐ *patron management*
- ☐ *other –*

Information, Technology and Communication

- ☐ *internet gaming*
- ☐ *the use of new technology systems in gaming management*
- ☐ *other –*

Innovation, Trends and Project Development

- ☐ *status and trends in the gaming industry*
- ☐ *monitoring and adapting gaming strategies*
- ☐ *other –*

International Gaming

- ☐ *regulatory and legal structures in international gaming*
- ☐ *international gaming systems*
- ☐ *other –*

Casino Design

- ☐ *slot operation and slot floor configuration*
- ☐ *table games management*
- ☐ *food and beverage operations*
- ☐ *other –*

Security and Surveillance

- ☐ *gaming surveillance*
- ☐ *risk and crisis management*
- ☐ *insurance and liability issues*
- ☐ *identifying and preventing fraud*
- ☐ *other -*

Human Capital

- ☐ *recruitment and selection*
- ☐ *organizational development and training*
- ☐ *performance management*
- ☐ *other –*

Political Acumen

- ☐ *public communication*
- ☐ *political sensitivity*
- ☐ *casino business negotiations*
- ☐ *other –*

Property/Facility Development

- ☐ *casino refresh*
- ☐ *other –*

Responsible Gaming

- ☐ *public sensitivity*

Other topics?

- ☐