

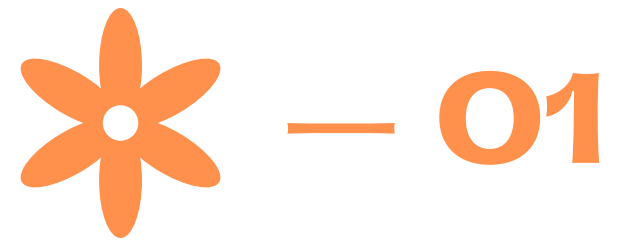


# HUMANITIES FOR LIFE

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**PARENT INFORMATION**

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## **THIS INFORMATION PACK WILL:**

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- Outline skills for success in the 21st century
  - Illustrate where these skills are useful, both in the workplace and in one's personal life
  - Provide links to online resources and books that explain the case for humanities
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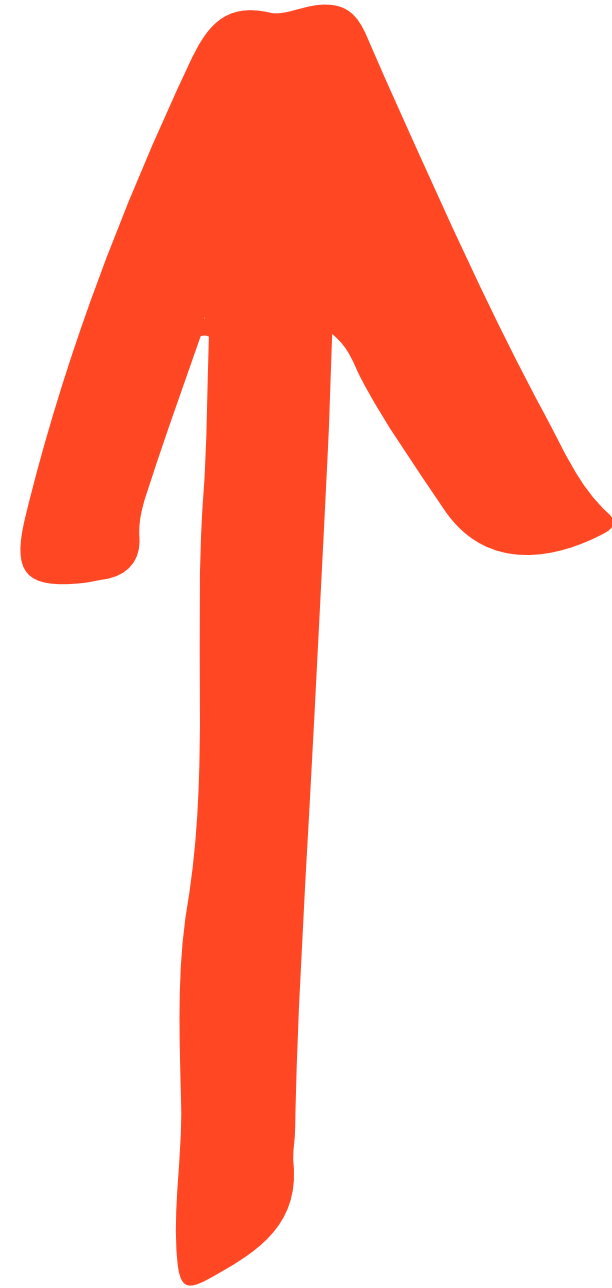


# NEW WORK REQUIRES NEW SKILLS

**The World Economic Forum (WEF) believes the future of work is uncertain**

Occupations that are in demand now, didn't exist as recently as a decade ago. On average, Australian employees only stay in a job for around 3 years before moving on. This means, that there is an increase in demand for overarching skills.





## Increased demand for:

- collaboration
- communication
- critical thinking
- creativity
- flexibility





**THE SKILLS  
THAT  
INCREASINGLY  
MATTER**



SKILLS THAT  
INCREASE SINGLY  
MATTER



# COLLABORATION

## Career Applications:

- Forming working relationships and building trust quickly, both in physical and virtual environments
- Working effectively with others from different backgrounds and with different beliefs
- Working with ad-hoc teams in an increasingly 'gig' economy





# COMMUNICATION

## Career Applications:

- Passing complex ideas and knowledge between team members in both written and verbal formats
- Digital collaboration between team members
- Honed written and verbal expression



SKILLS THAT  
INCREASE  
SINGLY  
MATTER



SKILLS THAT  
INCREASE  
MATTER



# CRITICAL THINKING

## Career Applications:

- Analysing and evaluating data
- Discerning different opinions, points of view and facts
- Forming opinions based upon facts and reason





# CREATIVITY

## Career Applications:

- Problem-solving
- Innovation for business
- Inspiring team leadership



SKILLS THAT  
INCREASE  
MATTER





SKILLS THAT  
INCREASE  
MATTER

# FLEXIBILITY

## Career Applications:

- Adaptability to new situations
- Ability to learn new skills quickly
- Capacity to flourish in an ever-changing environment



# HUMANITIES AND GRADUATES

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With the current drive for STEM education, it is no surprise that there is a concern for humanities graduates to obtain jobs. As demonstrated by the Humanities 21 Arts @ Work 1 & 2 series, humanities graduates go on to successful and fulfilling careers. Humanities graduates are also no worse off financially in the long term, as demonstrated by [this Georgetown university report](#).

In short, we expect an increase in demand for graduates with the skills outlined above as we progress into the 21st century. An excellent resource exploring this concept is the [Foundation for Young Australians](#), which notes that current skills will not meet the demand in 2030.

Transferable skills, such as those outlined above, provide graduates the ability to adapt to new workplaces and tasks.







# SKILLS FOR SUCCESS

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Humanities education equips students with a wide range of both transferable and technical skills. The following section outlines transferable skills that are important in the workplace and will grow in importance as workplaces adapt and change in the 21st century. Some excellent sources which informed this section are noted below:

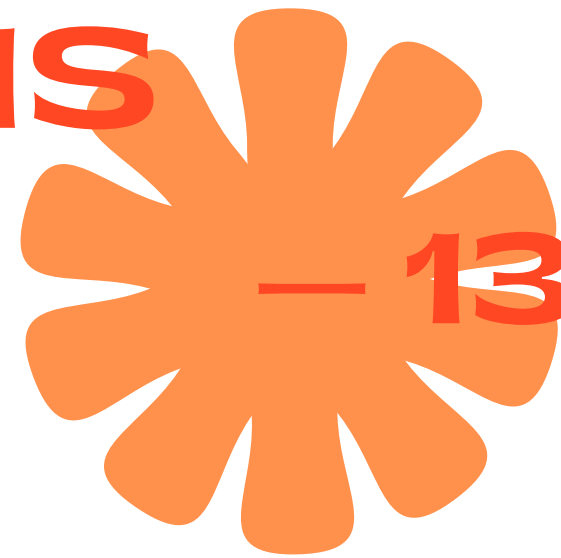
- [The Value of Humanities – Deloitte Access Economics 2018](#)
- [The Future of Jobs – World Economic Forum 2017](#)
- [Range: How Generalists Triumph in a Specialized World – David Epstein](#)



# SKILLS AND SITUATIONS

Skill/Situation	Navigating social and other media in the 'fake news' era	Building a career path	Resolving Conflict	Leading	Solving wicked problems
Critical Thinking	✓	✓	✓	✓	✓
Creativity		✓		✓	✓
Communication	✓	✓	✓	✓	✓
Collaboration		✓	✓	✓	✓
Flexibility		✓	✓	✓	✓

# WICKED PROBLEMS DEMAND A WIDE RANGE OF THESE SKILLS



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## What is a Wicked Problem?

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- Wicked problems are issues that comprise of a number of different variables, making it challenging to identify the exact problem.
- Wicked problems often have multiple partial solutions, or no obvious solutions at all

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## Examples

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- Climate change
- Business innovation
- Persisting poverty
- Biodiversity loss
- Food insecurity
- Obesity epidemic
- Social justice and equality issues

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## Skills to solve Wicked Problems

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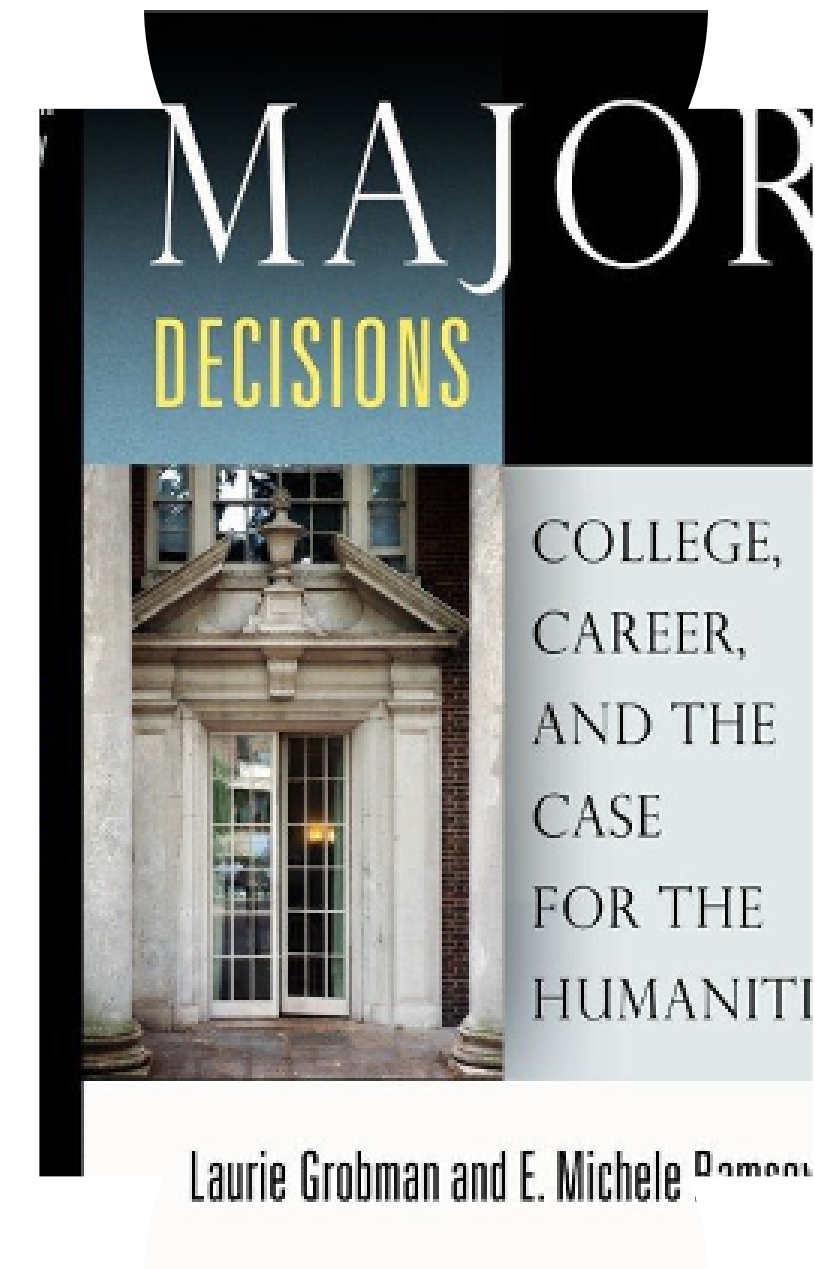
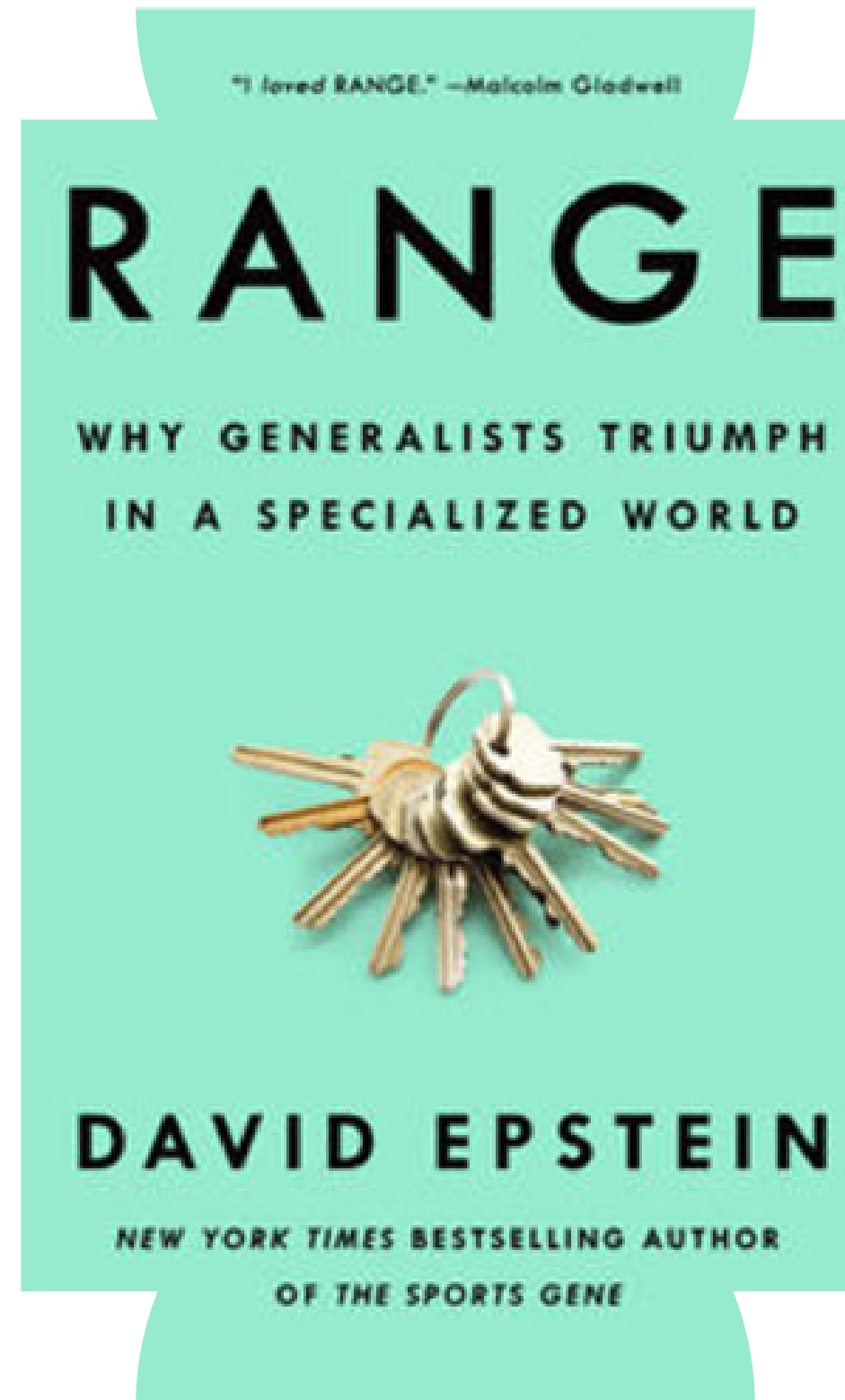
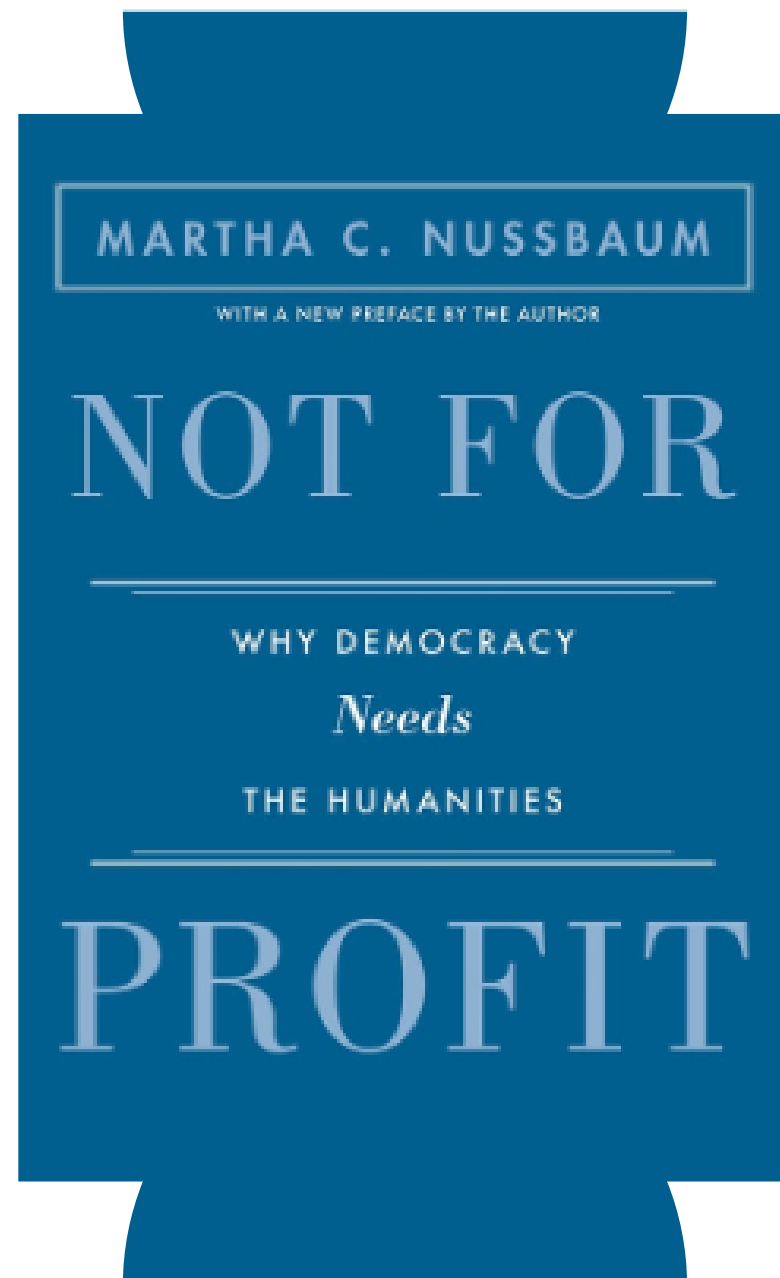
- Collaboration: they cannot be solved from the perspective of one discipline
- Creativity: innovation is required to develop new solutions
- Communication: effective communication is vital to mediate diverse opinions
- Critical thinking: analysis and comparison of solutions
- Flexibility: these problems cannot be solved by sticking to tradition



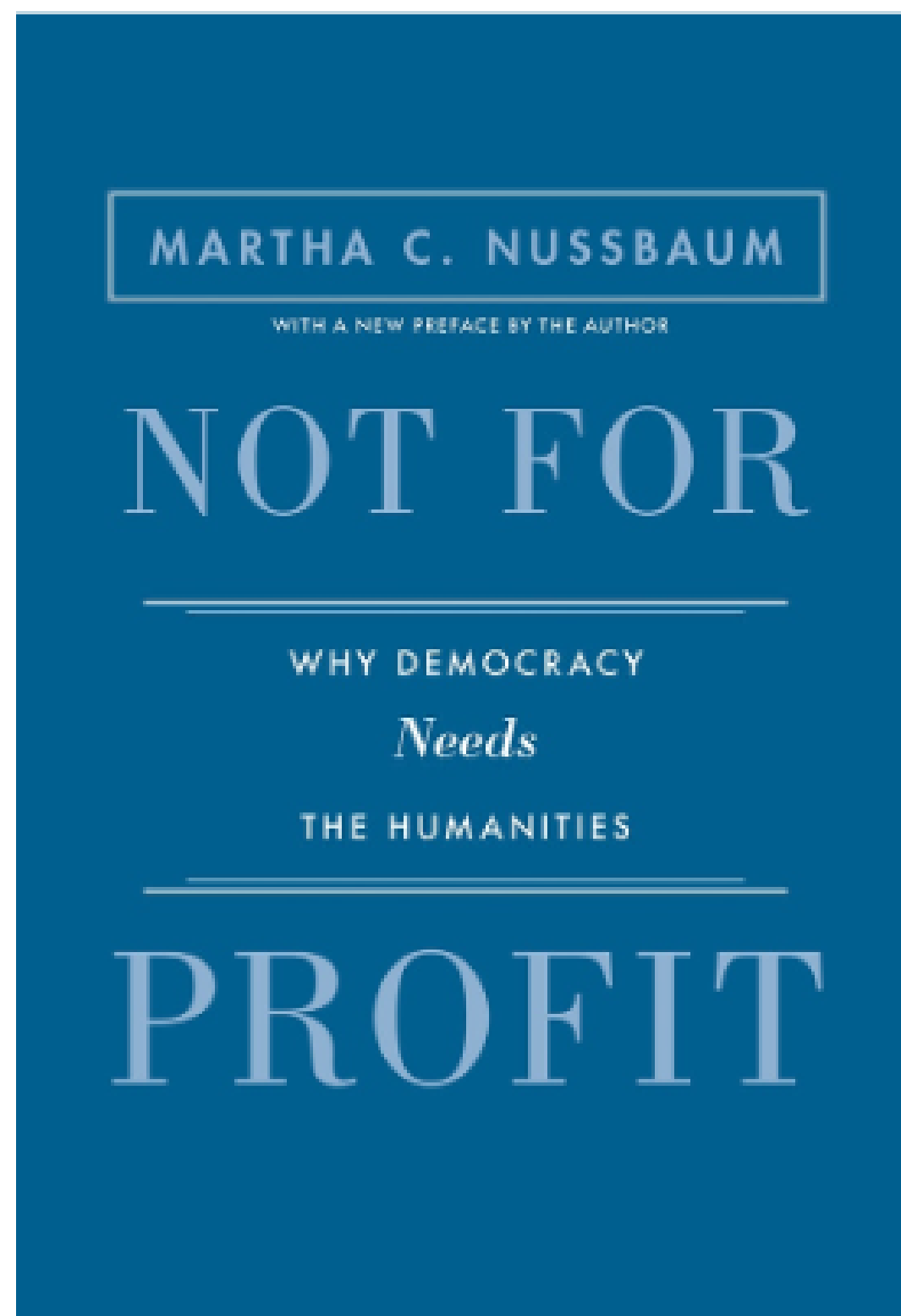
# DISCIPLINES AND SKILLS SUMMARY

Skills/Disciplines	History	Literature	Languages	Art History	Philosophy	Geography	Political Science	Anthropology
Critical Thinking	✓	✓	✓	✓	✓	✓	✓	✓
Communication	✓	✓	✓	✓	✓	✓	✓	✓
Collaboration	✓	✓	✓			✓	✓	✓
Creativity	✓	✓	✓	✓	✓			✓
Flexibility	✓	✓	✓	✓	✓		✓	✓
Appreciation of other cultures	✓	✓	✓	✓		✓	✓	✓
Project Management	✓				✓		✓	
Understanding causality	✓	✓		✓	✓	✓	✓	✓

# RECENT PUBLICATIONS







## Life Outcomes

Martha Nussbaum argues in her book *Not for Profit: Why Democracy Needs the Humanities* that humanities are essential for a functioning democratic society. Her argument states that we need to defend the real purpose of education, which is to create citizens who are competent, can think independently, and be functioning members of our societies.

The erosion of humanities, Nussbaum argues, has been caused by a focus on skills that drive short-term economic profit. Education should develop curiosity and a wide range of skills.



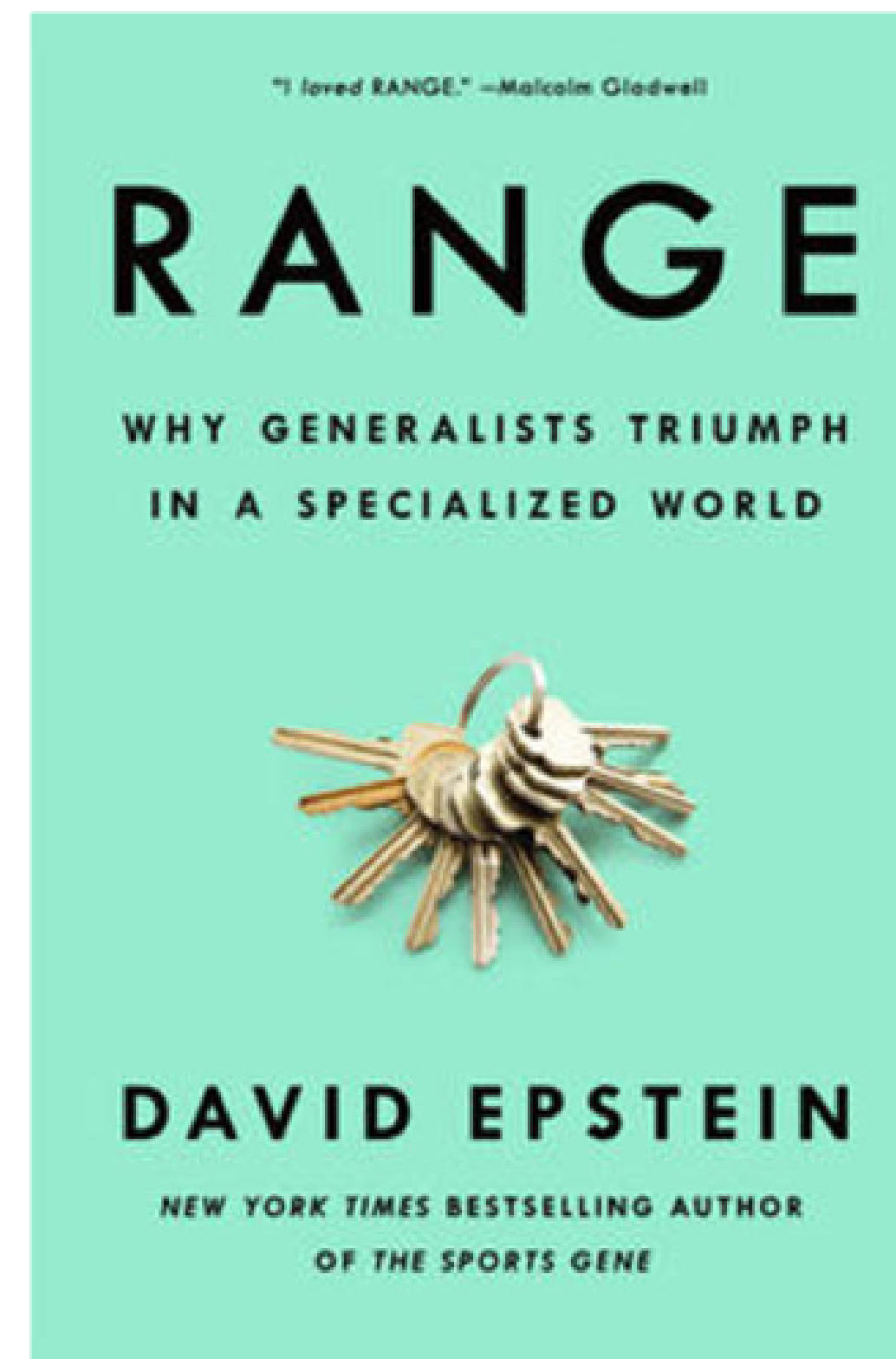
# The Age of Specialisation

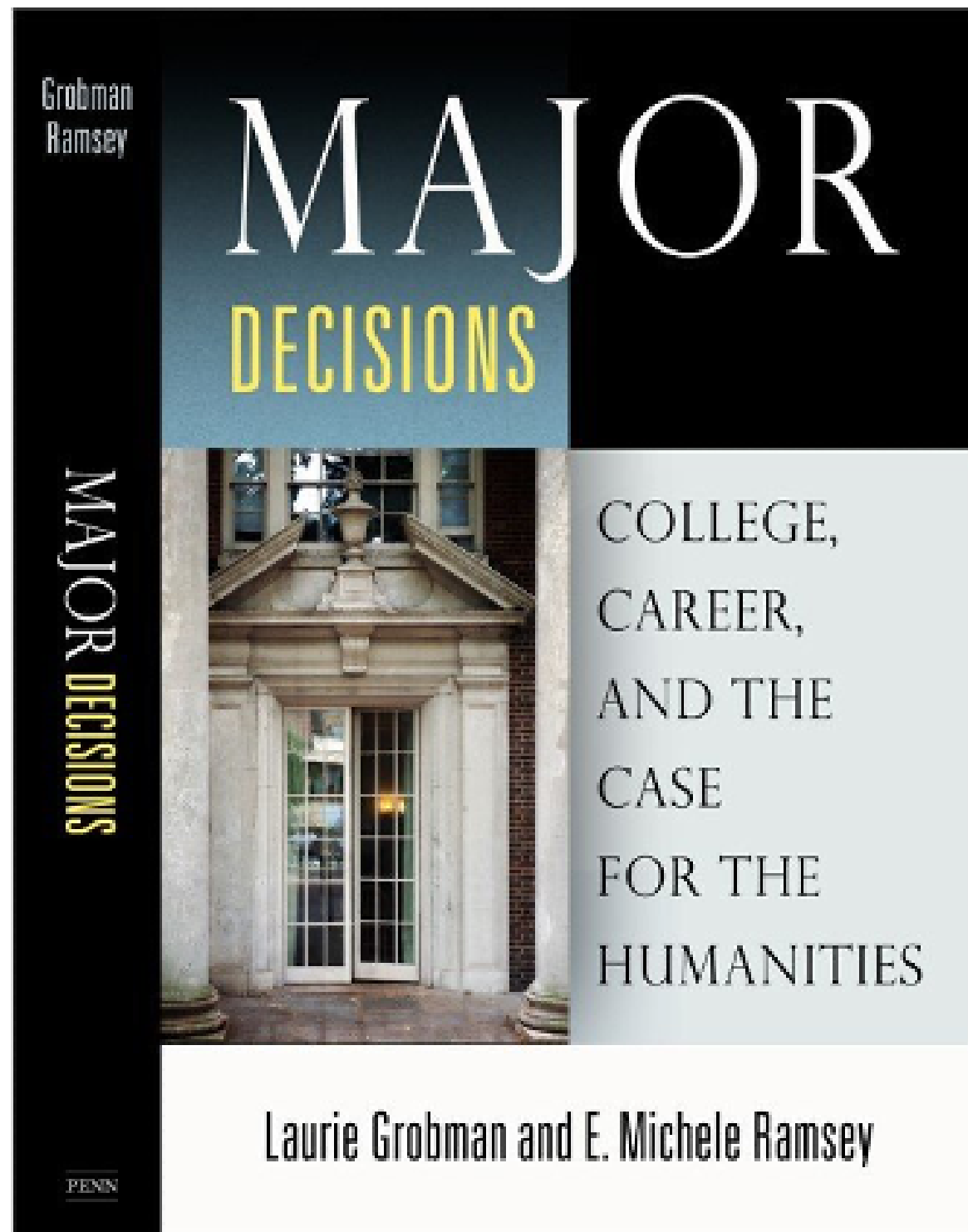
The world of work is becoming increasingly specialised, and remote working is making it possible for some workers to work from anywhere. Organisations are no longer limited to workers located within the local city or country. Sub-contracting and the ‘gig economy’ are the new norm.

This [Harvard Business Review article from 2011](#) explains both the pros and cons of work in a specialised age.

David Epstein’s Book *Range: Why Generalists Triumph in a Specialized World* provides an argument that experience and curiosity for a wide range of things before specialisation will improve your performance.

We live in a hyper-specialized world of work, however, this means that soft skills are now more important than ever before.





## Taking the Plunge

The Humanities may be a worthwhile pursuit, but why undertake a university degree in a humanities field? Grobman and Ramsey lay out the case, albeit in an American setting, for undertaking humanities at a tertiary level.

The crux of their argument is similar to Humanities 21's message: Workers of the 21st century need to think broadly, connect unseen dots, collaborate with others, and lead – the humanities can equip students with all of these skills.



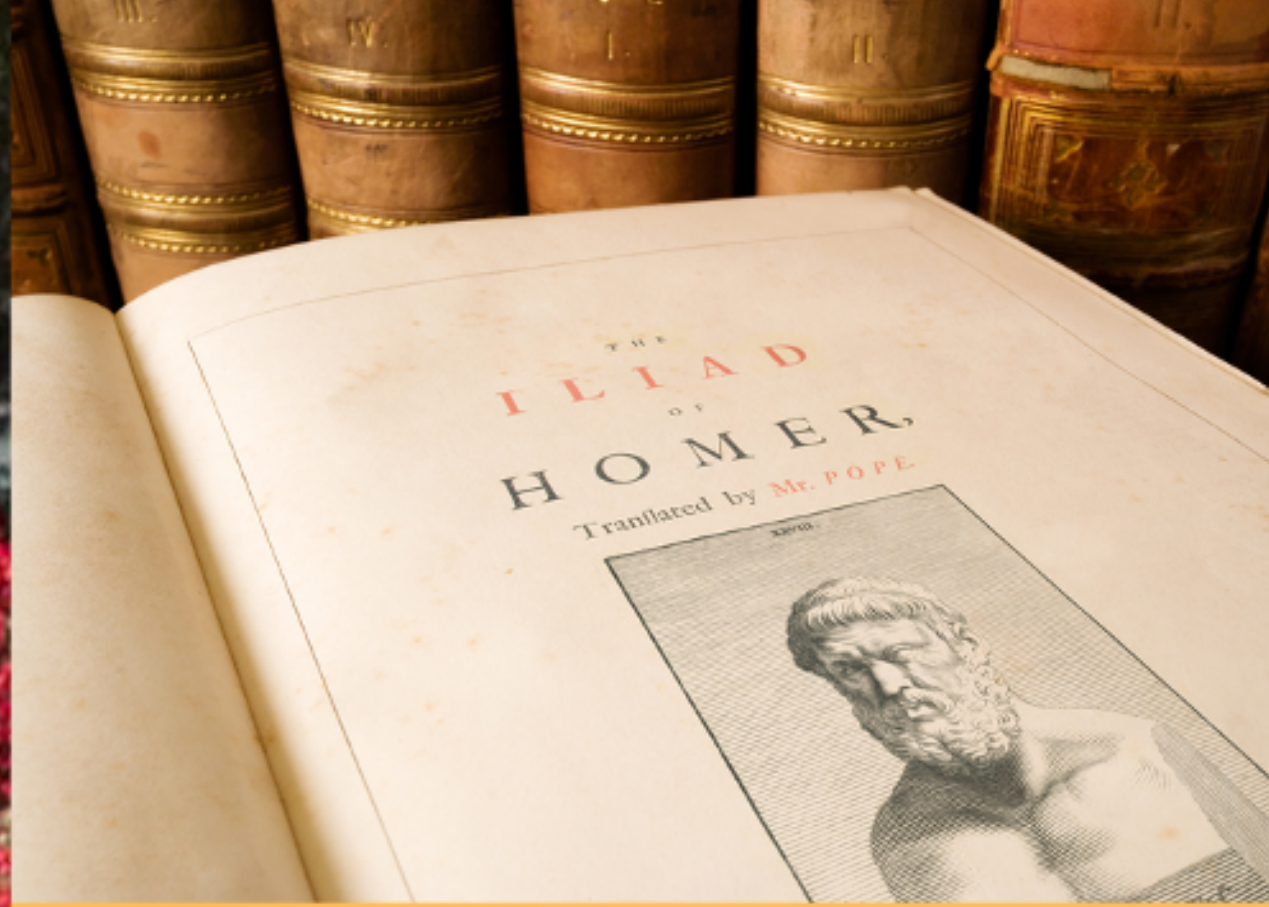


ACTIVITIES 21 HUMANITY

# OUR RESOURCES

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# HUMANITIES 21 BLOG - RECENT ARTICLES

<https://www.humanities21.com.au/blog>





# HUMANITIES IN THE WORKPLACE

HUMANITIES 21

Empathy is the glue that holds successful teams together and it can be developed through the study of history, literature and philosophy. Alain de Botton, founder of “The School of Life”, argues that literature is “the very best reality simulator” because books allow us to experience life as others do, but in a shorter amount of time. Not only does this teach us about others, it teaches us about ourselves so that we can empathise with other points of view and be less driven by our own emotions.

Jonathan Wedgwood examines recent research and notes that Australia has underestimated the value of the humanities.

Read more here: <https://www.humanities21.com.au/blog/the-humanities-in-the-workplace>

# STEAM v. STEM: the limitations of acronyms

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Since its conception in 2001, STEM (science, technology, engineering, and maths) has been an educational focus. There is no doubt that technical skills are important - as a society we have greatly benefited from technological developments in healthcare and sanitation for example. Yet, there is a growing concern that STEM education is not preparing the next generation for the future of work as it becomes augmented by technology. New jobs will be created, but future generations must have the correct skills and knowledge to perform these roles.

Jonathan Wedgwood responds to Bernard Marr's article, "We need STEAM, not STEM education, to prepare our kids for the 4th Industrial Revolution" (Read Marr's article [here](#))

Read the blog post here: <https://www.humanities21.com.au/blog/steam-v-stem-our-response-to-bernard-marr>



# “THE HUMANITIES MAY SEEM POINTLESS, BUT THAT IS THE POINT”

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“...The humanities should be studied for their own sake. One reads *The Great Gatsby* in order to enjoy the novel, to live within its imaginary world and to learn about our own world through its refracted image of the same. There is a sense in which the humanities are useless because they are not practical...”

Santiago Ramos explores the notion of ‘utilitarian value’ and its precedence over the humanities and the need to refute this position. Read more:

<https://www.humanities21.com.au/blog/the-humanities-may-seem-pointless-but-that-is-the-point>







# ARTS @ WORK PROFILE SERIES

Arts @ Work is a monthly profile of Arts/Humanities graduates who have distinguished themselves in their careers. We hope you find this an inspiring place to read about the importance of the humanities in building successful and fulfilling careers.

<https://www.humanities21.com.au/arts-work>

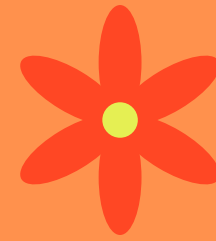
<https://www.humanities21.com.au/arts-work-ii>



# CHECK OUT THIS TED TALK:



<https://youtu.be/F2XPF6rQ6fs>



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**THE HUMANITIES  
ARE FOR LIFE, BE  
INTERESTING!**