



WPL in SA Hospitality Industry:

A Pilot Study

B van Wyk

L Webster

IATUL 2018

Overview

- Introduction
- Hospitality WPL needs
- The current state of WPL practices
- Survey
- Findings
- Recommendations
- Further research
- References



WHAT GRADUATES NEED FOR EMPLOYABILITY

- Skills for work readiness
- Real-life industry exposure
- Digital literacies
- Realistic expectations

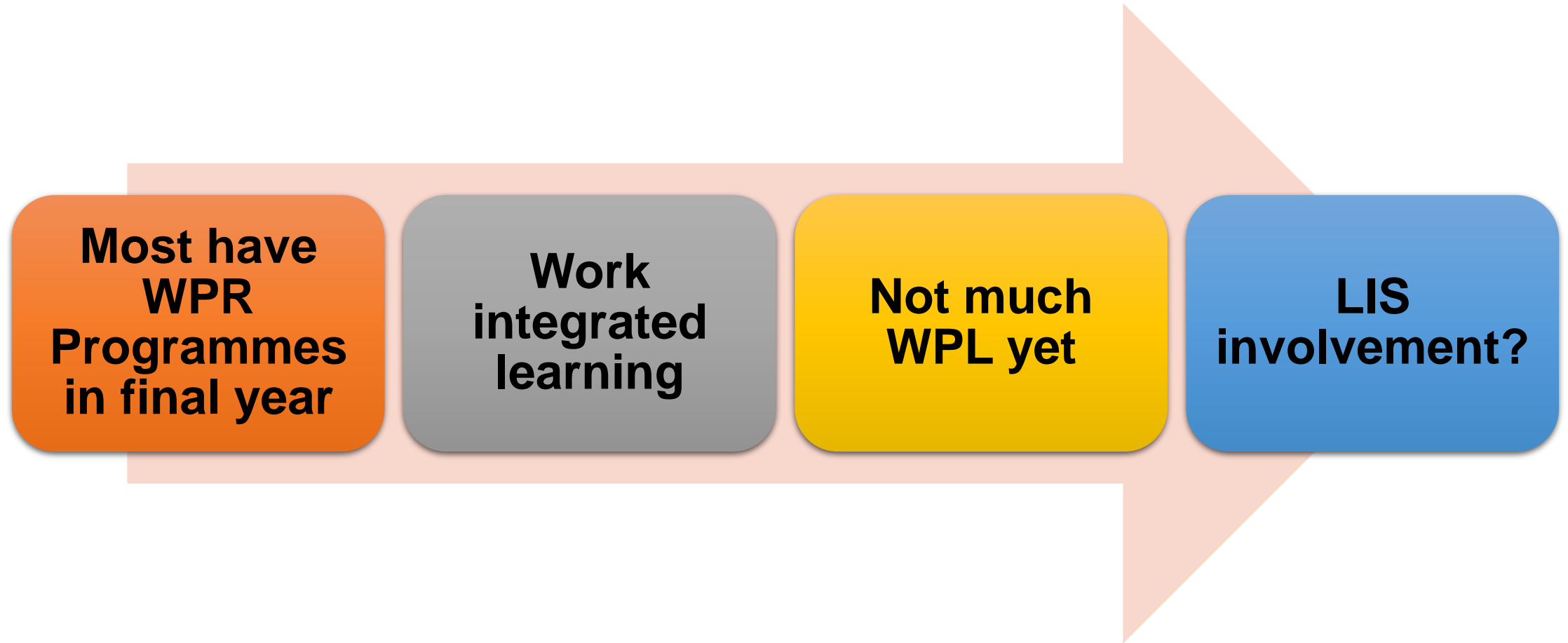
What can we do differently?



LIS impact on WPL globally

- LIS does not have the desired impact (Inskip , 2015; Gilbert, 2017)
- Questionable success of transferability of information and vocational literacy skills from academia into the workplace (CILIP Information Literacy Group, 2018)

The state of WPL at SA universities





The purpose of the joint pilot study

- Industry?
- LIS involvement in current WPR programmes
- Get insights into the role of LIS
- Paucity in SA research
- Next step?

Methodology

- Empirical case study
- Purposive sampling
- Online survey questionnaire (Likert and open – ended)
- Target population 1 hotel group
- 39 General managers and training managers of one hotel group



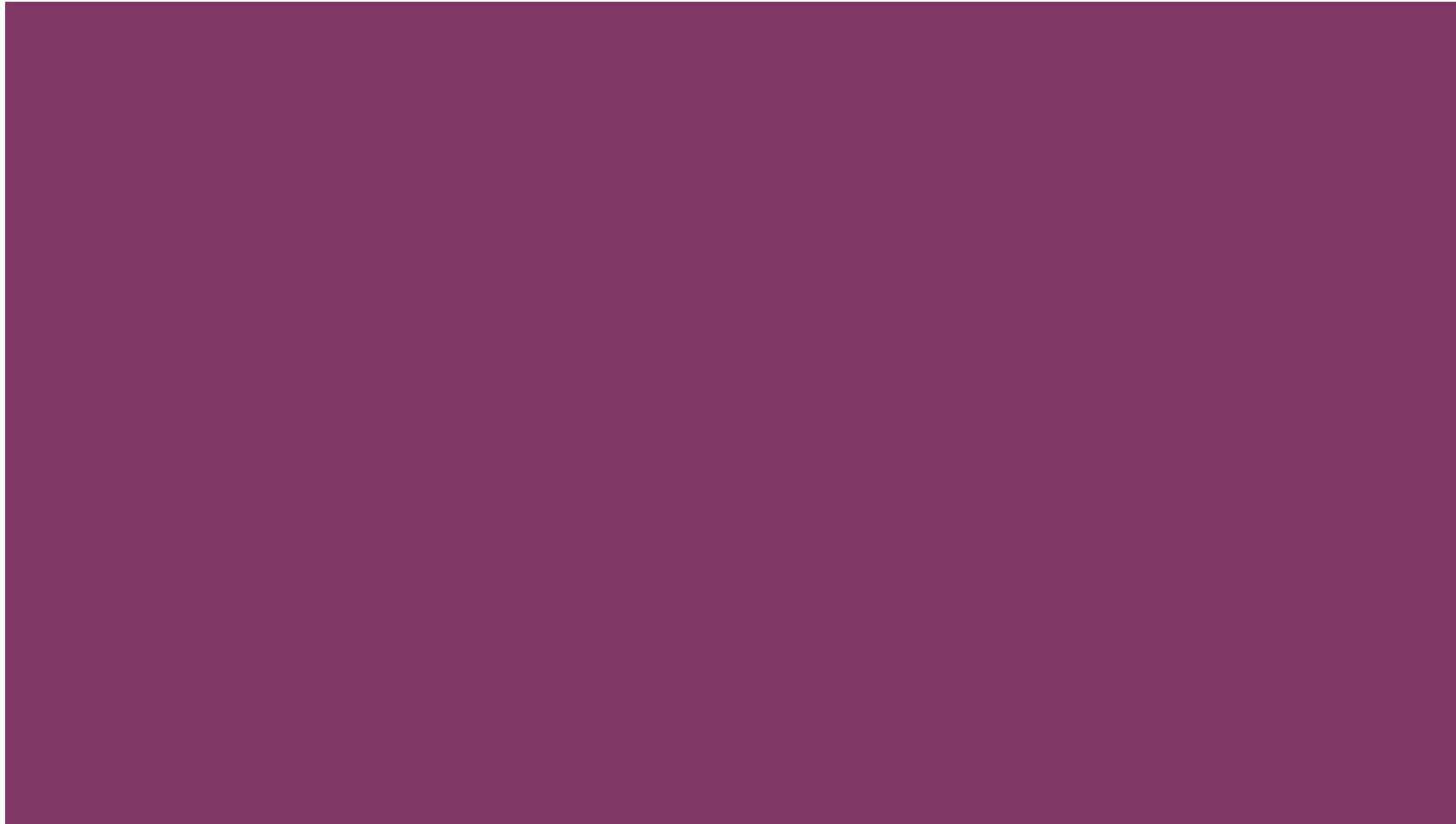
Findings

On-line survey questionnaire to HR,
training managers and general managers

81% response rate

Findings indicate a need for more
alignment with industry, more preparation
of graduate to be work place ready

Employment possibilities in the target group



Employment possibilities

Front desk

- Reception

Food industry

- Chef
- Cook
- Beverage manager

Management

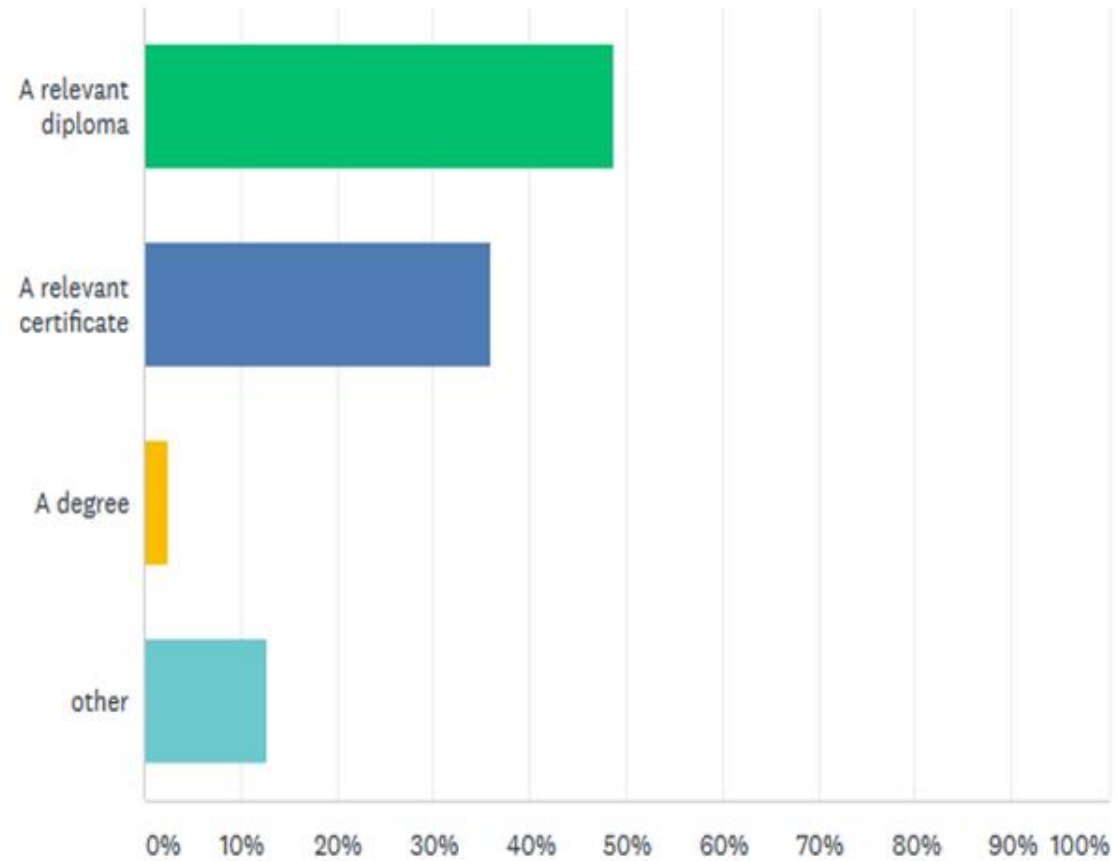
General manager

Events manager

Need for SLPs?

Which of the following qualifications do you require from employees?


Answered: 39 Skipped: 0





Databases for Web proficiency?

- Tripadvisor
- LobsterLink
- Leadership Online
- LinkedIn
- TedEd
- Hospitalitynet.org
- Ideas

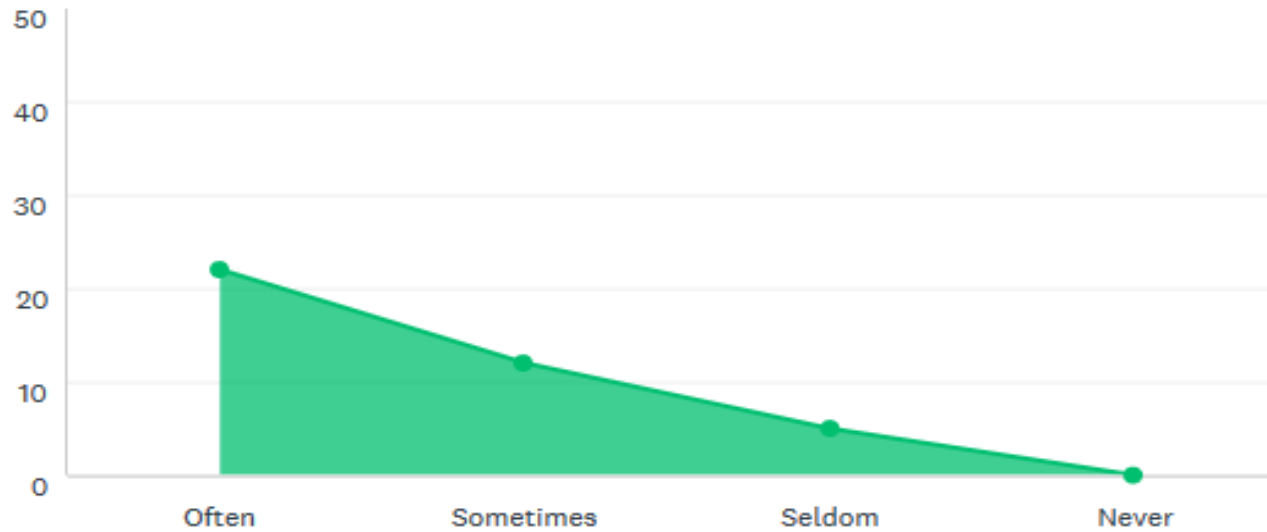
The background of the slide features a series of thin, curved lines in shades of gray, creating a sense of motion and depth. These lines are more prominent on the left side and fade towards the right.

Some skill requirements identified from survey:

- Service orientation and service standards
- Information security, Information privacy
- Netiquette
- Soft skills
- Communication skills
- EQ, AQ
- Professional conduct
- Conflict handling
- Self-determent learning, lifelong learning
- Networking
- Health and safety
- Web navigation
- Info evaluation and on-line evaluation

How often do you need to retrain new employees to be information literate?

Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
Often	56.41%	22
Sometimes	30.77%	12
Seldom	12.82%	5
Never	0.00%	0
Total Respondents: 39		



Analysis

- Gap between knowledge of graduates and industry expectations
- Information society complexities and disruptive technology of 4IR underestimated
- The role of academic libraries are untapped

Reality of our ecosystem

HE challenged and not always supported by quality of T&L in secondary education (WEF) :

- Create adaptability for demands of 4IR
- Increase exposure and experience to hospitality and tourism landscape
- Build better general knowledge
- Create service orientation





Recommendations

- **Develop industry CoPs**
- **Network with ISBs**
- **Library involvement to be defined, planned and lobbied**
- **Develop WPL for 21st century learning**

By watching	By imitating	Practising ('trial and error')	They need feedback	Through conversation
Teaching and helping	Real world problem solving	Enquiry	Listening, transcribing and remembering	Drafting and sketching
Being coached	Competing	Virtual environments	Simulation and role play	Games

How do 21st century students learn?
Guidelines for vocational pedagogies



Further studies

- **Results of pilot study indicative of need for further research**
- **Include exploring students perceptions and expectations**
- **Investigating broader Tourism and Hospitality Industries**
- **Investigate 4IR needs in a changing world of work - AQ**

Taking the findings from the pilot study further

- Study included a section of the industry
- Need for further research to include students, academics and librarians
- Expand to other industry partners
- WPL in SA Libraries needs much more awareness

Theoretical frameworks to consider for further research

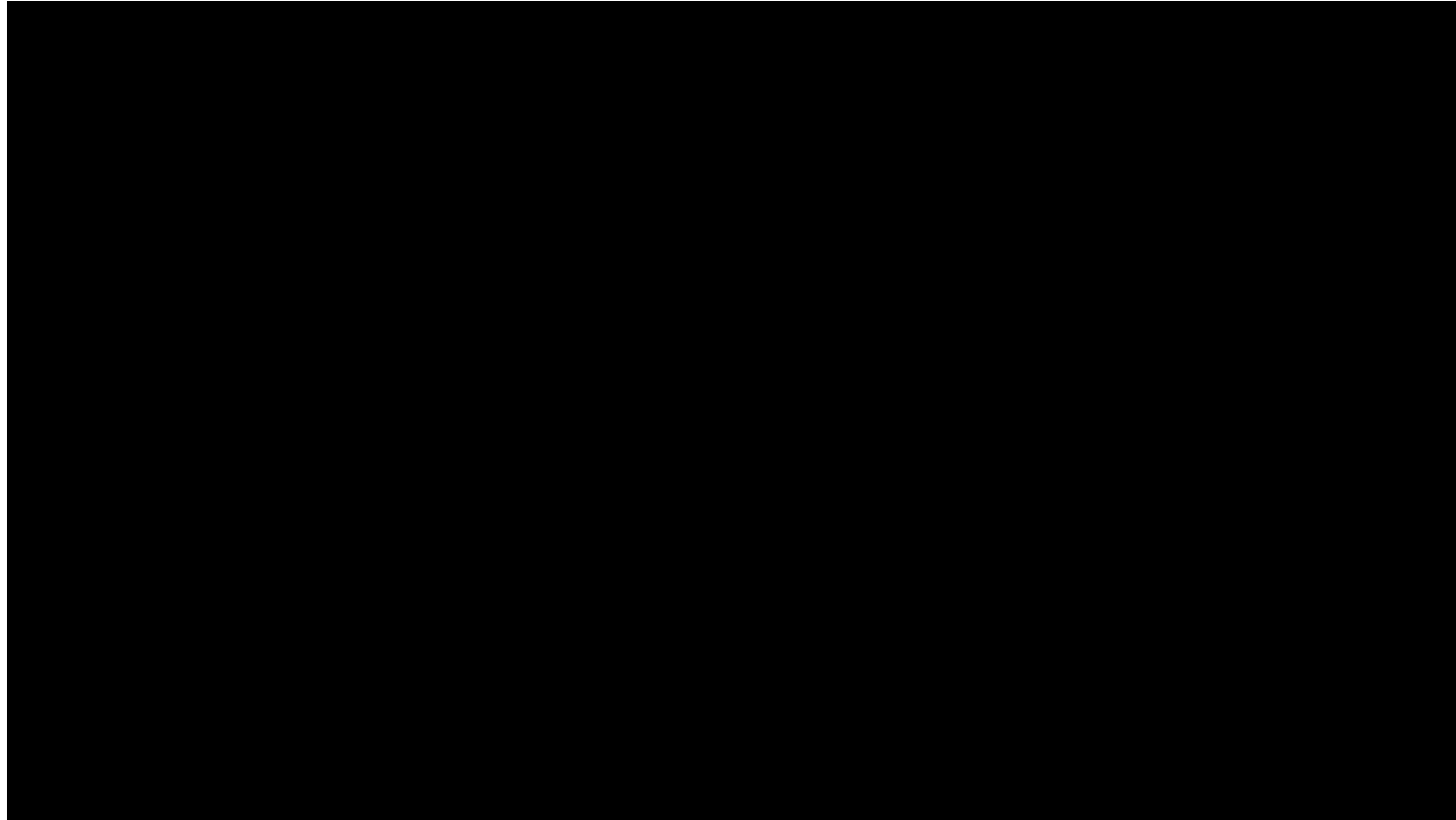
- Multidimensional
- Psychological; experimental psychology
- Linguistic
- Socio-cultural
- **UNESCO – the demands of literacy in a complex world (Verhoeven, 1994)**
- **New Literacy Studies (NLS)**

What is next?

- Advocacy and buy-in from Faculty
- Train librarians in WPL, HTG
- Develop scaffolding programmes and introduce early in studies
- Aligning with 21st Learning - 4C's
- LIS programmes to bring in augmented realities and virtual learning as exposure to real-life work environment
- CoPs – lecturers, LIS, career development
- LIS to align with global WPL trends

Augmented and virtual realities used in training and exhibitions may close exposure and expectation gaps

https://youtu.be/JhXM_QaWRko





References

- Association of College & Research Libraries. 2000. Information literacy competency standards for higher education. Available <http://www.ala.org/acrl/standards/informationliteracycompetency>. [26 March 2018]
- Chung-Kai Li, Chia-Hung Hung, 2010. An examination of the mediating role of person-job fit in relations between information literacy and work outcomes. Journal of Workplace Learning, Vol. 22 Issue: 5 (306-318), Available: <https://doi.org/10.1108/13665621011053217> [26 March 2018]/
- CILIP, 2017. Conference Proceedings: 5-7 July 2017, Manchester, UK
- Gilbert, S. 2017. Information literacy skills in the workplace, examining early career advertising professionals. Colorado University Scholar. Access September 2018 https://scholar.colorado.edu/libr_facpapers/77/
- Inskip, C; (2015) What is workplace information literacy? A comparison of views from the chalkface and the workplace. Presented at: Librarians' Information Literacy Annual Conference LILAC, Newcastle.
- World Economic Forum (30 November 2018) What are 21st Century Skills every student needs? <https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>
- World Economic Forum, 2016. The Global Information Technology Report: Innovating in a digital economy, Geneva: WEF/INSEAD

All images and video clips used with permission

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large, solid green oval is positioned in the center-right of the frame. A thick, dark gray curved line sweeps from the bottom left towards the green oval.

Thank you