# QUESTIONNAIRE FOR EMPLOYERS

This questionnaire contains questions regarding skills and competences that may be important for building a successful career in the direction of **Civil Engineering** under the new degree profile "Intelligent buildings and standards of green building". Please answer all the questions. The answers can be very useful for us to improve the planning of training programs in the degree **Civil Engineering**, the profile "Intelligent buildings and standards of green building" for future students.

### Many thanks for your co-operation

1. Name of the organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Position of the person answering: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Number of employees: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Do you consider that university has given your employees adequate preparation for working in your company?

|  |  |
| --- | --- |
|  | 1. **Yes, very much**
 |
|  | 1. **Much**
 |
|  | 1. **Some**
 |
|  | 1. **Little**
 |
|  | 1. **Very little**
 |

For each of the skills listed below, please estimate:

* the **importance** of the skill or competence, in your opinion, for work in your organization;
* the **level of achievement** to which each skill or competence is developed by degree programmes at university in in the degree Civil Engineering, the profile "Intelligent buildings and standards of green building".

The blank space may be used to indicate any other skills that you consider important but which do not appear on the list.

**Please use the following scale:**

**1 = none; 2 = weak; 3 = considerable; 4 = strong.**

**Circle the appropriate assessment:**

① - **none** , ② – **weak**, ③ – **considerable**, ④ – **strong**

**GENERIC COMPETENCIES**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Skill/Competence** | Importance | Level of achievement |
| 1. 1
 | Ability for abstract thinking, analysis and synthesis | 1 2 3 4 | 1 2 3 4 |
|  | Ability to work in a team  | 1 2 3 4 | 1 2 3 4 |
|  | Capacity to generate new ideas (creativity) | 1 2 3 4 | 1 2 3 4 |
|  | Ability to identify, pose and resolve problems  | 1 2 3 4 | 1 2 3 4 |
|  | Ability to design and manage projects | 1 2 3 4 | 1 2 3 4 |
|  | Ability to apply knowledge in practical situations | 1 2 3 4 | 1 2 3 4 |
|  | Ability to communicate in a second language | 1 2 3 4 | 1 2 3 4 |
|  | Skills in the use of information and communications technologies | 1 2 3 4 | 1 2 3 4 |
|  | Capacity to learn and stay up-to-date with learning  | 1 2 3 4 | 1 2 3 4 |
|  | Ability to communicate both orally and in written form in the native language | 1 2 3 4 | 1 2 3 4 |
|  | Ability to work autonomously | 1 2 3 4 | 1 2 3 4 |
|  | Ability to make reasoned decisions | 1 2 3 4 | 1 2 3 4 |
|  | Ability for critical thinking | 1 2 3 4 | 1 2 3 4 |
|  | Appreciation of and respect for diversity and multiculturality | 1 2 3 4 | 1 2 3 4 |
|  | Ability to act with social responsibility and civic awareness | 1 2 3 4 | 1 2 3 4 |
|  | Ability to act on the basis of ethical reasoning | 1 2 3 4 | 1 2 3 4 |
|  | Commitment to the conservation of the environment | 1 2 3 4 | 1 2 3 4 |
|  | Ability to communicate with non-experts of one’s field | 1 2 3 4 | 1 2 3 4 |
|  | Ability to plan and manage time | 1 2 3 4 | 1 2 3 4 |
|  | Ability to evaluate and maintain the quality of work produced | 1 2 3 4 | 1 2 3 4 |
|  | Ability to be critical and self-critical | 1 2 3 4 | 1 2 3 4 |
|  | Ability to search for, process and analyse information from a variety of sources  | 1 2 3 4 | 1 2 3 4 |
|  | Commitment to safety | 1 2 3 4 | 1 2 3 4 |
|  | Interpersonal and interaction skills  | 1 2 3 4 | 1 2 3 4 |
|  | Ability to undertake research at an appropriate level | 1 2 3 4 | 1 2 3 4 |
|  | Knowledge and understanding of the subject area and understanding of the profession  | 1 2 3 4 | 1 2 3 4 |
|  | Ability to resolve conflicts and negotiate | 1 2 3 4 | 1 2 3 4 |
|  | Ability to focus on quality | 1 2 3 4 | 1 2 3 4 |
|  | Ability to focus on results | 1 2 3 4 | 1 2 3 4 |
|  | Ability to innovate |  |  |
| WRITE YOUR OPPORTUNITY OF COMPETENCIES, IF NECESSARY: |
|  |  | 1 2 3 4 | 1 2 3 4 |
|  |  | 1 2 3 4 | 1 2 3 4 |

Please rank below the five most important competences according to your opinion. Please write the number of the item within the box. Mark on the first box the most important, on the second box the second most important and so on.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Important | 1 | 2 | 3 | 4 | 5 |
| Number of competence |  |  |  |  |  |

**SUBJECT-SPECIFIC COMPETENCES**

|  |  |  |
| --- | --- | --- |
| **Skill/Competence** | Importance | Level of achievement |
| 1. Analyze the subject area, identify, classify and describe problems; To find methods and approaches to their solution; Formulate requirements
 | 1 2 3 4 | 1 2 3 4 |
| 1. Mastering in the technology and methods of the correct choice and usage of building materials, products and structures, machines and equipment used in intelligent buildings and environmental engineering
 | 1 2 3 4 | 1 2 3 4 |
| 1. Be able to create conditions for comfortable living in buildings, provide a favorable microclimate for maintaining the health of inhabitants;
 | 1 2 3 4 | 1 2 3 4 |
| 1. Ability to receive and apply advanced foreign experience in the field of eco-building, energy and resource saving, design of intelligent building management systems
 | 1 2 3 4 | 1 2 3 4 |
| 1. The ability to integrate knowledge of standards and rules of green building in the development of projects of intelligent buildings, to apply the "smart city" models in urban planning.
 | 1 2 3 4 | 1 2 3 4 |
| 1. The ability to assess the environmental performance of a projected building
 | 1 2 3 4 | 1 2 3 4 |
| 1. Analyze, select and apply methods and tools to ensure information security in automated control systems for intelligent buildings
 | 1 2 3 4 | 1 2 3 4 |
| 1. Effectively manage economic, human, technical and other resources
 | 1 2 3 4 | 1 2 3 4 |
| 1. To prepare technical and methodological materials for the presentation and description of intelligent buildings and their subsystems design at any stage of the life cycle
 | 1 2 3 4 | 1 2 3 4 |
| 1. The ability to apply BIM-technologies for the tasks of managing the building life cycle
 | 1 2 3 4 | 1 2 3 4 |
| 1. To develop and implement of new competitive ideas in the field of green building, energy and resource saving, design management systems for intelligent buildings
 | 1 2 3 4 | 1 2 3 4 |
| 1. To apply and develop fundamental and interdisciplinary knowledge, including mathematical and scientific principles, information technologies for successful problem solving
 | 1 2 3 4 | 1 2 3 4 |
| 1. Know and apply basic theoretical and practical knowledge, principles and tools in the professional field.
 | 1 2 3 4 | 1 2 3 4 |
| 1. Take into account the social and ethical aspects of their professional activities
 | 1 2 3 4 | 1 2 3 4 |
| 1. Evaluate and take into account economic and commercial indicators that affect the scope of professional activity, carry out a feasibility study of project solutions
 | 1 2 3 4 | 1 2 3 4 |
| 1. Ability to select and install equipment and components of automation systems
 | 1 2 3 4 | 1 2 3 4 |
| 1. Owning the technologies to create an accessible environment for people with disabilities and the elderly
 |  |  |
| WRITE YOUR OPPORTUNITY OF COMPETENCIES, IF NECESSARY: |  |  |
|  | 1 2 3 4 | 1 2 3 4 |
|  | 1 2 3 4 | 1 2 3 4 |

Please rank below the five most important competences according to your opinion. Please write the number of the item within the box. Mark on the first box the most important, on the second box the second most important and so on.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Important | 1 | 2 | 3 | 4 | 5 |
| Number of competence |  |  |  |  |  |

**Many thanks for your co-operation**