Enterprise and Acumen: Real World Information Skills and Employability for Business Graduates

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Information Skills applied to Business context?

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Research Skill Development Framework

www.rsd.edu.au

A conceptual framework for the explicit, coherent, incremental and spiralling development of students' research skills

Extent of Students' Autonomy

Facet of Research	Level 1 (Prescribed Research) Highly structured directions and modelling from educator prompt student research	Level 2 (Bounded Research) Boundaries set by and limited directions from educator channel student research	Level 3 (Scaffolded Research) Scaffolds placed by educator shape student independent research	Level 4 (Student-initiated Research) Students initiate the research and this is guided by the educator	Level 5 (Open Research) Students research within self-determined guidelines that are in accord with discipline or context.
a. Embark & Clarify Respond to or initiate research and clarify or determine what knowledge is required, heeding ethical/cultural and social/team considerations. — Curious	Respond to questions/tasks arising explicitly from a closed inquiry. Use a provided structured approach to clarify questions, terms, requirements and expectations.	Respond to questions/tasks required by and implicit in a closed inquiry. Choose from several provided structures to clarify questions, terms, requirements and expectations.	Respond to questions/tasks generated from a closed inquiry. Choose from a range of provided structures or approaches to clarify questions, terms, requirements and expectations.	*"Generate questions/aims/ hypotheses framed within structured guidelines"*.	*"Generate questions/aims/ hypotheses based on experience, expertise and literature"*.
b. Find & Generate Find and generate needed information/data using appropriate methodology. — Determined	Collect and record required information or data using a prescribed methodology from a prescribed source in which the information/data is clearly evident.	Collect and record required information/data using a prescribed methodology from prescribed source/s in which the information/ data is not clearly evident.	Collect and record required information/data from self-selected sources using one of several prescribed methodologies.	Collect and record self-determined information/ data from self-selected sources, choosing an appropriate methodology based on structured guidelines.	Collect and record self-determined information/data from self-selected sources, choosing or devising an appropriate methodology with self-structured guidelines.
c. Evaluate & Reflect Determine and critique the degree of credibility of selected sources and of data generated, and reflect on the research processes used. — Discerning	Evaluate information/data and reflects on inquiry process using simple prescribed criteria.	Evaluate information/data and reflect on the inquiry process using given criteria.	Evaluate information/data and inquiry process using criteria related to the aims of the inquiry. Reflect insightfully to improve own processes used.	Evaluate information/data and the inquiry process comprehensively using self-determined criteria developed within structured guidelines. Reflect insightfully to refine others' processes.	Evaluate information/data and inquiry process rigorously using self-generated criteria based on experience, expertise and the literature. Reflect insightfully to renew others' processes.
d. Organise & Manage Organise information and data to reveal patterns and themes, and manage teams and research processes. — Harmonising	Organise information/data using prescribed structure. Manage linear process provided.	Organise information/data using a choice of given structures. Manage a process which has alternative pathways.	Organise information/data using recommended structures. Manage self-determined processes with multiple possible pathways.	Organise information/data using student-determined structures, and manage the processes, within the parameters set by the guidelines.	Organise information/data using student-determined structures and management of processes.
e. Analyse & Synthesise Analyse information/data critically and synthesise new knowledge to produce coherent individual/team understandings. — Creative	Analyse and synthesise information/data to reproduce existing knowledge in prescribed formats. *"Ask emergent questions of clarification/curiosity"*.	Analyse and synthesise information/data to reorganize existing knowledge in standard formats. *"Ask relevant, researchable questions emerging from the research"*.	Analyse and synthesise information/data to construct emergent knowledge. *"Ask rigorous, researchable questions based on new understandings"*.	Analyse and create information/data to fill knowledge gaps stated by others.	Analyse and create information/data to fill student-identified gaps or extend knowledge.
f. Communicate and Apply Write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, social and cultural (ESC) issues. — Constructive	Use mainly lay language and prescribed genre to demonstrate understanding for lecturer/ teacher as audience. Apply to a similar context the knowledge developed. Follow prompts on ESC issues.	Use some discipline-specific language and prescribed genre to demonstrate understanding from a stated perspective and for a specified audience. Apply to different contexts the knowledge developed. Specify ESC issues.	Use discipline-specific language and genres to demonstrate scholarly understanding for a specified audience. Apply the knowledge developed to diverse contexts. Specify ESC issues in initiating, conducting and communicating.	Use discipline-specific language and genres to address gaps of a self-selected audience. Apply innovatively the knowledge developed to a different context. Probe and specify ESC issues in each relevant context.	Use appropriate language and genre to extend the knowledge of a range of audiences. Apply innovatively the knowledge developed to multiple contexts. Probe and specify ESC issues that emerge broadly.

What characterises the difference between 'search' and 'research'? More searching and more data generation is just a 'biggasearch'! Research is **when students...**

... spiral through the facets, adding degrees of rigour and discernment as they dig and delve.

Research Skill Development (RSD), a conceptual framework for Primary school to PhD, developed by John Willison and Kerry O'Regan ®, October, 2006/November, 2012. Facets based on: ANZIIL (2004) Standards & Bloom's et al (1956) Taxonomy.
* *Framing researchable questions often requires a high degree of guidance and modelling for students and, initially, may need to be scaffolded as an outcome of the researching process (Facet E, Levels 1-3). After development, more students are able to initiate research (Facet A, Levels 4 & 5)*. The perpendicular font reflects the diverse and confluent nature of research. Framework, resources, learning modules and references available at http://www.rsd.edu.au. For info: john.willison@adelaide.edu.au

Some key research papers…

Bruce, CS 1999, 'Workplace experiences of information literacy', *International Journal of Information Management*, vol. 19, no. 1, pp. 33-47

Goldstein, S 2014, *Transferring information know-how Information literacy at the interface between higher education and employment*, <www.researchinfonet.org>

Head, AJ, Hoeck, MV, Eschler, J & Fullerton, S 2013, 'What information competencies matter in today's workplace?', *Library and Information Research*, vol. 37, no. 114.

Inskip, C 2014, *Information literacy is for life, not just for a good degree: a literature review*. CILIP, London.

Lloyd, A 2011, Trapped between a rock and a hard place: what counts as information literacy in the workplace and how is it conceptualised? *Library Trends* 60/2 277-298

Sokoloff, J 2011, 'Information literacy in the workplace: employer expectations', *Journal of Business & Finance Librarianship*, vol. 17, no. 1, pp. 1-17.

Our research questions:

What information skills are of practical value to graduates entering the workforce in GWS and their employers?

To what extent do the information literacy skills taught at university transfer to the workplace or need to be adapted?

Research methodology:

Exploratory qualitative study

Interviews with 12 recent graduates and 12 supervisors

Interviews: semi-structured conversations following a question script

Ethics approval from Western Sydney University: H11278

Thematic analysis of transcripts – assisted by academics Melissa Donald and Louise Kippist

Interview questions:

1. Please summarise the work of your business

2. What information skills would be relevant to graduates working in your workplace?

- What activities.. what resources or tools .. what skills needed .. give an example of use of information to solve workplace issue.. what do you use to manage information … how do you assess quality of information… how important are ethical issues?

3. What do you understand by “information literacy”?

4. How important is the University graduate attribute of information literacy for graduates working in your business?

5. Do you consider information skills when recruiting?

6. Do you find graduates are well prepared in terms of information skills?

7. What are the most important skills for graduates?

8. Are university graduates well prepared in terms of broader skills and knowledge?

9. What else could Western Sydney University do to prepare graduates to work in your business?

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Windows into the workplace: Case studies

Employers

Graduates

Enterprise and Acumen

Case Studies from the New Digital Coalface

Graduate A: Financial planner

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Case Studies from the New Digital Coalface

Graduate B: Communications officer

Enterprise and Acumen

Case Studies from the New Digital Coalface

Employer B
Not for profit service provider

In a competitive environment
'Information skills means
'informed decisions'

Enterprise and Acumen

Case Studies from the New Digital Coalface

Employer A: Managing Director

Information is a *"critical factor"* and inability to do market research or a business forecast is a *"real limiting factor on the business".*

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How relevant is the term "Information Literacy" in the 21st century workplace?

Enterprise and Acumen
Window into the workplace

"evaluating information is key in a business setting as it forms your credibility and reliability"

Graduate B

Enterprise and Acumen
Window into the workplace

Graduate C:

information skills are a "*foundation for a professional future*"

Enterprise and Acumen

Case Studies from the New Digital Coalface

‘*Information skills are important in our knowledge-based industry and library resources are a goldmine*’

Graduate Interview (Financial Planner)

With the ‘*digital explosion*’ we need to ‘*know how to filter*’

Graduate Interview (start up entrepreneur)

Key Flavours: Employers

‘Electronic Collage’ or Information Mural

Synthesising Information

Social Information Sources

Business News and Business Acumen

Enterprise and Acumen

Case Studies from the New Digital Coalface

'So few of them read the daily press and the business journals, developing their business acumen.

Employer Interview (Accounting Firm)

'What happens in the real world or social information in the workplace as an information source' and *'cultural and social aspects of informal conversation'*

Employer Interview (Accounting Firm)

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Key Flavours: Graduates

Knowledge Economy

Social Information Sources

Contextualising Information

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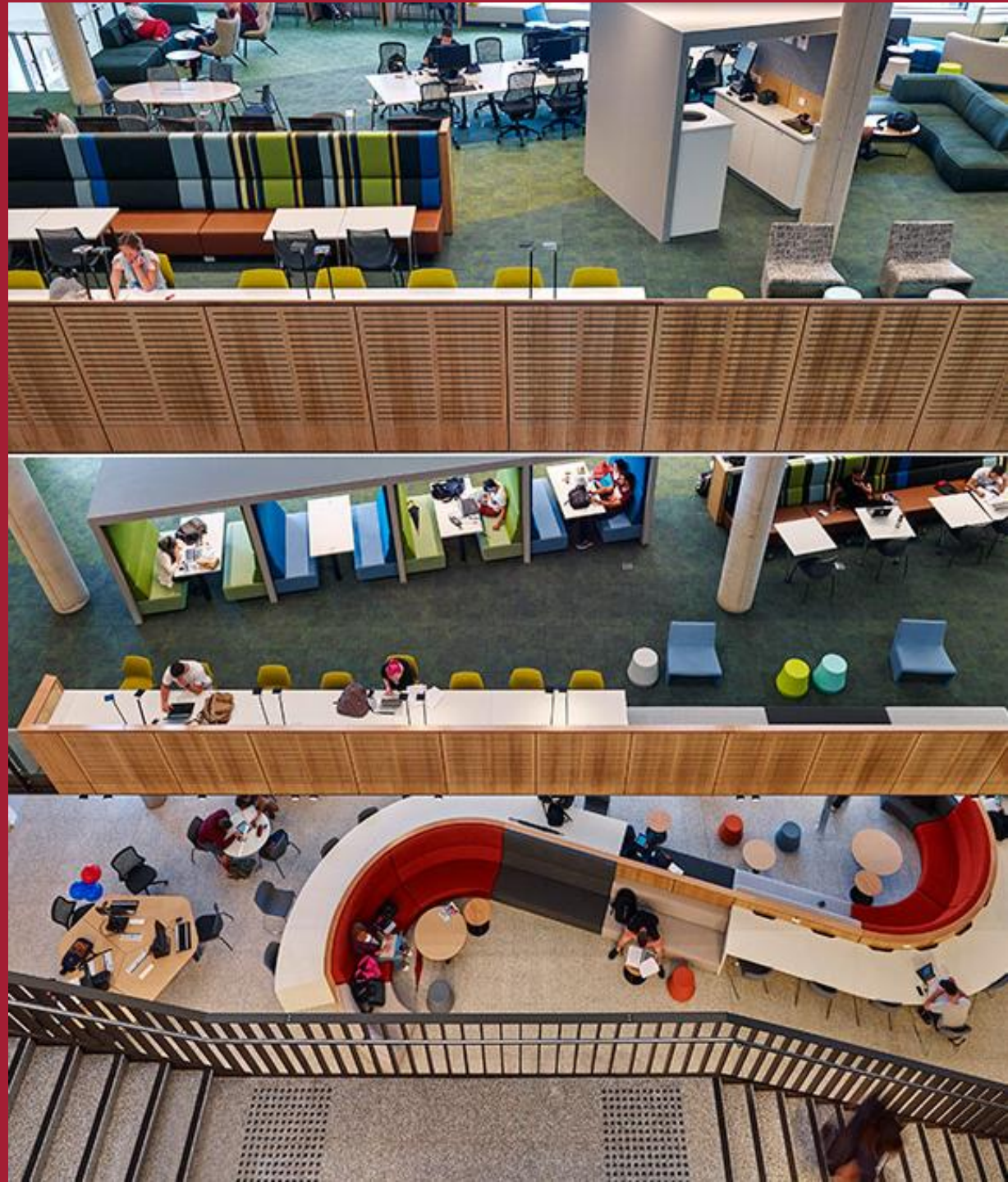
Library Outcomes:

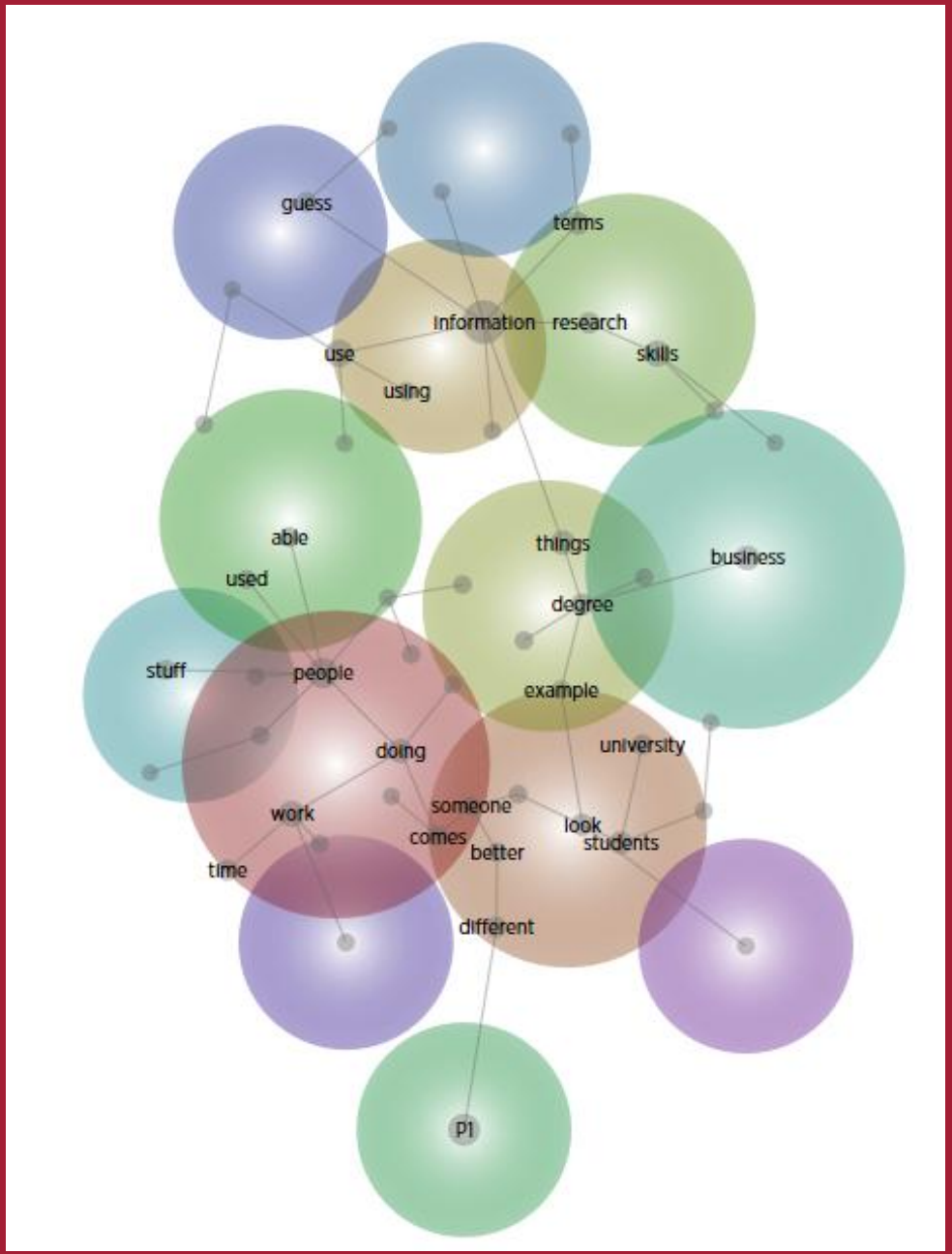
West Project

Blended Learning

Case Studies

Experiential Learning
(WSU Learning Futures Plan)





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Bigger Picture:

Leximancer Themes and Concepts

Theme	Connectivity	Relevance
people	100%	
students	75%	
information	73%	
things	60%	
skills	47%	
able	35%	
P1	25%	
business	25%	
stuff	19%	
workplace	16%	
guess	14%	
experience	06%	
probably	06%	

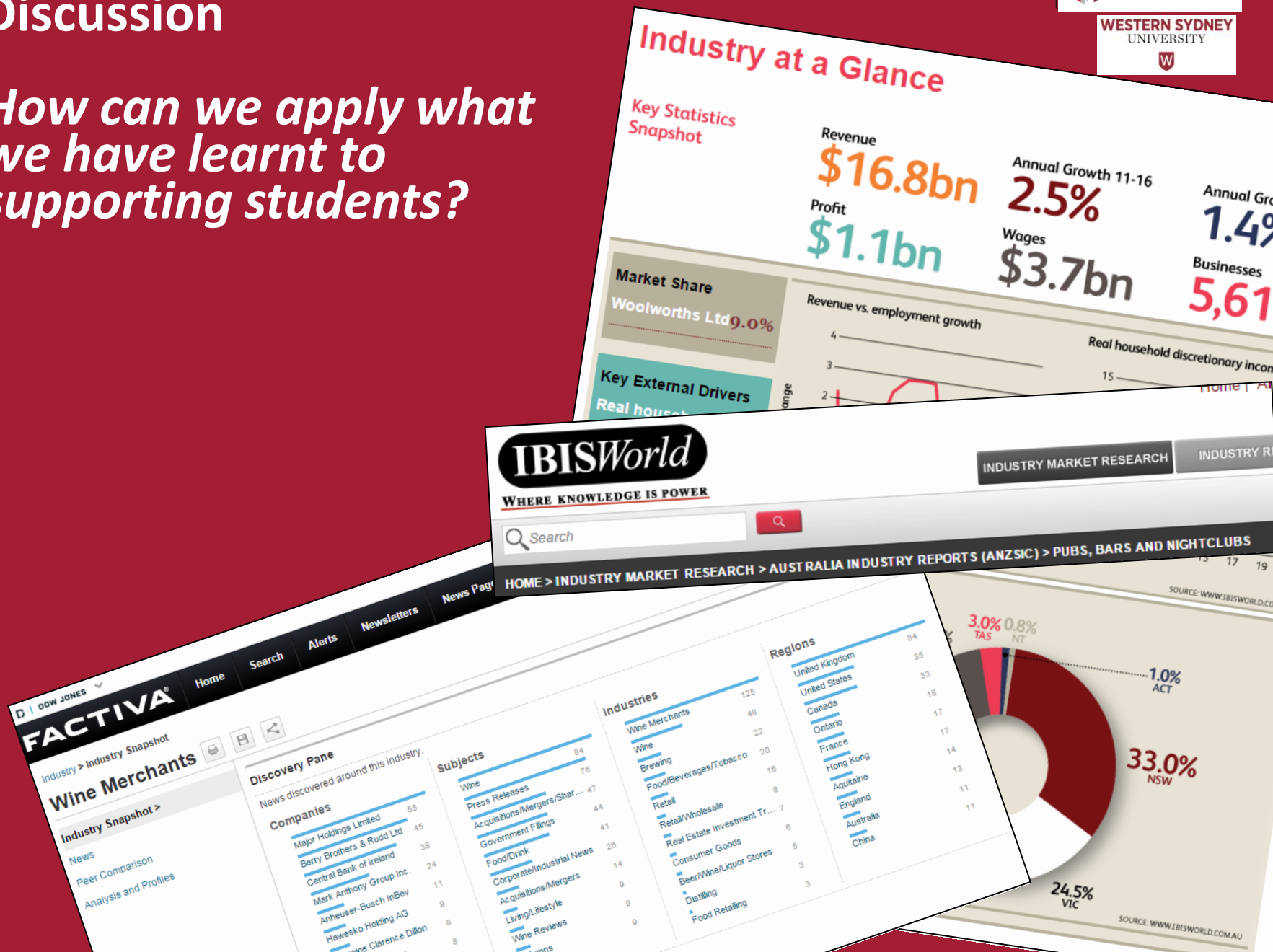
Conclusions:

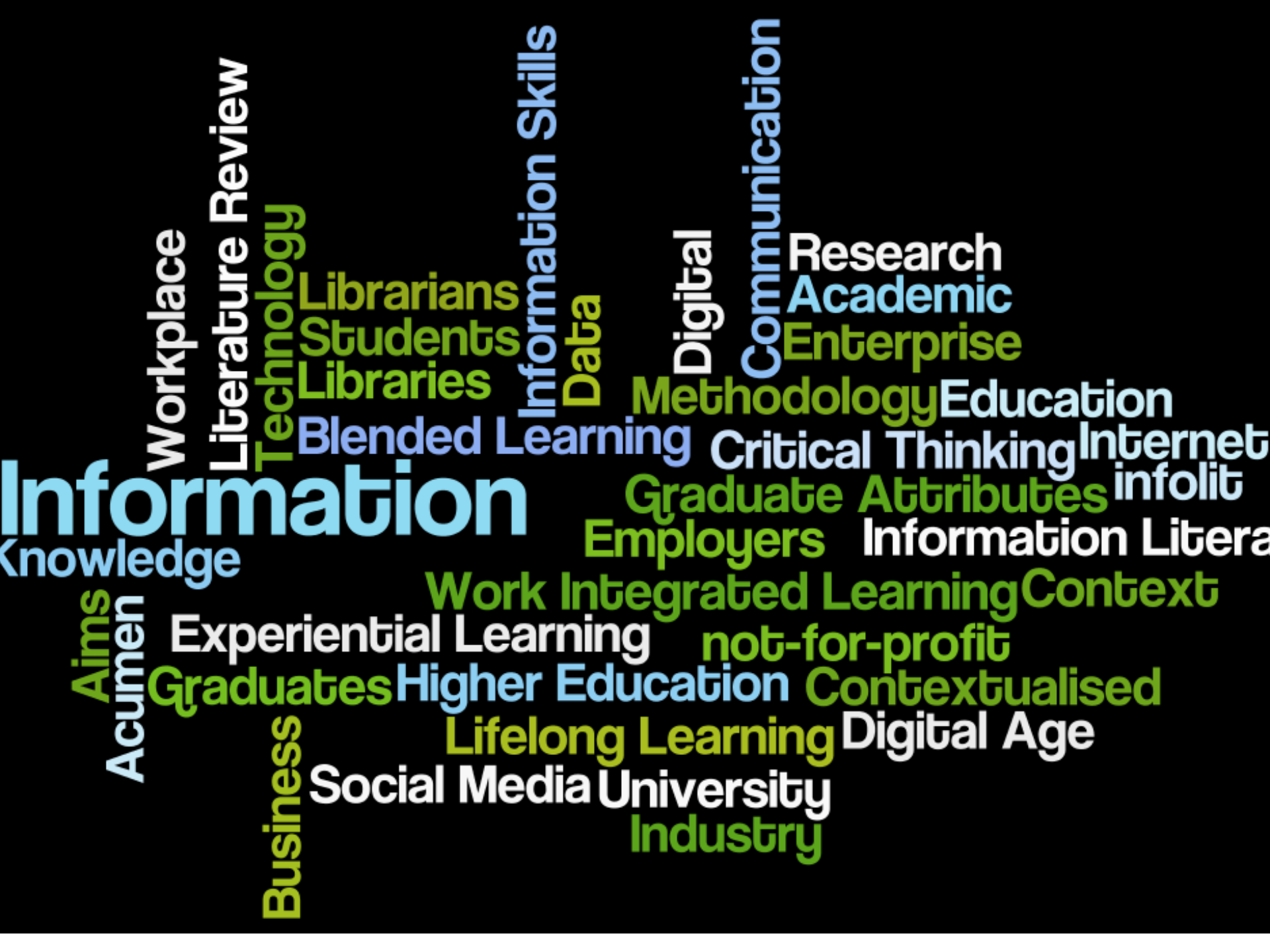
Praxis in the Information Jungle

Hugh Tobin Flickr http://flickrhivemind.net/User/hugh%20tobin/Interesting

Discussion

How can we apply what we have learnt to supporting students?




Information
Knowledge
Blended Learning
Librarians
Students
Libraries
Technology
Literature Review
Workplace
Information Skills
Data
Digital
Communication
Research
Academic
Enterprise
Methodology
Education
Critical Thinking
Internet
infolit
Graduate Attributes
Employers
Information Litera
Work Integrated Learning
Context
Experiential Learning
not-for-profit
Aims
Acumen
Graduates
Higher Education
Contextualised
Lifelong Learning
Digital Age
Business
Social Media
University
Industry