

# UNI-SET Employers Survey

This document contains a *printed* version of the UNI-SET Employers Survey available at <http://employers.uni-set.eu/>. Please fill in this document, and send a copy to [uni-set@kic-innoenergy.com](mailto:uni-set@kic-innoenergy.com). For more information on the UNI-SET project and this survey, please take a look at the leaflet, <http://uni-set.eu/> and <http://employers.uni-set.eu/Survey/FAQ>. If you have any questions left, please contact us at [uni-set@kic-innoenergy.com](mailto:uni-set@kic-innoenergy.com).

Thank you for your cooperation in the UNI-SET Employers Survey !

## Confidentiality and disclosure policy

The results of this survey will be anonymously processed, in an aggregated manner, without any specific reference to the individuals or organizations involved in the survey. This information will not be used for market research goals. Any contact details will be used to send the summary of results and updates on the project.

## 1. Contact information

### 1.1 Personal information

Please complete the following contact details<sup>1</sup>: → Please attach your business card or contact details

<b>Score your familiarity with the European Strategic Energy Technology Plan (SET-Plan) *</b> <i>Indicate with 'X'</i>	<i>Never heard</i>	<i>Heard of SET-Plan</i>	<i>Basic knowledge</i>	<i>Advanced knowledge</i>	<i>Advanced + attending SET-Plan activities</i>
<b>Do you want to be informed on future activities/results? *</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>Academic background</b>					

## 2. Organisation's department/unit

### 2.1 Profile of your department unit

This information will be used for comparison between employer types. This data is not used for market research goals.

<b>What is the name of your organisation? *</b>	<i>(Already on your business card)</i>				
<b>What is the name of your department/unit? *</b>	<i>(Already on your business card)</i>				
<b>What is the type of your department/unit? *</b> <i>Indicate with 'X' for main type, 'V' for a secondary type</i>	<i>Industry</i>	<i>Governmental body</i>	<i>Education institute</i>	<i>Research institute</i>	<i>Other</i>
<b>Website of your organisation's/unit website</b>					

### 2.2 Size and activities of your department/unit

<b>What is the current (2015) size of your organisation? *</b> <i>Indicate with 'X'</i>					
Micro: < 10 employees	Small: < 50 employees	Medium: < 250 employees	Large: >= 250 employees		
— <b>What is the expected size of your organisation in the future (by 2025)?</b> <i>Indicate with 'X'</i>					
<i>Increase strongly</i>	<i>Increase somewhat</i>	<i>No change</i>	<i>Decrease somewhat</i>	<i>Decrease strongly</i>	<i>Do not know</i>

<sup>1</sup> Questions marked with an asterisk (\*) are obligatory

<b>Currently (2015), how many employees (%) are working on energy-related topics (estimation)? *</b>					
<b>Is the number of employees on energy-related topics expected to change in the future (by 2025)? *</b> <i>Indicate with 'X'</i>					
<i>Increase strongly</i>	<i>Increase somewhat</i>	<i>No change</i>	<i>Decrease somewhat</i>	<i>Decrease strongly</i>	<i>Do not know</i>

<b>Currently (2015), what are the main types of activities at your organisation ? *</b> <i>Indicate with 'X'</i>							
<i>R&amp;D</i>	<i>Operations</i>	<i>Consultancy</i>	<i>Construction</i>	<i>Maintenance</i>	<i>Production</i>	<i>Sales</i>	<i>Other</i>
<b>Are any changes in activities expected for the future?</b>				Yes / No			
<b>If yes, what other types of activities will your organization conduct in the future (by 2025)?</b> <i>Indicate with 'X'</i>							
<i>R&amp;D</i>	<i>Operations</i>	<i>Consultancy</i>	<i>Construction</i>	<i>Maintenance</i>	<i>Production</i>	<i>Sales</i>	<i>Other</i>

<b>What is the current annual turnover (2015) of your organisation (estimation)?</b> <i>Indicate with 'X'</i>					
< 2 million EUR	< 10 million EUR	< 50 million EUR	> 50 million EUR		
<b>— What is the expected annual turnover for the future (by 2025)?</b> <i>Indicate with 'X'</i>					
<i>Increase strongly</i>	<i>Increase somewhat</i>	<i>No change</i>	<i>Decrease somewhat</i>	<i>Decrease strongly</i>	<i>Do not know</i>

### 2.3 Current staff profile

<b>How many of the organisation's staff have a higher education degree (in %)? *</b> <i>Indicate with 'X'</i>				
< 10 %	10-25 %	26-50 %	51-75 %	> 75 %
<b>What is the type of degree of the organisation's staff? Please indicate, for the following degrees, the percentage (%) of the employees. *</b>			PhD, Doctorate or similar	%
			MSc, MA or similar	%
			BSc, BA or similar	%
			Other higher education	%
<b>What is the academic background of current staff employed in your organisation?</b> <i>Give an estimation in full time equivalent (FTE)</i>				
Education	Arts & Humanities	Social sciences, journalism and information	Business, administration and law	
Natural sciences, mathematics and statistics	Information and Communication Technologies	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	

### 2.4 Multi-disciplinary backgrounds of current staff

Multi-disciplinarity in staff profiles is gaining importance. Indicate if the current staff have additional educational backgrounds in addition to their main background/field of study.

*Indicate with an 'X' in the table below common combinations of backgrounds of employees.*

		2 <sup>nd</sup> background								
		Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare
Main background	Education									
	Arts and humanities									
	Social sciences, journalism and information									
	Business, administration and law									
	Natural sciences, mathematics and statistics									
	Information and Communication Technologies (ICTs)									
	Engineering, manufacturing and construction									
	Agriculture, forestry, fisheries and veterinary									
	Health and welfare									

### 3. Fields of activities

#### 3.1 SET-Plan activities and staff availability

The European Strategic Energy Technology Plan (SET-Plan) Integrated Roadmap (2014) identifies the key thematic areas in which R&I actions are required in order to achieve the EU's energy goals. More information is available on:

<http://ec.europa.eu/energy/en/topics/technology-and-innovation/strategic-energy-technology-plan>

<b>Indicate if your organisation/unit has the adequate trained professionals/experts force in-house *</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>For any new areas and activities, will your organisation recruit new people and/or re-orientate the current staff?*</b> <i>Indicate with 'X'</i>		Recruitment	Re-orientate
<b>What kind of re-orientation of staff do you foresee? <i>Indicate with 'X'</i></b>			
Move existing staff to new area/group	Training on the job	Life-long learning	Other
<b>Please indicate as estimation the share (%) of recruitment and re-orientation, if known.</b>		Recruitment	%
		Re-orientation	%

On the next page, you find an overview of the SET-Plan areas. **Please indicate with 'X' in the table:**

- The SET-Plan areas that currently (2015) coincide with your organisation's activities (max. 8). \*
- The SET-Plan areas to be explored in the future (2025).
  - If any, indicate the stage of the planning process.

Broad area	Specific area	SET-Plan areas in 2015?	SET-Plan areas in 2025?	Stage						
				Idea	Concept	Proposal	Preparation	Planning	Implementation	Final
Active consumer in the energy system	Engaging consumers through better understanding, information and market transformation									
	Activating consumers with innovative technologies, products and services									
Increasing energy efficiency across the energy system	Increasing energy efficiency in buildings									
	Increasing energy efficiency in heating and cooling sector									
	Increasing energy efficiency in industry and services									
System optimisation	Modernising the European electricity grid and establishing synergies between the various energy networks									
	Storage									
	Conversion of electricity to other energy carriers									
	Demand response									
	Flexible generation									
	Cross-technology options									
	Smart Cities and Communities									
Development of renewable electricity and heating/cooling technologies	Wind energy									
	Photovoltaic energy									
	Concentrating solar power									
	Solar heating and cooling									
	Ocean energy									
	Geothermal energy									
	Hydropower									
Carbon capture, utilisation and storage (CO2). Fossil fuel-based power sector and energy intensive industry	Combined Heat and Power from biomass									
	Carbon Capture and Storage (CCS)									
	Conversion of captured CO2 to useful products									
	Clean coal and Flexible/Back-up generation for conventional thermal power plants									
Safe and efficient operation of nuclear systems. Innovative reactor concepts. Management of fissile materials and radioactive waste	Unconventional fossil fuels									
	Safe and efficient operation of nuclear plants									
	Sustainable solutions for the management of fissile materials and radioactive waste									
Sustainable biofuels, fuel cells and hydrogen and alternative fuels	Sustainable advanced biofuels									
	Hydrogen and Fuel cells									
	Advanced alternative fuels									
Innovative financing	Innovative financing for energy efficiency									
	Innovative financing for energy supply									
Cross-cutting aspects	Education									
	Socio-economics in support of policymaking									

## 4. Education & Training requirements

### 4.1 Staff requirements

We want to identify what is relevant when filtering applicants for vacancies in relation to the university degree<sup>2,3</sup> of the applicants.

<b>For new applicants for a vacancy in your organisation, what is the share (%) regarding the type of degree now (2015) *</b>	PhD/Doctorate/similar	%
	MSc, MA or similar	%
	BSc, BA or similar	%
	Other higher education	%
<b>How is this share expected to change in the future (by 2025)?</b> <i>Indicate with: 'increase strongly', 'increase somewhat', 'no change', 'decrease somewhat', 'decrease strongly', 'do not know'</i>	PhD/Doctorate/similar	%
	MSc, MA or similar	%
	BSc, BA or similar	%
	Other higher education	%

### 4.2 Master profiles

Below, you can find a table with relevant education and training (ISCED classification) fields. The non-relevant (narrow) fields are left out. Indicate with 'X' in column 2 and 3 (max. 8 fields per column):

ISCED classification for Master's profiles (indicate with 'X')	Current (2015) employment fields?	Future (2025) employment fields, if any changes?
011 Education		
021 Arts		
022 Humanities		
023 Languages		
031 Social and behavioural sciences		
032 Journalism and information		
041 Business and administration		
042 Law		
051 Biological and related sciences		
052 Environment		
053 Physical sciences		
054 Mathematics and statistics		
0611 Computer use		
0612 Database and network design and administration		
0613 Software and applications development/analysis		
0711 Chemical engineering and processes		
0712 Environmental protection technology		
0713 Electricity and energy		
0714 Electronics and automation		
0715 Mechanics and metal trades		
0716 Motor vehicles, ships and aircraft		
0721 Food processing		
0722 Materials (glass, paper, plastic and wood)		
0723 Textiles (clothes, footwear and leather)		
0724 Mining and extraction		
0731 Architecture and town planning		
0732 Building and civil engineering		
081 Agriculture		
082 Forestry		
083 Fisheries		
084 Veterinary		
091 Health		
092 Welfare		

<sup>2</sup> Universities use different classification systems to define Master/Doctorate programmes, i.e. ISCED for Master and UNESCO for Doctorate programmes.

<sup>3</sup> <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx> & <http://skos.um.es/unesco6/>

### 4.3 PhD & Doctorate profiles

Below (spread over next 2 pages), you can find a table with relevant science and technology (UNESCO classification) fields. The non-relevant (4-digit) fields are left out. Indicate with 'X' in the two right columns (max. 8 fields per column):

Relevant UNESCO classification fields		Current (2015) employment fields?	Future (2025) employment fields, if any changes?
2-digit nomenclature	4-digit nomenclature		
11 Logic	<i>(Please specify)</i>		
12 Mathematics	<i>(Please specify)</i>		
21 Astronomy and astrophysics	<i>(Please specify)</i>		
22 Physics	2201 Acoustics		
	2202 Electromagnetism		
	2203 Electronics		
	2204 Fluids (physics of)		
	2205 Mechanics		
	2206 Molecular physics		
	2207 Nuclear physics		
	2208 Nucleonics		
	2209 Optics		
	2210 Physical chemistry		
	2211 Solid state physics		
	2212 Theoretical physics		
	2213 Thermodynamics		
	2214 Units and Constants		
2290 High energy Physics			
23 Chemistry	2301 Analytical Chemistry		
	2302 Biochemistry		
	2303 Inorganic chemistry		
	2304 Macromolecular chemistry		
	2305 Nuclear Chemistry		
	2306 Organic Chemistry		
2390 Pharmaceutical chemistry			
24 Life sciences	<i>(Please specify)</i>		
25 Earth and Space sciences	<i>(Please specify)</i>		
31 Agricultural sciences	<i>(Please specify)</i>		
32 Medical sciences	<i>(Please specify)</i>		
33 Technological sciences	3301 Aeronautical technology and engineering		
	3302 Biochemical technology		
	3303 Chemical technology and engineering		
	3304 Computer technology		
	3305 Construction technology		
	3306 Electrical technology and engineering		
	3307 Electronic Technology		
	3308 Environmental technology and environmental		
	3309 Food technology		
	3310 Industrial Technology		
	3311 Instrumentation Technology		
	3312 Materials Technology		
	3313 Mechanical Engineering and Technology		
	3314 Medical technology		
3315 Metallurgical technology			
3316 Metal products technology			
3317 Motor vehicle technology			



	3318 Mining technology		
	3319 Naval Technology		
	3320 Nuclear technology		
	3321 Petroleum and coal technology		
	3322 Power technology		
	3323 Railway technology		
	3324 Space Technology		
	3325 Telecommunications technology		
	3326 Textile technology		
	3327 Transportation systems technology		
	3328 Technological process		
	3329 Urban Planning		
51 Anthropology	(Please specify)		
52 Demographics	(Please specify)		
53 Economic sciences	(Please specify)		
54 Geography	(Please specify)		
55 History	(Please specify)		
56 Juridical sciences and law	(Please specify)		
57 Linguistics	(Please specify)		
58 Pedagogy	(Please specify)		
59 Political sciences	(Please specify)		
61 Psychology	(Please specify)		
62 Science of arts and letters	(Please specify)		
63 Sociology	(Please specify)		
71 Ethics	(Please specify)		
72 Philosophy	(Please specify)		

<b>Is a second degree recommended, currently?</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>If yes, what type of degree? Indicate with 'X'</b>				
<i>PhD/Doctorate/similar</i>	<i>MBA</i>	<i>MSc/MA/similar</i>	<i>Double degree</i>	<i>Other</i>

#### 4.4 Other activities

<b>Is the University where the applicant got his degree relevant for your organisation?</b>				<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>If yes, what is your organisation's preference? Indicate with 'X'</b>						
<i>High ranking education</i>	<i>High ranking research</i>	<i>Relevant education programme</i>	<i>Specialisation topic</i>	<i>Multidisciplinary education approach</i>	<i>Nearby university</i>	<i>Other</i>
<b>Is the academic performance of the applicant important/relevant during the recruitment in your organisation?</b>				<input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>If yes, which indicators are used? Indicate with 'X'</b>						
<i>GPA</i>	<i>Achieved credits</i>	<i>Extra curricula trainings</i>	<i>Others</i>			

## 5. Future profile requirements

### 5.1 Scientific knowledge

Indicate on the next page:

- the technical skills that are currently (2015) most important for your organization (max. 8).\*

<p><b>General engineering knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biology;</li> <li><input type="checkbox"/> Chemistry;</li> <li><input type="checkbox"/> Economy;</li> <li><input type="checkbox"/> Electrical engineering;</li> <li><input type="checkbox"/> Electrochemistry;</li> <li><input type="checkbox"/> Electronics;</li> <li><input type="checkbox"/> Environment;</li> <li><input type="checkbox"/> Hands-on projects;</li> <li><input type="checkbox"/> Hydraulics;</li> <li><input type="checkbox"/> Industrial Automation and Control;</li> <li><input type="checkbox"/> Industrial experience;</li> <li><input type="checkbox"/> Informatics;</li> <li><input type="checkbox"/> Materials;</li> <li><input type="checkbox"/> Mathematics;</li> <li><input type="checkbox"/> Measurement and Testing, including high voltages;</li> <li><input type="checkbox"/> Measurement Technology;</li> <li><input type="checkbox"/> Mechanics;</li> <li><input type="checkbox"/> Optimisation;</li> <li><input type="checkbox"/> Physics;</li> <li><input type="checkbox"/> Thermodynamics;</li> </ul> <p><b>General energy topics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coal and gas exploitation and transport;</li> <li><input type="checkbox"/> Conversion and Storage;</li> <li><input type="checkbox"/> Dynamics and Management of Transition Processes towards Sustainable Energy Systems;</li> <li><input type="checkbox"/> Energy efficiency and rational use of energy;</li> <li><input type="checkbox"/> Energy management;</li> <li><input type="checkbox"/> Interdisciplinary Perspectives on Development and Cultures;</li> <li><input type="checkbox"/> Philosophy of Technology;</li> <li><input type="checkbox"/> Security issues;</li> <li><input type="checkbox"/> Smart Cities and Climate Mitigation Strategies;</li> <li><input type="checkbox"/> Sustainable Buildings – Concept, Design, Construction and Operation;</li> <li><input type="checkbox"/> Technology and Sustainable Development;</li> </ul> <p><b>Power systems - Mechanical engineering</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced Thermodynamics;</li> <li><input type="checkbox"/> Aerodynamics;</li> <li><input type="checkbox"/> Aircraft Engines;</li> <li><input type="checkbox"/> Heating, cooling and indoor climate;</li> <li><input type="checkbox"/> Mechanical Drive Systems;</li> <li><input type="checkbox"/> Numerical Techniques in Fluid Dynamics;</li> <li><input type="checkbox"/> Physics of Nuclear Reactors;</li> <li><input type="checkbox"/> Thermal Systems and Energy Management;</li> <li><input type="checkbox"/> Turbulence;</li> </ul>	<p><b>Power systems - Renewables knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Batteries and Energy Storage;</li> <li><input type="checkbox"/> Biofuels;</li> <li><input type="checkbox"/> Biomass and Bioenergy;</li> <li><input type="checkbox"/> Fuel Cells;</li> <li><input type="checkbox"/> Geothermal;</li> <li><input type="checkbox"/> Hydraulic Energy – Fluvial and Maritime Resources for Renewable Energy;</li> <li><input type="checkbox"/> Hydraulic Energy – Hydraulic Structures;</li> <li><input type="checkbox"/> Hydraulic Energy – Hydro Power Systems;</li> <li><input type="checkbox"/> Hydrogen: Production and Storage;</li> <li><input type="checkbox"/> Marine Current &amp; Tidal Energy;</li> <li><input type="checkbox"/> Photovoltaics – Photovoltaic devices;</li> <li><input type="checkbox"/> Photovoltaics – Photovoltaic Technologies in Industry;</li> <li><input type="checkbox"/> Photovoltaics – Polymers for Photovoltaics;</li> <li><input type="checkbox"/> Photovoltaics – Thin-Film Photovoltaics;</li> <li><input type="checkbox"/> Renewable Generation of Electricity using the Thermal Cycle;</li> <li><input type="checkbox"/> Solar Thermal Energy – Parabolic Through Technologies;</li> <li><input type="checkbox"/> Solar Thermal Energy – Residential Heating;</li> <li><input type="checkbox"/> Solar Thermal Energy – Solar Power Tower;</li> <li><input type="checkbox"/> Solar Thermal Energy – Thermoelectric;</li> <li><input type="checkbox"/> Wave Energy;</li> <li><input type="checkbox"/> Wind Energy - Micro wind Technology;</li> <li><input type="checkbox"/> Wind Energy - Offshore Wind Energy;</li> <li><input type="checkbox"/> Wind Energy - Wind energy fundamentals;</li> <li><input type="checkbox"/> Wind Energy - Wind Turbine Design;</li> </ul> <p><b>Nuclear engineering</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Waste management;</li> <li><input type="checkbox"/> Fluids/thermo-hydraulic</li> <li><input type="checkbox"/> Materials for nuclear eng.</li> <li><input type="checkbox"/> Nuclear codes and standards</li> <li><input type="checkbox"/> Nuclear power plants – Dismantling;</li> <li><input type="checkbox"/> Nuclear power plants – Maintenance;</li> <li><input type="checkbox"/> Nuclear power plants – Operation;</li> <li><input type="checkbox"/> Nuclear power plants – Production;</li> <li><input type="checkbox"/> Nuclear power plants - Radiation &amp; protection (safety);</li> </ul>	<p><b>Electrical engineering</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Electrical Transport Technology;</li> <li><input type="checkbox"/> Electromagnetic Processing of Materials;</li> <li><input type="checkbox"/> Lighting Sources;</li> </ul> <p><b>Power systems - Electrical engineering</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design and Management of Electric Power Systems;</li> <li><input type="checkbox"/> Electrical Actuators;</li> <li><input type="checkbox"/> Electrical Drives;</li> <li><input type="checkbox"/> Electrical Machines, including Implementation Aspects;</li> <li><input type="checkbox"/> Nuclear Energy;</li> <li><input type="checkbox"/> Numerical Methods in Energy Sciences;</li> <li><input type="checkbox"/> Power Electronics;</li> <li><input type="checkbox"/> Power System Calculations;</li> <li><input type="checkbox"/> Power Systems;</li> <li><input type="checkbox"/> Renewable Energy (Technology);</li> <li><input type="checkbox"/> Safety in Electrical Installations (incl. Buildings);</li> <li><input type="checkbox"/> Smart Distribution Systems;</li> </ul> <p><b>Chemical engineering</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Catalysis;</li> <li><input type="checkbox"/> Combustion Technology;</li> <li><input type="checkbox"/> Knowledge of Transport Processes;</li> <li><input type="checkbox"/> Modelling of chemical and biological processes;</li> <li><input type="checkbox"/> Process Engineering;</li> <li><input type="checkbox"/> Separation Techniques;</li> <li><input type="checkbox"/> Simulation of chemical and biological processes;</li> <li><input type="checkbox"/> Storage of Chemical Energy Carriers;</li> <li><input type="checkbox"/> Thermal Process Engineering;</li> <li><input type="checkbox"/> Thermodynamics;</li> <li><input type="checkbox"/> Transport of Chemical Energy Carriers;</li> <li><input type="checkbox"/> Waste to energy;</li> <li><input type="checkbox"/> Waste Treatment;</li> </ul> <p><b>Entrepreneurial, economic &amp; regulatory aspects</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Electricity and Gas Markets;</li> <li><input type="checkbox"/> Energy Law;</li> <li><input type="checkbox"/> Energy policy;</li> <li><input type="checkbox"/> Engineering Economy;</li> <li><input type="checkbox"/> Environmental and Transportation Economics;</li> <li><input type="checkbox"/> ICT Service Management;</li> <li><input type="checkbox"/> Management and Information Technology;</li> <li><input type="checkbox"/> Regulatory Affairs;</li> <li><input type="checkbox"/> Total Quality Management;</li> <li><input type="checkbox"/> Urban Economics and Cost Benefit Analysis;</li> </ul>
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## 5.2 Engineering methods

<p><b>Indicate which engineering methods are most important for your organisation during applicants filtering.</b> <i>Select a maximum of 8 engineering methods.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysing, comparing and evaluating complex products;</li> <li><input type="checkbox"/> Analysing, comparing and evaluating methods;</li> <li><input type="checkbox"/> Analysing, comparing and evaluating processes;</li> <li><input type="checkbox"/> Application of analysing methods;</li> <li><input type="checkbox"/> Application of innovative methods and measures;</li> <li><input type="checkbox"/> Application of modelling approaches;</li> <li><input type="checkbox"/> Business development;</li> <li><input type="checkbox"/> Computational methods;</li> <li><input type="checkbox"/> Construction of machines and processes for special applications;</li> <li><input type="checkbox"/> Creation and implementation of new scientific methods;</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creation of new processes;</li> <li><input type="checkbox"/> Creation of new products;</li> <li><input type="checkbox"/> Design &amp; Modelling methods;</li> <li><input type="checkbox"/> Developing business models for a product, service or company;</li> <li><input type="checkbox"/> Identification and formulation of problems;</li> <li><input type="checkbox"/> Innovation management and strategy;</li> <li><input type="checkbox"/> Innovation methodologies;</li> <li><input type="checkbox"/> Leadership;</li> <li><input type="checkbox"/> Optimization;</li> <li><input type="checkbox"/> Project management;</li> <li><input type="checkbox"/> R&amp;D;</li> <li><input type="checkbox"/> Simulation;</li> <li><input type="checkbox"/> Understanding business models.</li> </ul>
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## 5.3 Other skills and competences

<p><b>Indicate which skills and competences are most important for your organisation during applicants filtering.</b> <i>Select a maximum of 8 skills and competences.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choice of process, materials and equipment;</li> <li><input type="checkbox"/> Constructing models for analysis and design using laboratory data and physical parameters;</li> <li><input type="checkbox"/> Consulting role, design/modelling to meet clients' needs;</li> <li><input type="checkbox"/> Creation of plans, specification, and economic analyses;</li> <li><input type="checkbox"/> Design of technological processes/units;</li> <li><input type="checkbox"/> Dissemination of results;</li> <li><input type="checkbox"/> Documentation of results;</li> <li><input type="checkbox"/> Entrepreneurial/economical aspects;</li> <li><input type="checkbox"/> Environmental aspects;</li> <li><input type="checkbox"/> Funding and knowledge about project financing structures;</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Government regulations and safety standards;</li> <li><input type="checkbox"/> Innovation management;</li> <li><input type="checkbox"/> Intellectual Property (IP-Law, Patent protection);</li> <li><input type="checkbox"/> Interpretation of results;</li> <li><input type="checkbox"/> Knowledge on security issues and safety;</li> <li><input type="checkbox"/> Knowledge on unit operations;</li> <li><input type="checkbox"/> Legal issues;</li> <li><input type="checkbox"/> Management system standard ISO;</li> <li><input type="checkbox"/> Optimization of processes/units;</li> <li><input type="checkbox"/> Planning and realisation of experiments;</li> <li><input type="checkbox"/> Regulatory and policy aspects;</li> <li><input type="checkbox"/> Risk assessment;</li> <li><input type="checkbox"/> Teamwork;</li> <li><input type="checkbox"/> Thorough understanding of mathematics;</li> <li><input type="checkbox"/> Use of information resources (Databases, Literature).</li> </ul>
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## 5.4 Multidisciplinarity

<p><b>If extracurricular education/training activities are relevant, what activities are the most relevant for your organization?</b> <i>Indicate with 'X'</i></p>				
Other engineering specialisation	Social sciences	International / crossborder affairs	Economics & Finance	Political & regulatory sciences
<p><b>If applicable, which software tools or modelling languages are required?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ASPEN HYSYS;</li> <li><input type="checkbox"/> AutoCad;</li> <li><input type="checkbox"/> Chemical plants: material and energy balancing tools;</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Creation of flowsheets;</li> <li><input type="checkbox"/> Data processing;</li> <li><input type="checkbox"/> FLUENT;</li> <li><input type="checkbox"/> HOMER;</li> <li><input type="checkbox"/> Matlab;</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Numerical computation software;</li> <li><input type="checkbox"/> Office tools;</li> <li><input type="checkbox"/> PVsyst;</li> <li><input type="checkbox"/> Simulink (Matlab).</li> </ul>	



<b>Are extracurricular education/training relevant for your organisation? Indicate with 'X'</b>			
Yes	No, we offer it ourselves	No, but we miss universities doing this	No, we use consultants
<b>If 'yes', what activities are the most relevant for your organisation? (Leave empty if not required) Indicate with 'X'</b>			
Industry involvement in thesis	Internship experience	Professional experience	
Erasmus/Exchange mobility	Technology transfer	MBA/Business school	

### 5.5 Soft skills

<b>Indicate which soft skills are most important for applicants. Select a maximum of 8 soft skills.</b>		<input type="checkbox"/> Marketing; <input type="checkbox"/> Methodical; <input type="checkbox"/> Multicultural; <input type="checkbox"/> Multidisciplinary; <input type="checkbox"/> Oral Comm.; <input type="checkbox"/> Organized; <input type="checkbox"/> Out of the box thinking; <input type="checkbox"/> Planning (incl. business plans); <input type="checkbox"/> Social awareness; <input type="checkbox"/> Presentation skills; <input type="checkbox"/> Proactive	<input type="checkbox"/> Project preparation, reporting and evaluation; <input type="checkbox"/> Rescue procedures; <input type="checkbox"/> Research; <input type="checkbox"/> Rigorous; <input type="checkbox"/> System Thinking; <input type="checkbox"/> Teamwork; <input type="checkbox"/> Tenacity; <input type="checkbox"/> Transparent; <input type="checkbox"/> Written Comm.
<input type="checkbox"/> Ability to influence; <input type="checkbox"/> Adaptability; <input type="checkbox"/> Ambition; <input type="checkbox"/> Analytical skills; <input type="checkbox"/> Autonomy; <input type="checkbox"/> Believe in what they do; <input type="checkbox"/> Business Partner; <input type="checkbox"/> Challenge things to make them better; <input type="checkbox"/> Creativity; <input type="checkbox"/> Deadline driven;	<input type="checkbox"/> Entrepreneurial; <input type="checkbox"/> Ethical; <input type="checkbox"/> Innovation; <input type="checkbox"/> Integrity; <input type="checkbox"/> Intelligent; <input type="checkbox"/> International awareness; <input type="checkbox"/> Interpersonal communication; <input type="checkbox"/> Involvement; <input type="checkbox"/> Leadership; <input type="checkbox"/> Management;		
<b>For applicants with a PhD profile, if applicable. How important is the outreach of applicant's Doctorate research (e.g., publications, patents produced)? Indicate with 'X'</b>			
Not important	Little important	Important	Required
<b>Is bilingualism required in your organisation (mother tongue + English)? Indicate with 'X'</b>			
Elementary proficiency	Limited working proficiency	Professional working proficiency	
Full professional working proficiency	Native or bilingual proficiency	English not required	
<b>Are any other languages required? Please specify.</b>			