The graduate employability lens on the SCONUL Seven Pillars of Information Literacy

Pillar 1 – IDENTIFY

Understands	Is able to
- The business needs and problem-solving requirements of enterprises, and how information / data can help meet such needs - The differences between information environments in academic and enterprise settings - That information / data serve as an important basis for organisational knowledge - That enterprises and their employees (individually or in teams) constantly produce new information / data - The nature of information / data required to meet the expectations of customers/users, and to provide customer/user satisfaction - What one's role and position in the enterprise implies with regards to the use and handling of information / data - That being information literate is an important contributor to managing career paths, understanding the changing nature of work and navigating the complexities and uncertainties of rapidly-changing employment environments - That being information literate helps individuals to develop the critical and reflective abilities necessary for successful lifelong learning and self-development	- Identify and recognise a lack of knowledge in a business area - Exhibit an positive, can-do attitude, a willingness to learn and a sense of natural curiosity, and apply these qualities to the setting of the enterprise - Recognise the nature and forms taken by information / data that are needed to help resolve business questions or problems, and more generally to help reach workplace objectives - Recognise the relative place of academic and business information / data, where appropriate, for meeting business needs - Keep informed about career options, and evolutions in the job market and in the nature of work

Pillar 2 – SCOPE

Understands	Is able to
• The nature, scale, diversity, context-specificity and different formats of information, data and knowledge created by enterprises • That the diverse nature of the information environments likely to be encountered over a lifelong career reflects the diverse nature of the information environments likely to be encountered over a lifelong career • The importance of keeping constantly informed about the needs and expectations of customers and users • The relationship between information and knowledge, and how this contributes to organisational goals • How being information literate may contribute to entrepreneurship, and associated organisational factors such as: creativity, innovation, openness to new ideas, disruptive thinking, collaboration and risk-taking • That the nature and purpose of information / data created and used by enterprises is less linear, less predictable, more diffuse and often more open-ended than what is encountered as a university student or more generally in academia • That access to academic sources of information may be limited in business environments	• Recognise existing and new business information / data, keeping up to date with business-relevant information and the means of accessing this • Identify the information / data that best meet the needs of any particular working environment, given the varied, complex and context-driven needs of different enterprises • Identify who within the enterprise is best able to provide advice, guidance and support in obtaining information / data • Determine the amount of information or data needed to resolve business questions and problems, to propose solutions and to make decisions accordingly • Consider the costs and benefits of time spent acquiring information / data, particularly with regards to meeting deadlines, and prioritise accordingly

Pillars 3 / 4 – PLAN / GATHER

Understands	Is able to
• The diversified sources of information / data (either systems or people) within and outwith the enterprise • The dynamic, fluid and ever-evolving way in which information, data and knowledge flow within the enterprise • The structure and culture of the enterprise, how this differs from academic culture, and how this might impact on these flows • The importance of adapting to the information environment of the enterprise, following the transition from the academic world • The ways in which business intelligence may be obtained, including information about customers / users, collaborative business partners and competitors • That organisational information may be chaotic, messy, unpredictable and not always readily available • The importance of being methodical and patient when searching for information / data • That there may be constraints (e.g. time, resources) which make it difficult to locate information with academic rigour • That approaches to searching for and locating information / data will necessarily vary across a lifelong career, reflecting the different business environments likely to be encountered	• Determine how the identification and tapping of information / data can help to address business challenges • Define and enact information-locating strategies and methodologies that are constantly adapted to the requirements and constraints of business environments • Identify relevant sources of information / data, internal and external to the enterprise, including alternative sources that haven't previously been used • Identify available tools and resources (including Open Access resources) to access relevant academic information / data where they are needed for business purposes • Identify the organisational contacts, teams and networks in which information and knowledge are vested • Tap into the organisational knowledge of the enterprise, however diffuse this may be • Make us of colleagues, develop organisational contacts and exploit organisational teams, networks and group dynamics as valuable sources of information and knowledge • Define and pose questions that are necessary for obtaining and extracting relevant organisational information • Contribute to and help develop an organisational culture that promotes and fosters flows of information, data and knowledge within enterprises

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Pillar 5 – EVALUATE

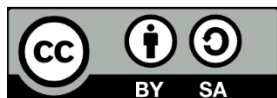| Understands	Is able to
- The importance of critical thinking about information / data in business settings - How the evaluation and analysis of information / data contributes to problem-solving, finding solutions, decision-making and the development of an organisational knowledge base - That employability implies a commitment to lifelong learning and personal development, with an emphasis on the fostering of critical, reflective abilities	- Develop and apply learning strategies and methodologies – dependent on context, business need or career development purposes – for broadening critical and reflective abilities - Use and review information / data to resolve business questions and problems imaginatively and innovatively, propose solutions and take decisions accordingly - Assess the quality, accuracy, relevance, bias, reputation and credibility of the sources of information / data that are being used - Think critically to evaluate and analyse information / data that are relevant for meeting organisational goals - Make informed decisions about job and/or career choices, emerging employment opportunities and lifelong learning goals

Pillar 6 – MANAGE

Understands	Is able to
• The importance of being systematic and efficient in the organisation, management and preservation of information / data • The importance of integrity in the handling and management of information / data, notably with regards to meeting ethical and legal obligations	• Demonstrate an ability for self-management and rigour in the processes of searching for, evaluating and analysing information / data • Manage, manipulate and interpret information / data, paying heed to ethical and legal requirements • Manage workplace relationships and foster networks as a means of drawing on organisational knowledge • Make use of the collaborative potential of digital technologies, including social networking tools, as a means of creating and sharing information / data • Use information to help manage one's longer-term career path and lifelong learning needs, and to plan strategically

Pillar 7 – PRESENT

Understands	Is able to
• How information / data is shared within the enterprise, and externally with customers/users • The importance of effective and persuasive verbal, visual and written communication of information • The channels, both formal and informal, networks and individuals to be exploited for sharing information / data within and outwith enterprises • The different and varied nature of business audiences, the importance of developing a cultural awareness of these audiences and the need to adapt the presentation of information / data accordingly • The importance of training in information use that is adapted to the needs of enterprises • The importance of attribution and recognition of sources, and other ethical and legal issues relevant to the dissemination of information / data	• Share information / data with colleagues, associates and customers/users, deploying judgement about the best means of doing so • Foster and take advantage of professional relationship, organisational contacts and teamwork to maximise the benefits of sharing information / data • Structure, package and communicate information / data persuasively (verbally, visually and in writing), in a way that is pertinent and clear to the different intended audiences • Use information / data as a basis for influencing and negotiating • Motivate and/or instruct colleagues, associates, customers / users in the identification and use of information or data • Explain licensing and copyright issues, including Creative Commons, inasmuch as they relate to the sharing and dissemination of information / data

This lens comes from the full report, 'A graduate employability lens for the SCONUL Seven Pillars of Information Literacy -- incorporating a review of sources on how graduate employability relates to information know-how', produced for SCONUL in December 2015 by Stéphane Goldstein of InformAll. The full report is available on our website www.sconul.ac.uk.

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