

Improving Competitiveness Through Cooperation: Assessing The Benefits Of Cooperative Education Partnerships In Gaming Management

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Abstract

Cooperative education partnerships between industries and universities are becoming increasingly common in response to fundamental challenges facing both sectors. Theoretically, many benefits for both partners are espoused. This paper explores these benefits and then assesses whether and how these have occurred in a leading gaming management course in Australia. It was found that benefits for industry comprised enhanced industry professionalism and legitimacy; increased professional status; better public image; control of abstract knowledge and improved industry competitiveness. For the university, key benefits have included improved educational offerings; enhanced university reputation in the discipline and for cooperative education partnerships; additional student fees and economies of scale; and funds for discipline development and research and consultancy opportunities. However, precautions need to be taken in cooperative education partnerships if a university's social contract is to remain intact in a climate of increased commercialization, and if it is to deliver expected benefits to industry.

Keywords: gaming education, Australia, cooperative education

Introduction

Fundamental challenges facing certain industries and the higher education sector have nurtured increased development of cooperative education partnerships. This paper explores this development and identifies the benefits expected by participating industries and universities. It then describes one such partnership and reviews whether the benefits, which in theory should accrue to both partners, have actually occurred. This partnership is the Bachelor of Business in Club Management, a joint venture between Southern Cross University and two club industry associations in Australia. Australian clubs are major providers of machine and other types of gambling. Thus, the Bachelor of Business in Club Management and the university-industry partnership that underpin it exemplify one approach being taken in gaming management education.

Cooperative Education Partnerships

A cooperative education partnership is a partnership between an educational institution and an industry in which education and training is jointly developed and delivered for the principal benefit of employee and employer, for a negotiated fee (Hase, 1997). University-industry partnerships have become increasingly common, occurring in middling and elite research universities in the United States and across most Western nations (Buttel, 1997). Generally both partners contribute to developing the academic

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programs so that course learning outcomes have academic rigor, are industry relevant and encourage continuous workplace improvements. The education partner provides educational facilities, skills and services to the industry for a negotiated fee. In return the industry, generally represented through its professional association, receives a custom-designed academic program developed specifically for its purpose, to enhance the capability, quality systems and competitiveness of its members' organizations. By their very nature, such partnerships are cooperative ventures, owned and jointly operated by their partners. Through cooperation, industry associations and education institutions seek mutual benefits (Brown, 1997). These are discussed below for both the industry and the university involved.

Benefits for Industries and their Professional Associations

The common goal of professional associations is serving their members' interests. They aim to build the capability of their member organizations and to remain relevant to, and negotiate advantageous positions for, their industry. To improve the capability of their member organizations, professional associations seek to enhance those members' competitive advantage. Competitive advantage can be strengthened through continually creating and sharing new knowledge. Professional associations can drive institutional learning through encouraging research, enhancing member organizations' competencies, and developing good work practices. This incorporates the ability to develop and integrate theory, personal development, and getting practical results (Senge, 1997). Thus, cooperation at one level with association members can assist in building competitive advantages at another, the industry level.

Best practice in the workplace helps to enhance professional standards by valuing and fostering ongoing improvement in procedures and practices (Long, 1994). Professional standards are acceptable levels of achievement or performance appropriate to the profession of a manager (Breen and Edwards-Williams, 1995). These include generic skills such as collecting, analysing and organising ideas and information; expressing ideas and information; planning and organising activities; working with others and in teams, using mathematical ideas and techniques; solving problems; and using technology (Golding, Marginson and Pascoe, 1996). Nurturing and applying generic skills help to develop better work practices, encourage lifelong learning and develop the ability to deal confidently with multiplicity in the workplace. Embedding generic skills development in an educational discipline and in workplace analysis builds both subject and professional skills, thereby enhancing professional standards over time.

Professional associations can also negotiate advantageous positions for their industry by increasing its professionalism. In Abbot's view (1988), only the fittest professions survive. He defines a profession as an exclusive occupational group applying somewhat abstract knowledge to particular cases. One of the central features of professionalism is a specialist knowledge base (Leiper, 1982; Eraut, 1996). Professional groups control knowledge and skill in two ways. The first is through workplace practice while the second is through abstract knowledge, that is, being able to reason critically and learn from experience by reflecting on issues in light of their eventual outcome (Abbott, 1988; Eraut, 1996). This academic knowledge system of professions accomplishes three main tasks—legitimization, instruction and research (Abbott, 1988). Academic knowledge validates professionalism and legitimizes professional work by clarifying its foundations and tracing them to major cultural values of rationality, clarity and science. By formalizing bodies of knowledge into distinct disciplines (Leiper, 1982), universities can standardize key components of abstract professional knowledge into an education course (Eraut, 1996). Industry then has access to this knowledge through graduate students, through faculty/academic expertise and through university research (Fairweather, 1995).

Thus, building and transmitting the abstract knowledge base of an industry through cooperative education partnerships appear to have the following potential benefits for industry:

- Industry legitimacy through enhanced professionalism;
- Professional status for the industry and its participants;
- Improved public perception of the industry;
- Maintaining an advantageous position through controlling abstract knowledge;
- Improving industry competitiveness through enhanced professional standards.

Benefits for Universities

The common purpose of higher education institutions is to develop new knowledge, to convey existing knowledge and to contribute to the social good by applying knowledge to important issues (DeBats and Ward, 1998).

Like many other not-for-profit organizations, universities are faced with rising costs, more competition for fewer donations and grants, and increased rivalry from profit-oriented companies entering the social sector (Dees, 1998). The environmental pressures for change and the results that emerge will depend on the paths that higher education institutions choose (DeBats and Ward, 1998). A choice increasingly being made is to enter the commercial arena through cooperative education partnerships which help to leverage or replace traditional sources of university funding through extra student fees (Dees, 1998). Further, cooperative education programs provide extra students who, when combined with others, make up a critical mass for workable education programs. These economies of scale are important for viability.

In addition to the financial benefit of student fees and economies of scale, cooperative education partnerships are expected to enhance the level and range of education offerings and improve the relevance of course content in related disciplines (Business Council of Australia, 1990). In general, discipline evolution has changed from being influenced by internal cognitive factors to reflect external factors, such as social and

economic stimulation and professionalization (Becher, 1989).

Particularly in vocational areas, an intellectual movement gradually arises from a practical base, to develop a theoretical emphasis. University cooperation with industry organizations, particularly those connected to newly emerging disciplines, can inform and hasten that discipline's

development. This, in turn, increases and improves that university's educational offerings.

Cooperative education partnerships are also expected to foster closer links between business and the education sector (Business Council of Australia, 1990). As well as enhancing university status and reputation, such partnerships can sometimes attract external economic resources essential for the cognitive development of the discipline (Becher, 1989) and attract research and consultancy funds to maintain academic livelihood. They can also provide better academic access for industry-related research and consultancy and a platform for additional cooperative education initiatives.

Thus, cooperative education partnerships appear to have the following potential benefits for universities:

- Enhancing the range and quality of educational offerings;
- Enhancing university status and reputation in the discipline through teaching, scholarship and research opportunities;
- Enhancing university status and reputation for cooperative education partnerships generally;
- Attracting additional student fees;
- Attracting additional student numbers which lead to economies of scale;
- Attracting funds for discipline development.

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Having outlined the theoretical benefits of cooperative educational partnerships for participating industries and universities, this paper will now review whether these benefits have been realized in the case of Southern Cross University's Bachelor of Business in Club Management. However, before describing the course, some background on the Australian club industry is provided.

Overview of the Australian Club Industry

In 1996, there were an estimated 5,600 licensed clubs in Australia, with around 6.9 million members (Ross, 1996:1), ranging from large clubs with over 50,000 members and over 800 gaming machines, to smaller clubs with only a few gaming machines (Hing, Breen and Weeks, 1998:3). All Australian clubs share the common features of being voluntary, not-for-profit organizations established to pursue or promote a common interest of members, such as sporting or community pursuits (Registered Clubs Association, 1994:3). Club revenue is derived predominantly from gaming machines, as well as keno, off-course betting, bingo, alcohol, meals, entertainment and sporting fees. This is particularly the case in New South Wales (NSW) where 1,436 clubs with around 3 million members collectively operate 74,206 gaming machines which generate about 60 percent of total NSW club revenue (NSW Department of Gaming and Racing, 1998:20-21; Productivity Commission, 1999: 12.5-12.6, 20.1, 20.14). These represent 8.2 percent share of the estimated 905,354 'high intensity' gaming machines worldwide (Productivity Commission, 1999:2.11, 13.5, N.22).¹

The predominance of club gaming in NSW has resulted directly from their exclusive right to operate gaming machines since 1956. By the 1990s, clubs in all remaining Australian states and territories, except Western Australia, had also won the right to operate gaming machines. However, this expansion of machine gambling in Australian clubs has been accompanied by a proliferation of other forms of gambling. By 1999, legalized gambling in Australia comprised thirteen casinos, gaming machines in hotels and clubs in seven of the eight states and territories, a burgeoning of lottery products, on and off-course betting on numerous sporting events, a variety of minor gaming products, and various forms of on-line gambling accessible *via* the Internet and, shortly, pay television (Kelly, 1996; Independent Pricing and Regulatory Tribunal, 1998; Productivity Commission, 1999).

These changes in Australia's gambling industries have presented many challenges for the club industry. For NSW clubs, increased competition for their core product has undermined their previous competitive advantages of product differentiation through their monopoly on machine gaming and of the accessibility of their gaming machines to geographically dispersed, usually working-class markets which provide a natural niche. Traditional club strategies of cost leadership may need to be replaced by market penetration, market development, product development or diversification strategies to sustain long-term competitiveness (Hing and Breen, 1999:25). For clubs in other jurisdictions which are comparatively new entrants as gambling providers, contemporary challenges relate more to the changing markets, memberships, management responsibilities and operational activities associated with operating machine gambling and their large revenue injection. At the same time, the proliferation of legalized gambling in Australia has been accompanied by more stringent government requirements of gambling operators, social backlash against the negative impacts gambling can have, and a questioning of the not-for-profit agenda of the larger clubs (Productivity Commission, 1999).

All these factors point to a need for greater professionalism in the club industry. However, investigations conducted during course development for the Bachelor of Business in Club Management in 1992 revealed that most club managers had only a

¹ While the Productivity Commission (1999:N.22) estimated there were 7,132,162 gaming machines worldwide, it considered that the 'high intensity' sector is the most appropriate benchmark for comparison of Australian style gaming machines with the world market. This grouping of gaming machines has comparatively high turnover, credits, play lines, speed of play and winnings (Productivity Commission, 1999:2.11).

secondary school education, with only 22 percent having tertiary technical or university qualifications. Most managers had worked their way 'up through the ranks', with males tending to enter the industry through bar and cellar work, club operations or as a management trainee, and females through administrative, finance or marketing positions (Breen and Hing, 1997). By 1992, it was recognized that these educational qualifications were inadequate to equip club managers for contemporary and future opportunities and challenges.

Southern Cross University's Bachelor of Business in Club Management

The Bachelor of Business in Club Management was developed by the School of Tourism and Hospitality Management at Southern Cross University Lismore, in conjunction with the Club Managers' Association Australia (CMAA), with representatives from the Registered Clubs Association of NSW (RCA) and other tourism and hospitality education bodies. The CMAA and RCA are the peak bodies representing the licensed club sector in Australia. The CMAA principally represents the interests of club managers, and the RCA those of club directors.

A comprehensive syllabus design process ensued. Table 1 timelines important events, participants and outcomes in the syllabus design process, which progressed through the four stages of:

- Design. Initial curriculum development was driven by input from a course advisory panel who investigated the skills, knowledge and competencies the program needed to address to meet recommendations of the Final Report of the Skills Audit, Training Needs Analysis and New Award Study of Managers in the Registered Clubs Industry (Futuretech, 1991). The syllabus design process then developed hierarchical flow charts linking competencies, skills and workplace tasks. It also based course exit points on requirements of the seven levels of the Club Managers (State) Award, developed scope and sequence charts, and identified competencies, objectives and content areas for each unit of study.²
- Accreditation. The course was accredited by Southern Cross University and by the Australian Hospitality Review Panel.
- Implementation. The course has been offered by distance education since 1993. It has approximately 100 students enrolled in 24 subject units at any time, with employment in the licensed club industry a prerequisite for entry. To date, over 300 qualifications have been awarded, 25 at the Degree level. Strong course demand continues, with 65 new students enrolling during 1999.
- Review. The course has undergone regular reviews to ensure it remains industry relevant and reflects current trends. Course material is updated annually. In 1998, a complete course review, with an advisory panel from the club industry, academia, vocational education experts, current students and graduates, evaluated the course and produced recommendations to enhance its offerings. These comprised adding further capacity to legal studies, tightening and reducing the finance stream of units, introducing specific management units to replace generic management material interspersed throughout units, strengthening the gaming units and introducing a wider variety of electives. Resulting alterations to course materials should ensure they remain appropriate for some time, but another complete review will be conducted in 2003.

² In the Australian licensed club industry, industrial awards are state-based.

Table 1
Important Events and Outcomes in the Syllabus Design Process

Date	Event	Participants	Major Outcomes
1989-1990	Communication links established	TCA NCI- TAFE SCU Industry partners TTA CMAA ClubsNSW	Identification of training needs Identification of accreditation needs Identification of industry competency levels Discussion of expected outcomes Identification of implications of award restructuring on training needs
1991	Course development	TTA	Examination of the key competencies identified by TTA as being essential in the development of a Club Management course.
1991	Workshops and discussion	TCA NCI- TAFE SCU Industry partners TTA CMAA ClubsNSW	Investigation of the skills knowledge and understanding necessary to produce educational programs relevant to industry.
1992	Establishment of the Centre for Professional Development in Club Management	TCA NCI- TAFE SCU Industry partners TTA CMAA ClubsNSW	Forum for discussion of club management issues Partnership to design accredited study programs Medium for distribution of club management Programs
1991	Committee meetings to establish course outline	ClubsNSW University representatives industry advisors	Unit objectives and processes established
1991 - 1992	Series of meetings and discussion groups	TCA NCI- TAFE SCU Industry partners TTA CMAA ClubsNSW	Development of suggested course structure and suggested syllabus - specific to the club industry
Apr 1992	Application for project funding made to NSW Education and Training Foundation	CMAA NSW Training Committee of TTA ClubsNSW	Successful application allowed initial funding for further development. Funding was provided to develop the first two levels of the program over a period of 12 months
Aug 1992	Application for university accreditation	SCU	Accreditation was granted for the following: Certificate in Club management Advanced Certificate in Club management Associate Diploma in Club management Bachelor of Business in Club Management

Table 1 continued
Important Events and Outcomes in the Syllabus Design Process

Nov 1992	Academic Director appointed	NCI - TAFE SCU	Team leader for instructional design and assessment design, industry liaison and course evaluation
Nov 1992	Initial units written	SCU	Units produced as part of on-going process with industry review
Feb 1993	Staff recruited	SCU	Part-time academic staff employed for the first 2 levels of the program
Feb 1993	Course begins	SCU	91 enrolments
Mar 1993	Accreditation application	AHRP - Industry Recognition	Accreditation was granted for the following for a period of 2 years: Certificate in Club management Advanced Certificate in Club management Associate Diploma in Club management
Jan 1996	Re - accreditation application	AHRP	Accreditation was granted for the following: Certificate in Club management Advanced Certificate in Club management Associate Diploma in Club management
Mar 1996	Names of qualification changed	Australian Qualifications Framework SCU	Certificate = Certificate IV Advanced Certificate = Diploma Associate Diploma = Advanced Diploma
1996	Informal Industry based Review	Industry professionals CMAA Clubs NSW AHRP	Unit refinements
1998	Formal university based course review	Researchers Practising Club managers CMAA	Alignment of course objectives to industry needs, assessment of academic rigor Course matrix revision
2003	University based course review	SCU	Further course development

AHRP Australian Hospitality Review Panel
 ClubsNSW (previously Registered Clubs Association - NSW)
 CMAA Club Management Association Australia (previously Club Management Institute)
 NCI- TAFE North Coast Institute of TAFE (Technical and Further Education)
 SCU Southern Cross University (previously University of New England - Northern Rivers)
 TCA Tourism Council of Australia
 TTA Tourism Training Australia

The structure of the Bachelor of Business in Club Management at April 2000 is shown in Table 2.

Table 2
Structure of the Bachelor of Business in Club Management

<i>Study Stream</i>	<i>Certificate</i>	<i>Diploma</i>	<i>Associate Degree</i>	<i>Degree</i>	<i>Electives</i>
Management	Management I: Introduction		Management II: Contemporary Issues	Management III: Strategic Management	
Gaming	Gaming Management I: Introduction	Gaming Management II: Analysis	Gaming Management III: Impacts		Gaming Management IV: Strategic Gaming Management
Quality Management	Quality Management I: Food & Beverage		Quality Management II: Inventory	Quality Management III: Project Management	Quality Management IV: Functions & Meetings
Finance		Finance & Information Systems I: Introduction	Finance & Information Systems II: Analysis	Finance & Information Systems III: Financial Management	
Human Resource Management	Human Resource Management I: Introduction		Human Resource Management II: Planning	Human Resource Management III: Policies	
Facility & Risk Management.		Facility & Risk Management I: Legal Principles	Facility & Risk Management II: Frameworks	Facility & Risk Management III: Policies	
Marketing		Marketing I: Introduction		Marketing II: Strategies	Marketing III: Management
Unstreamed Electives					Club Industry Project Tourism & Hospitality Studies I Accomm. & Information Technology Systems
No. of Units	4 units (4 core units)	4 units (4 core units)	8 units (6 core units) (2 elective units)	8 units (6 core units) (2 elective units)	

Along the vertical lines in Table 2, the total study units comprise an award on successful completion of all units. The awards are the Certificate (4 units), Diploma (4 units), Associate Degree (8 units) and Degree (8 units), representing multiple entry and exit points. Along the horizontal lines, the study units represent articulated streams, building from foundation to advanced level studies.

Table 3
Brief Description of Core Units in the Bachelor of Business in Club Management

<i>Unit</i>	<i>Description</i>
Gaming Management I: Introduction	Gaming in the registered club industry is a major source of revenue including hard and soft gaming. The unit focuses on the day-to-day operations and control of gaming. Monitoring of cash transactions, data collection methods and security form part of the legal requirements when providing gaming.
Gaming Management II: Analysis	Concentrates on control mechanisms and gaming analysis as required by legislation and club policies. Also considers the analysis process and implementing methods of investigation in the event of discrepancies.
Gaming Management III: Impacts	Gaming managers are expected to develop an awareness of the individual needs of customers, staff and management in the gaming environment within the club industry. This unit introduces students to the social, psychological and community based issues relevant to gaming operations. Students are also exposed to technological impacts within the gaming function as well as the relevance of gaming research within the club industry.
Gaming Management IV: Strategic Gaming Management	Covers contemporary issues of gaming management through self-instructional chapters, each relating to different issues within the gaming function. Students are expected to reflect on their own current practices in areas such as player profiles and historical membership databases, change management, gaming and gender, gaming area layout, trends in gaming acceptance and policy and government responses to gaming.
Management I: Introduction	Introduces students to concepts, theories and practical examples of organisations and the fundamentals of managing these hospitality organisations, including clubs. Provides an awareness of businesses and forms a knowledge-base from which students may draw as they progress through their careers.
Management II: Contemporary Issues	Links many issues and concepts explored in previous units, e.g. Marketing and Human Resource Management and related units, to develop effective operations strategies and service management techniques for tourism and hospitality enterprises, particularly clubs.
Management III: Strategic Management	Every organisation (large or small, in the private or public sectors) contains issues of strategy. Theories about strategies and strategic management are studied alongside illustrative and analytical cases from tourism and hospitality industries, in Australia and internationally.
Quality Management I: Food & Beverage	Examines the concept of quality and its implications for the providers of goods and services in the context of food and beverage operations in the club industry. Advocates a proactive approach to meeting and exceeding customer expectations of quality by examining numerous ways in which quality standards can be established and implemented throughout the food and beverage inventory cycle.
Quality Management II: Inventory	Builds on the material presented in the pre-requisite unit by examining the cost and quality control mechanisms that should be implemented during the purchase, storage and issue and sale of stock. Major areas covered include menu planning and analysis, stocktaking procedures, stock reconciliation, forecasting and maintaining economic volumes of stock, inventory valuation, and the implementation and analysis of management information systems to maintain inventory, financial and quality controls.
Quality Management III: Project	Intended to give participants a working knowledge of the fundamentals of Project Management. Covers the processes, skills and techniques in developing and implementing a project, from project conception and scope definition to project

Table 3 continued

Brief Description of Core Units in the Bachelor of Business in Club Management

Management	monitoring, control, timeframes and implementation. The processes, skills and techniques will be introduced progressively within a systems life cycle framework as if a project were actually being developed.
Quality Management IV: Functions & Meetings	Examines the cost and quality control mechanisms that should be implemented during the purchase, storage and issue and sale of stock. Major areas covered include menu planning and analysis, stocktaking procedure, stock reconciliation, forecasting and maintaining economic volumes of stock, inventory valuation and the implementation and analysis of management information systems to maintain inventory, financial and quality controls.
Finance & Information Systems I: Introduction	Designed to provide students with an understanding of the practical accounting and financial management concepts and principles applicable to club operations. The material covers a wide range of financial issues which are common to most commercial organisations but highlights specific applications within the club industry, and not-for-profit organisations.
Finance & Information Systems II: Analysis	Analysis of financial statements forms a major part of the evaluation of the club's performance. Managers have to demonstrate competence in utilising these reports for future decisions. Also addresses financial budgets and forecasting, analysis of income and expenditure, profit and loss statements and balance sheets.
Finance & Information Systems III: Financial Management	Introduces managers to facility and risk and the management and strategic implications of these factors within the club industry. Addresses the need to develop and implement policies for the risk management of club services including food, alcohol and gaming.
Human Resource Management I: Introduction	Provides an understanding of and develops skills in communications. Students are introduced to a wide range of communication concepts applicable to service based organisations. The dynamics of interpersonal, group and cross-cultural communication are examined, together with the requirements for effective business communication, mass communication and non-verbal communication. Attitudinal and motivational factors that affect organisational communication are also discussed.
Human Resource Management II: Planning	Concerned with the understanding and development of individual and group behaviour that can be used by managers to improve their human resource management skills. Covers the processes involved in staffing, organising resources, training and development, evaluating performance, planning and developing competent staff. Stresses the importance of organising resources effectively, including workforce planning and budgetary control and covers a knowledge of available training courses and training methods.
Human Resource Management III: Policies	Studies important areas in human resource management: the role of policy-making in club boards, industrial relations, management packages, recruitment procedures for management and evaluation of training strategies and methods.
Facility & Risk Management I: Legal Principles	Provides an overview of the Australian legal system and specific knowledge on the aspects of law which are likely to influence management of hospitality enterprises, particularly clubs. Makes students aware of the influence law has on business, the management of business and the implications of these responsibilities.
Facility & Risk Management II: Frameworks	Based on managing risk and facilities in the club industry. Examines how clubs implement policies and procedures to manage these areas. Club managers require knowledge in these areas in order to protect members and guests from safety hazards and the club from loss of profits. Examines the risk management process, and its potential to protect assets, ensure clubs meet legal challenges, continue business activities without major interruption or increased expenditure and protect personnel from accident and illness.
Facility & Risk Management III: Policies	Introduces managers to facility and risk and the management and strategic implications of these factors within the club industry. Addresses the need to develop and implement policies for the risk management of club services including food, alcohol and gaming.
Marketing I: Introduction	Examines the foundations of marketing that are developed to provide an understanding of the marketing activities conducted in the club industry. Concepts with particular relevance to the club industry are emphasised.
Marketing II: Strategies	Concerned with strategic considerations in the area of sales management and promotion. The language and practice of advertising comprises an important element within the unit which also considers the way certain strategic issues require a different approach in various club operations.
Marketing III: Management	Designed to build on material presented in Marketing I and II. These covered basic principles and applications in the club industry. This third level unit is an advanced one covering specifics enabling high level marketing management of a club to be handled effectively.

Source: Southern Cross University Handbook, (2000).

Table 3 provides a brief description of each core unit.

Benefits for the Club Industry

The discussion below explains how the Bachelor of Business in Club Management has realized many of the expected benefits of cooperative education partnerships for the Australian club industry.

- Legitimacy through enhanced professionalism. The Bachelor of Business in Club Management has assisted the club industry to develop one central feature of professionalism, a specialist theoretical knowledge base. By delving into the repositories of club managers' knowledge and skills, academics have formalized the knowledge and expertise into a distinct professional field. By clarifying its foundations on rational grounds, this academic knowledge transformation has helped validate the industry's professionalism and legitimize its professional work (Abbott, 1988; Eraut, 1996).
- Professional status for the industry and its participants. In an industry with uneven professional standards, further education adds status value for club managers through a shift from vocational to tertiary education, with an accompanying rise in self-esteem and industry status equivalent to other new professions such as marketing and information technology. Further, the Bachelor of Business in Club Management addresses the five major fields that professional tourism and hospitality managers need to be knowledgeable in - their organisation/s, its history, people and processes; the industry and its components; markets and suppliers; management; and self knowledge (Carroll, 1988; Leiper, 1995).
- Improved public perception of the industry. Numerous gambling regulations and rising legal obligations have multiplied managers' responsibilities, as governments seek to quell community concerns about gambling expansion. Such challenges can be better addressed through awareness of pertinent issues behind government decisions and how these issues shape public opinion. Striving for a positive public image is motivated in part by professional industry pride, but also by expertise developed through tertiary education. A recognized educated background provides a role model in the workplace and a capable, competent image of the industry to the public (Breen and Edwards-Williams, 1995).
- Maintaining an advantageous position through controlling abstract knowledge. Professional groups build and maintain an advantageous position for themselves

through developing then controlling abstract knowledge relating to that profession (Abbott, 1988). The central focus is on work and its management (Abbott, 1988). Researching, analyzing and documenting club managerial work practice has helped to clarify its theoretical base and locate the control of abstract knowledge firmly in the

hands of the club managers' professional body. Managers who traditionally have solved work-related problems from an experience knowledge base now have academic knowledge to underpin their solutions. This development and control over abstract knowledge has improved their competitive position through creating and sharing new knowledge with the association's members.

- Improving industry competitiveness through enhanced professional standards. Industries evolve because they need to perform well and stay competitive. Industry organizations generally want to develop an educated workforce, with further education acting as a motivating tool to retain staff, to develop loyalty, while also providing human resources appropriate to an increasingly competitive marketplace. One benefit of investing in staff capabilities is preparedness to meet greater challenges and deliver competitive results.

Managers who traditionally have solved work-related problems from an experience knowledge base now have academic knowledge to underpin their solutions

Benefits for Southern Cross University

The discussion below explains how the Bachelor of Business in Club Management has realized many of the expected benefits of cooperative education partnerships for Southern Cross University.

- Enhancing the range and quality of educational offerings. The Bachelor of Business in Club Management has extended the range of educational offerings at Southern Cross University, particularly as multiple awards and exit points are offered. Industry affiliation has optimized industry relevance of course content by allowing academics to incorporate the latest policy developments, and to embellish theory with practical examples and case studies of current practices in actual clubs. These close links with industry also have enhanced other educational offerings at the university through guest lectures, field trips and case studies involving clubs and their managers.
- Enhancing university status and reputation in the discipline. The Bachelor of Business in Club Management has been a springboard for developing staff expertise in club management and gaming, thus enhancing the university's status in the discipline. As a part of developing course materials and instruction, academic staff at Southern Cross University have played a substantial role in scholarship in the discipline, needing to gather, review, 'package' and research this material. Table 4 identifies research topics, sources of funding attracted and cooperative research opportunities

Table 4
Staff Research and Scholarship in the Discipline

Research Topics

- The lifecycle of club industry evolution
- Historical analysis of gambling in Australia
- Club gaming as a motivator of day trips
- Responsible service of alcohol in clubs
- Responsible provision of gaming in clubs
- Characteristics and gambling behavior of club patrons
- Socio-demographic profiles that support club gaming
- Problem gambling amongst club members
- Adequacy of problem gambling services
- Stakeholder influences on gambling involvement
- Substitute products for club gaming
- Social responsibility in gambling
- Female gambling patterns
- The first text on club management in Australia

Sources of Funding Attracted

- Casino Community Benefit Fund
- CMAA
- RCA

Cooperative Research Opportunities and Affiliations

- Australian Institute for Gambling Research
- Ethnic Affairs Commission
- NSW Ethnic Communities Council
- National Association for Gambling Studies
- Council of Social Service of NSW
- NSW Council on Problem Gambling
- NSW Gambling Issues Forum

and affiliations arising from the partnership.

- Enhancing university status and reputation for cooperative education partnerships. The Bachelor of Business in Club Management has also been a platform for gaining other cooperative education partnerships for the School of Tourism and Hospitality Management, including airlines, hotels, supermarket chains and restaurant and catering associations. In securing these partnerships, the university and the school have been able to demonstrate their expertise and experience in cooperative education partnerships, and in developing and delivering relevant, specifically designed courses to industry by distance education.
- Attracting additional student fees. The Bachelor of Business in Club Management is a full fee paying course, with the cost borne by the students and/or their employing clubs. These fees represent extra income for the university, additional to government funding for a quota-based number of undergraduate students. With the restrictions of this quota system, cooperative industry partnerships present one of the few mechanisms for universities to increase revenues.
- Attracting additional student numbers which lead to economies of scale. Additional student numbers can lead to economies of scale in curriculum development, use of university resources, marketing and administrative functions.
- Attracting funds for discipline development. Funds to develop course materials for the Bachelor of Business in Club Management have also helped to develop the discipline as a whole. This funding has been provided by the industry and university partners, along with a \$295,000 grant from the NSW Education and Training Foundation.

Discussion

That educational institutions and industry organizations acquire mutual benefits through cooperative education partnerships appears supported by the case example of the

For the university, the strongest positive effects have been innovations to improve education quality, university systems and services, and revenue generation from non-government funds

Bachelor of Business in Club Management. For both parties, the partnership has helped develop capabilities to adapt to changing market needs, to take advantage of opportunities, and to combat competitive pressures to ensure their survival. Through cooperation, each has enhanced their competitive advantage.

For the university, the strongest positive effects have been innovations to improve education quality, university systems and services, and revenue generation from non-government funds. The cooperative education partnership has catalyzed a review of current industry practices, adjustment of student systems, broadening of curricula and development of teaching and learning processes to meet industry needs. The School of Tourism and Hospitality Management has developed teaching in distance education, improved the quality of responsiveness to students, updated teaching material and won awards for the same in a university quality audit. The Bachelor of Business in Club Management has brought a diversity of mature students which pushed the university and school into developing new systems for recognition of prior learning, continuous entry and advanced standing, based on combinations of education, experience, skills, knowledge and challenges. From collaboration with industry partners, the resulting programs are relevant, progressive and viable. The university and school have developed a reputation for providing innovative, quality education courses for non-traditional students through centers for professional development.

However, while many benefits have accrued to the university, there may be a

downside to such partnerships. For example, Bowie (1994) identifies three potential problem areas relevant to joint educational programs between universities and industry – conflict of interest, conflict of commitment, and clash of business and academic values. These concerns are founded on the notion of undermining core academic values, which in turn can lead to distorted resource allocation and compromise of the university's mission. If power and resources shift to revenue-generating areas, universities may not be as effective in their basic educational mission. The creation of a public good, a well-rounded education, may be threatened by the economic benefits of producing a private good (Bowie, 1994). In a similar warning against university-industry partnerships, Dees (1998) maintains that it is one thing for businesses to pursue such risky ventures, but universities have a different implicit contract with their community. Taking risks for larger returns may not be an acceptable form of behavior for universities, and reflects a current clash of cultures between their not-for-profit agendas and their commercial imperatives.

However, Bowie contends that most potential conflicts can be managed effectively through contractual arrangements and thoughtfully developed university policies (Bowie, 1994). The cooperative education partnership underpinning the Bachelor of Business in Club Management has, in fact, contributed to a high degree of integration in the school's curricula and resources. The cross-fertilization of the industry programs with traditional education programs through interchanging staff, exchanging information, incorporating new resources into both types of programs, and constant contact with industry representatives, add value to the curricula, to staff teaching and to student learning. This resource exchange flows both ways. This sense of integration has been a stabilizing factor in the school. The cross-fertilization has reduced the possibility of professional boundary disputes or jurisdictional claims that could have resulted with the introduction of cooperative education partnership programs.

Further, measures have been taken in the Bachelor of Business in Club Management to avoid potential cultural tensions arising from perceptions that industry programs are inappropriate for traditional universities. These programs may sometimes not be considered as academically rigorous as traditional programs and there could be a lowering of academic standards for full fee paying students. Balancing commercial and educational objectives to reduce staff resistance is a serious matter. This balance is maintained by selecting staff through quality recruitment, by maintaining research output and quality comparable to other university departments, by applying the usual school and university standards to all student assessment, through objective public marking standards, and through standard criteria for award of qualifications.

For the industry partners, the major positive benefits of the Bachelor of Business in Club Management have been enhanced industry professionalism and legitimacy, increased professional status, better public image, control of abstract knowledge and improved industry competitiveness. However, some scholars have pointed to a possible downside for industry associations from cooperative education partnerships. For example, Bowie (1994:65) suggests that, from the industry point of view, university-business partnerships may not be as attractive as they first appear. He identifies some commercial disappointments amongst such partnerships, with some major players viewing theirs as 'charitable donations'. Potential problems Bowie (1994) identified were intellectual property conflict, publication delay, economic risks and distributive justice relate to ownership of patentable research, publication of commercially sensitive research findings, failure to transform research findings in a limited time line into useful products, and power and resources directed to research projects rather than on more equitable grounds. Similarly, Buttell (1997) maintains that some firms in the United States are abandoning university partnerships because the protections they demand against disclosure of proprietary information cannot readily be obtained in a university setting. They are now relying more on consulting and less formal relationships with individual university staff members. However, the problems raised above are applicable only where university-industry partnerships are based primarily on research. In contrast, the Bachelor

of Business in Club Management is based around an educational program. Research and consultancies that flow from the partnership are considered a 'bonus' by the industry partners, rather than the core product the partnership should produce. While the industry partners may contribute funds to such research and consultancy, there is no expectation of ownership or compromised methods and findings.

In summary, while this paper has not thoroughly investigated the 'disbenefits' of the Bachelor of Business in Club Management for the university and its partners, the discussion above provides a timely reminder that precautions need to be taken if the university's social contract is to remain intact in a climate of increased commercialization, and if it is to deliver the expected benefits to professional associations and industry.

Conclusion

Organizations which cooperate and collaborate manage relationships not just as a business deal, but more like a marriage (Kanter, 1994). The ability to create and sustain fruitful relationships gives organizations a significant competitive advantage. Three fundamental conditions must be present for successful cooperative business alliances – benefits for both partners; genuine collaboration through working together rather than simply exchanging ideas; and building up personal connections rather than strict control (Kanter, 1994). These, according to Kanter (1994) and Oliner and Oliner (1995), are the best ways to promote positive relationships. Such partnerships represent holistic cooperation rather than fragmented piecemeal attempts at solving organizational problems.

University–industry partnerships will be a major influence on the structure of higher education, knowledge generation, and technological change well into the 21st century (Buttel, 1997). The cooperative education partnership underpinning the Bachelor of Business in Club Management provides one example in gaming-related education where such cooperation has been nurtured to provide competitive advantages for the university and its industry partners.

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