

# H-SKILLS RESEARCH

## SKILLS DESCRIPTIONS (ENGLISH)

### Knowledge and information skills

Humanities students treat and manage information and knowledge in an expert way in a four-step process:

- (1) find the right information to solve a problem;
- (2) reflect on it distilling the abstract from the concrete;
- (3) synthesize it reducing large sets of information to the essence;
- (4) formulate findings in the most suitable way.

I can accurately apply theories, models and interpretations
I can link conclusions to my own research
I am capable of formulating a well-reasoned hypothesis
I can judge the value of research within my discipline
I am keen to learn more about research
I understand the benefits and drawbacks of the methods that are commonly used within my discipline
I can conduct qualitative research
I can interpret research findings
I can formulate an accurate research question
I see myself as a researcher within my discipline
I can interpret facts in their historical context
I know how to find the information I need for my research
I can take information from a variety of sources and shape it into a coherent whole
I can easily find reliable sources of information
I can efficiently distil the essence of information
I can quickly discover the essence of a text
I can analyse concrete facts on an abstract level

I can find inspiration for my own research in developments in other kinds of research
I can write academic texts
I can easily reduce large amounts of information to a coherent, concise whole
I can take a bird's-eye view of what I am working on and use that to gain new insights
I can discover differences between elements that appear to be very similar
I can devise original questions that have not previously been asked
I can make a good synthesis of information
I can analyse qualitative data
I know that my own role as interpreter is crucial to my analyses: I always relate my understanding of truth to myself
I can explain matters in such a way that my audience knows what the most important points are

## Communication skills

Excellent communication skills enable Humanities students to collaborate and lead.

I can select an appropriate channel through which to communicate my message
I can communicate a message in an appealing way
I can resolve communication problems that arise in practice
I can delegate tasks to others
I do not hesitate to take the initiative myself in order to ensure the success of a project
I can signal when team work is needed in order to ensure the success of a project
I can communicate a message convincingly
I have the right communication skills to fulfil a leadership role
I have developed strategies to achieve optimal communication in a professional context
I have the communication skills to defuse conflicts
I can chair a meeting
I can describe, interpret and critically analyse the practice of teamwork
I give relevant feedback to the people around me, with the aim of achieving a positive collaboration
I work well as part of a team because I can communicate well with others
I am creative in finding solutions to communication-related challenges

## Language skills

Humanities students are proficient in language through their profound insight in the workings of languages.

I have above-average skills in at least one language
I can think in abstract terms about linguistic structures
I pay attention to how language is used in day-to-day life
I see myself as a language expert
I pay attention to the way in which language varies, functions and changes in my surroundings
I understand the composition and structure of at least one language
I understand the composition and structure of more than one language
I can translate accurately from a source language into a target language
I can use more than one language

## Project skills

Excellent organisational skills enable Humanities students to complete projects successfully and timely.

I can work towards a deadline in such a way as to meet that deadline
I can work efficiently
I can manage my own time and deadlines using a realistic schedule
I can manage my own workload when working on a project over a long period (e.g. several months)
I can prioritise a list of tasks
I can divide a task into achievable smaller tasks
I can set my own goals
I can retain a clear overview when working on multiple tasks at the same time

## Creativity skills

Humanities students have an artistic side and thus have a knack for coming up with new and innovative ideas.

I am artistic
I am a creative thinker
I am very imaginative
I can think out of the box to come up with new ideas
I can develop a project creatively

## Interculturality skills

Humanities students cultivate open-mindedness and empathy through in-depth reflection.

I can interpret facts in their cultural context
I can reflect empathically on life in other cultures
I realise that things are not just black and white: I can also think in shades of grey
I can reflect on the similarities and differences between human behaviours and expressions from a variety of eras, regions and cultures
I can reflect on social diversity in a nuanced way
I am open to other people's ways of thinking

## Distractor items

I can interpret and explain the effect of accounting decisions
I can give a reasoned commentary on financial institutions' strategic choices
I can use financial techniques to assess investment projects in a business context
I can define and actively use basic legal terms
I can analyse marketing issues and make recommendations about how to resolve them
I can give a well-founded opinion of parenting in diverse family situations
I can interpret parenting problems using a variety of theories
I can use psychological models to analyse problems in practical settings