



**EUROPEAN FOODBUSINESS TRANSFER LABORATORY FOR STIMULATING
ENTREPRENEURIAL SKILLS, FOR FOSTERING INNOVATION AND FOR BUSINESS
CREATION IN THE FOOD SECTOR / FOODLAB**

**Handbook on concrete competences
sharing that may allow innovation fostering
and innovation transfer improvement**

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List of abbreviations

HEI: Higher Education Institution

MOOC: Massive Open Online Course

R&D: Research and Development

SME: Small Medium Enterprise



1 Introduction

In order to detail necessary expertise and competences to support the development of food projects, different questionnaires were elaborated, distributed, and analysed.

A survey has been carried out among the different actors involved in the food sector in 7 European countries (France, Italy, Spain, Slovenia, Austria, Hungary, Ukraine and Czech Republic).

Questionnaires focused on the competences that may allow innovation fostering and innovation transfer improvement between academia and industry were sent to students or former students, trainers or teachers from different HEIs but also to SMEs (See Annexes).

A crossed evaluation (i.e. what students think about trainers and SMEs competences, what trainers think about students, and so) was also carried out.

The questionnaires were developed into 5 languages (English, French, Italian, Spanish, and Hungarian) asking students, teachers and SMEs involved into the project for validation.

Several spin off related to the agrofood sector were contacted (throughout <http://www.aretionline.net>; <http://www.netval.it>; <http://www.spinoffricerca.it/>; <http://www.astp-proton.eu/>) to ask them an opinion about the competences that should be reinforced in order to develop a successful spin off. Collected information was used to integrate the questionnaires.

Questionnaires were created and distributed online to different stakeholders, including Idefi-Ecotrophelia network, above mentioned spin offs, and SPES partners in the project (asking them to spread questionnaires to their national networks).

A total of 143 questionnaires was collected: 66 from students, 31 from trainers, and 46 from SMEs.

In detail, their responses came from the following countries:

- For students, 53% of the answers were collected in Italy, 39% in France and 8% in Hungary.
- For Trainers, 55% of the answers were from French teachers/tutors, 32% from Italians, 10% from Slovenians and 3% from Hungarians.
- For SMEs, 30% of the answers were from Slovenia, 28% from Italy, 19% from France, 17% from Czech Republic, and 2% from Austria, Hungary or Ukraine.

Data processing showed a lack of information from important countries such as Spain, Germany, England, and northern Europe: in the face of a large distribution effort, the response by the HEI was short of expectations and this probably indicates a low propensity of the food industry for creating of spin-offs as opposed to other sectors.

Here after are the data from the 3 questionnaires that were collected.



2 Data from the students

2.1 The panel

There were collected 66 answers from people with a medium age of 26 years old. Half of them were Engineers and/or Master degrees.

71% of the people who answered had taken part to a food innovative project, mainly during their school training (47%) and/or through a competition (41%).

32% have been experienced the process of business creation but only 11% have been through. However, since only 50% of the panel answered that question, the exact number might be half of that. Interestingly, no French people created their business. They gave several reasons, but more often, they admit not having the desire to do it. Some of them also mentioned the lack of financial support.

About one third of the population who answered the questionnaire have been attending entrepreneurship courses, mainly during their training.

2.2 Their own needs

According to the questioned students, their own competences are rather good in:

- creativity,
- product development,
- project management,
- food law and ethics,
- sustainability,
- eco conception.

On the opposite, they admit lacking competences in:

- legal aspects,
- commercialization strategy,
- packaging,
- industrialization,
- business plan,
- marketing strategy.

It is important to note that there were no huge differences between participating countries.



Of course, when they were asked for the most important skills to lead successfully an innovation project and/or set up a company, they gave first marketing strategy, then creativity and business plan.

When they had to overcome their lack of skills, they mainly turned to Universities, and to a lower extend to SMEs. Interestingly some consulted a training centre and a MOOC.

2.3 Their “tutors” needs

Depending on the countries, students have benefited more from the help of tutors (96% in France) or less (only 30% in Italy). So the data have to be taken cautiously.

According to them, their tutors’ competences were rather good in:

- industrialization,
- product development,
- sensory analysis,
- nutritional quality,
- eco-conception,
- food law,
- production planning,
- quality and safety,
- sustainability,
- project management
- formulation.

On the opposite, they seem to lack competences in:

- market study,
- packaging, supply chain,
- business plan,
- creativity,
- marketing mix,
- ethics,
- customer survey
- intellectual property.

According to students, their tutors were mostly involved in coaching (identification of problems to be solved, problem solving, and assistance for team working). They helped, to a lower degree, with project



management and product choice, whereas they seem to have been a little involved in industrial transfer or setting up of partnerships.

2.4 Their industrial partners' needs

37% of the questioned students have benefited from an industrial partnership during their project, for technical expertise, raw material supply, product formulation or tests. Among them, 81% have initiated this partnership.

They were mostly in contact with managers or heads of production. To a lower extent with heads of communication/marketing, R & D or quality.

According to them, their interlocutors' competences were rather good in:

- production planning,
- industrialization,
- product development,
- formulation,
- quality and safety,
- supply chain,
- project management.

On the opposite, they seem to be less competent in:

- nutritional quality,
- packaging,
- sensory analysis,
- market study,
- marketing mix,
- creativity,
- ethics,
- sustainability,
- intellectual property,
- customer survey,
- business plan,
- food law,
- eco-conception.



2.5 Their experience of food innovative project

2.5.1 Material and financial helps

8% only of the people who answered benefited from the help of an incubator, mainly for supervising and training, and to a lower extend students received a financial help, and were offered offices.

Concerning a potential financial help for their project, 13% said to have received a financial support, mostly from banks. According to the answers, most of the financial helps were between 1000 and 5000€, 2 of them received more than 10000€.

2.5.2 Communication

The way they did communicate about their project was mainly through competitions (national (28%) and regional (13%)) and social networks (28%). However, 20% of them have admitted that they did not communicate at all.

35% won a competition award (Ecotrophelia and/or regional contests).

2.6 Their advices in order to ameliorate the efficiency of transfer innovation.

It was rather difficult to analyse this answer, since it was an open question. However, what comes out of all data is a better industrial partnership throughout the project.



3 Data from the trainers/teachers

3.1 The panel

There were collected 31 answers from people around 43 years old of age, 67% were women. The majority were engineers and/or PhD.

Most of the questioned people were assistant professors or professors (29% in biochemistry/biology or technical engineering, 14% in nutrition or human, economics and communication sciences, 9% in microbiology and 5% in physics).

Half of the panel had already worked for private companies and 38% in food industry. However, 75% of those who have never worked for food industry, know the sector through their professional activity (internship supervision and/or factory visits).

81% of the people who answered have had the opportunity to supervise a food innovative project. 72% have done it several times, and 67% of the supervised projects were successful and/or rewarded. 48% of the projects went up to business creation and/or product commercialization.

3.2 Their own needs

According to them, their competences are rather good in:

- creativity,
- product development,
- project management,
- ethics.

On the opposite, they admit lacking competences in:

- commercialization strategy,
- legal aspects,
- business plan,
- low food,
- packaging,
- industrialization and to a lower extend,
- marketing strategy.

Interestingly, there were no huge differences between countries.



Whenever they needed help, they mainly turned to Universities (35%), technical centres (27%) and SMEs (23%).

According to them, they were mostly involved in the identification of problems to be solved, project management, assistance for team working, product choice and problem solving. They helped, to a lower degree, with setting up of partnerships, and they seem to have been a little involved in industrial transfer.

They admit that a further training would be beneficial for them in juridical aspects. To a lower extend, a training in financial aspects might be useful.

3.3 Their students' needs

According to them, students' competences are rather good in:

- product development,
- nutritional quality,
- sensory analysis,
- formulation,
- quality and safety,
- creativity,
- sustainability,
- food law,
- project management
- customer survey.

On the opposite, they seem to lack competences in:

- intellectual property,
- business plan,
- packaging,
- marketing mix,
- industrialization,
- production planning,
- supply chain,
- ethics,
- market study,



- Eco-conception.

3.4 Their advices in order to ameliorate the efficiency of transfer innovation.

The answers to this “open question” gave different important points. Trainers/trainers think that one should raise awareness of entrepreneurship earlier among students and involve the industrial actors in the formation. On the other way around, they said that companies should be more “open” to students, and they have to optimize their network (through SMEs and technical centres).

Regarding the pedagogical content, HEIs should better teach juridical aspects, intellectual property and profit making.



4 Data from the SMEs

4.1 The panel

There were collected 46 answers. Most companies had more than hundred employees (64%), 14% were small (10-50 employees) and very small (less than 10 people) companies.

A fourth of them were from the elaborated food sector and laboratories, then Fish and Meat or beverage (22%) and fatty substances (14%).

Management of innovation and R & D

88% of them host an R & D department and 92% have staff dedicated to innovation. 76% do their research and development internally while others ask research centres (13%). Interestingly one answered that they use student's projects. 83% handle technological vigilance.

Supervision of innovative projects

Among the questioned people from SMEs, 69% have already supervised student's innovative projects, half supervised more than 5 projects over the last 10 years. The others have answered they do not have the time, or did not meet the opportunity. 63% have had several successful and/or rewarded projects and 69% of the projects have succeeded to a transfer (business creation or product commercialization). Most of the projects were financed by tax credit (42%), public funding (33%) or private funding.

Importantly, 78% of the companies were involved in partnership with HEI (mainly Universities and also Engineer schools).

4.2 Their own needs

According to them, their competences are rather good in:

- product development,
- project management,
- creativity,
- food law,
- packaging
- business plan.

On the opposite, they admit lacking competences in:

- legal aspects,
- to a lower extend in commercialization strategy,



- marketing strategy,
- ethics, sustainability,
- eco-conception,
- industrialization.

Interestingly, there were no huge differences between participating countries.

Whenever they needed help, they mainly turned to Universities/Schools (37%), and to a lower extend to other SMEs or Technical centres (24%).

According to them, they were highly involved in all aspects of the project (project management, problem solving, identification of problems to be solved, product choice, assistance for team working, setting up of partnership and industrial transfer).

4.3 Their students' needs

According to the industrials, students lack all competences except in sensory analysis. Their skills in product development and nutritional quality might be acceptable, but all other competences reached very poor rates in the questionnaire, the lowest score being for the supply chain.

4.4 Their advices in order to ameliorate the efficiency of transfer innovation.

The industrial point of view was quite simple. To them, students have absolutely no idea of the economic reality. They need to learn about the market, the benefits, and so on...

One suggestion was industrial mentoring. Another one quoted the Luxembourg example where they use "Innovation agents" who are dedicated to train in the field.



5 Conclusions

If there are compared and crossed-reference the data from all questionnaires, some items come out in a quite obvious way.

All of the questioned public seem to agree that they altogether have poor skills in commercialization strategy, legal aspects and marketing strategy.

Specific lacks of competences have been pointed out among students and teachers/trainers in packaging, industrialization and business plan.

As for the industrial public, they appear to need training in eco-conception, ethics and sustainability.

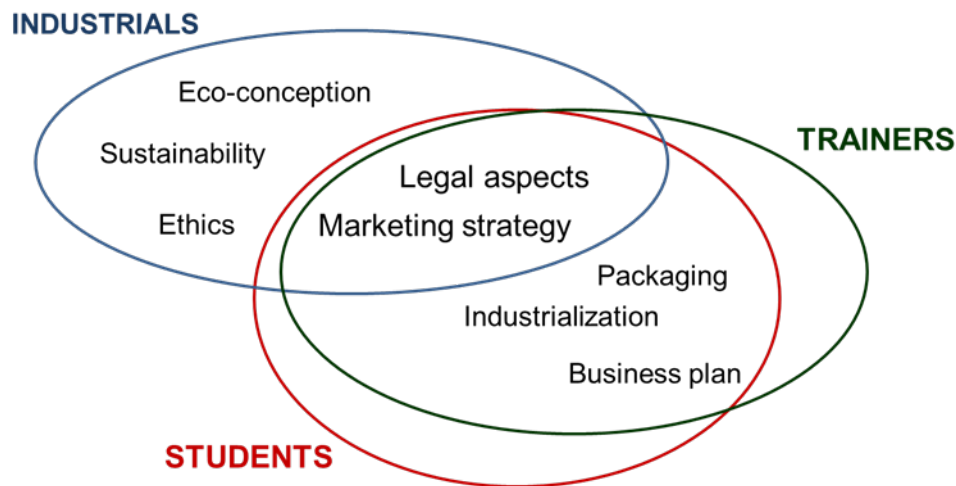


Figure 1 Comparison data from questionnaires

Annexes

«Students» questionnaire

I-DESIGNATION

1-Age:

2-Sex:

3-Training, degree:

4-Education level:

II-EXPERIENCE

1-Have you ever take part in a Food **innovation project**?

Yes No

2-If yes, within what framework?

University Training

Internship

Contest, specify:

Personal initiative, specify:

Other, specify:

3-Do you have a **business creation** experience?

Yes No

4-If so, have you created your own business?

Yes

-date of creation and company name:

No

-specify why:

.....



5-Did you attend a course or a training in the **entrepreneurship** field?

- Yes No

-If so, name of the training organisation:

6-Which **skill level** do you think you have in this sector:

0 = low

5 = high

0 1 2 3 4 5

7-For the fulfilment of your innovation project and/or the creation of your company assess your **skills** in the following sectors:

0 = low

5 = high

<i>Creativity</i>	0	1	2	3	4	5
<i>Marketing strategy: market study, mix marketing, customer survey, monitoring, communication...</i>	0	1	2	3	4	5
<i>Sales: retail strategy, negotiation...</i>	0	1	2	3	4	5
<i>Packaging</i>	0	1	2	3	4	5
<i>Product development: formulation, sensory analysis, nutritional profile, quality and food safety</i>	0	1	2	3	4	5
<i>Business plan</i>	0	1	2	3	4	5
<i>Project management : team management, planning</i>	0	1	2	3	4	5
<i>Legal aspects: Intellectual property, patents</i>	0	1	2	3	4	5
<i>Food law</i>	0	1	2	3	4	5
<i>Industrialisation: production management, stock management, supply chain, financial management of the company</i>	0	1	2	3	4	5
<i>Ethics, sustainability</i>	0	1	2	3	4	5

8-If you did not have all the required skills, specify where you did find them:

- University
- Technical centre
- Research centre
- Small and medium enterprises



Other, specify...

9- According to your experience, what are among those listed in the previous question n. 7, the 3 more important skills to lead successfully an innovation project and/or set up a company?

.....

10-For the fulfilment of your innovation project and/or the creation of your company, did you get an assistance of one (or several) **tutor(s)**?

Yes No

11- Assess the quality of your **tutor(s)** assistance.

0 = low 5 = high

0 1 2 3 4 5

12-If you had one or several tutor(s), assess its (their) **skills** in the following sectors:

0 = no skill 5 = highly skilled

<i>Creativity</i>	0 1 2 3 4 5
<i>Market study</i>	0 1 2 3 4 5
<i>Customer survey</i>	0 1 2 3 4 5
<i>Mix marketing</i>	0 1 2 3 4 5
<i>Packaging</i>	0 1 2 3 4 5
<i>Formulation</i>	0 1 2 3 4 5
<i>Product development</i>	0 1 2 3 4 5
<i>Sensory analysis</i>	0 1 2 3 4 5
<i>Nutritional quality</i>	0 1 2 3 4 5
<i>Industrialisation</i>	0 1 2 3 4 5
<i>Production planning</i>	0 1 2 3 4 5
<i>Quality and safety</i>	0 1 2 3 4 5
<i>Business plan</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Intellectual property</i>	0 1 2 3 4 5
<i>Supply chain</i>	0 1 2 3 4 5

<i>Food law</i>	0 1 2 3 4 5
<i>Ethics</i>	0 1 2 3 4 5
<i>Sustainability</i>	0 1 2 3 4 5

13- Assess your **tutor(s) involvement level** in the following sectors:

0 = no help 5 = too much help

<i>Product choice</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Identification of the problems to be solved</i>	0 1 2 3 4 5
<i>Problem solving</i>	0 1 2 3 4 5
<i>Team working assistance</i>	0 1 2 3 4 5
<i>Setting up of a partnership</i>	0 1 2 3 4 5
<i>Industrial transfer</i>	0 1 2 3 4 5

14-For the fulfilment of your innovation project and/or the creation of your company, have you got a partnership with a **food industry**?

- Yes No

15- What was the nature of this **industrial partnership** (several answers possible)?

- Raw material supply
- Data supply (studies, panels, financial data...)
- Test on pilot plant
- Product formulation, tests
- Pilot production
- Technical expertise / process setting up
- Marketing expertise / business
- Law/ legal expertise
- Packaging
- Quality controls



16-How was the industrial partnership organized?

- Throughout the project
- Temporary
- After the product setting up

17- Who **introduced this partnership**?

- You
- The industrialist
- A training institution, specify:

18-Within the company, who were your interlocutors?

- Manager
- Head of production
- Quality manager
- Head of communication / marketing
- R & D manager
- Other:

19- Assess your interlocutor(s) **skills** in the following sectors:

0 = no skill 5 = highly skilled

<i>Creativity</i>	0 1 2 3 4 5
<i>Market study</i>	0 1 2 3 4 5
<i>Customer survey</i>	0 1 2 3 4 5
<i>Mix marketing</i>	0 1 2 3 4 5
<i>Packaging</i>	0 1 2 3 4 5
<i>Formulation</i>	0 1 2 3 4 5
<i>Product development</i>	0 1 2 3 4 5
<i>Sensory analysis</i>	0 1 2 3 4 5
<i>Nutritional quality</i>	0 1 2 3 4 5
<i>Industrialisation</i>	0 1 2 3 4 5



<i>Production planning</i>	0 1 2 3 4 5
<i>Quality and safety</i>	0 1 2 3 4 5
<i>Business plan</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Intellectual property</i>	0 1 2 3 4 5
<i>Supply chain</i>	0 1 2 3 4 5
<i>Food law</i>	0 1 2 3 4 5
<i>Ethics</i>	0 1 2 3 4 5
<i>Sustainability</i>	0 1 2 3 4 5

III-PROMOTION

1-For the fulfilment of the creation of your company, have you got an incubator **assistance**?

Yes No

If so, which one and where:

2-What was the **nature of this assistance**?

- Monitoring
- Training
- Financial
- Secondment of premises, offices...
- Secondment of production material
- Secondment of computer hardware

3-Assess the **assistance quality** of this incubator.

Unsatisfactory Satisfactory Very satisfactory

4- For the fulfilment of the creation of your company, have you got **financial backing**?

Yes No

If so, give the name of the financing organisation:

5-How much did you get

less than 500€



- 500-1000€
- 1000-5000€
- 5000-10000€
- more than 10000€

6- During your **experience of business creation**, how did you **communicate**?

- no communication
- during national contests, specify:
- during regional contests, specify:
- Social networks
- CCI (Chamber of Commerce and Industry) or business clubs
- other, specify.

7- During your **experience of Food innovation project**, how did you **communicate**?

- no communication
- during national contests, specify:
- during regional contests, specify:
- Social networks
- CCI (Chamber of Commerce and Industry) or business clubs
- other, specify.

8- Have you won awards?

- Yes No

If so, specify:

IV-OPEN QUESTION

Whether your experience was positive or negative, do you have any suggestions regarding the necessary skills in the innovation transfer from the academic world to the industrial world?



« Trainer » questionnaire

I-DESIGNATION

1-Age:

2-Sex:

3-Training:

4-Position:

5-**Disciplinary field:**

- Microbiology
- Biochemistry
- Engineering sciences and techniques
- Nutrition
- Human, Economics and communication sciences
- Chemistry
- Physics
- other, specify:

6-**Have you ever worked in an industry (private sector):**

- of the food chain, specify:
- of another sector, specify:
- No I haven't, no industries

7-You have **never worked in a food industry**, but you know this sector because:

- you have an industrial partnership as part of your research activity
- you have regular contact with food Industry as part of your training activity (internship monitoring/factory visit)
- other, specify:

II-EXPERIENCE



1- Have you ever supervised students in **the development of an innovative projects t?**

Yes No

If no, for what main reason:

2-During the last 10 years, **how many innovative projects have you supervised?**

0 1 2 to 5 more than 5

3-How many projects have been **approved or rewarded?**

0 1 2 to 5 more than 5

4-How many projects have succeeded to a **transfer?** (Creation of company or product distribution)

0 1 2 to 5 more than 5

III-SKILLS

1-If you had an experience in supervising innovative project assess your **skills in the following sectors:**

0 = low 5 = high

<i>Creativity</i>	0 1 2 3 4 5
<i>Marketing strategy: market study, mix marketing, customer survey, monitoring, communication...</i>	0 1 2 3 4 5
<i>Sales: retail strategy, negotiation...</i>	0 1 2 3 4 5
<i>Packaging</i>	0 1 2 3 4 5
<i>Product development: formulation, sensory analysis, nutritional profile, quality and food safety</i>	0 1 2 3 4 5
<i>Business plan</i>	0 1 2 3 4 5
<i>Project management : team management, planning</i>	0 1 2 3 4 5
<i>Legal aspects: Intellectual property, patents</i>	0 1 2 3 4 5
<i>Food law</i>	0 1 2 3 4 5
<i>Industrialisation: production management, stock management, supply chain, financial management of the company</i>	0 1 2 3 4 5
<i>Ethics, sustainability</i>	0 1 2 3 4 5



2-If you did not have all the required skills, specify **where you did find** them:

- University
- Technical center
- Research center
- Small and medium enterprises
- Other, specify...

3- During your experience of project monitoring, assess your **involvement level** in the following sectors:

0 = not involved 5 = highly involved

<i>Product choice</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Identification of the problems to be solved</i>	0 1 2 3 4 5
<i>Problem solving</i>	0 1 2 3 4 5
<i>Team working assistance</i>	0 1 2 3 4 5
<i>Setting up of a partnership</i>	0 1 2 3 4 5
<i>Industrial transfer</i>	0 1 2 3 4 5

4-Do you think that a **further training** will be useful for you in the following sectors:

0 = not useful 5 = very useful

<i>Technical</i>	0 1 2 3 4 5
<i>Legal</i>	0 1 2 3 4 5
<i>Marketing</i>	0 1 2 3 4 5
<i>Financial</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Coaching</i>	0 1 2 3 4 5
<i>Other, specify:</i>	0 1 2 3 4 5

5-Assess the **students' skills in the following sectors:**

0 = no skill 5 = highly skilled

<i>Creativity</i>	0 1 2 3 4 5
<i>Market study</i>	0 1 2 3 4 5
<i>Customer survey</i>	0 1 2 3 4 5
<i>Mix marketing</i>	0 1 2 3 4 5
<i>Packaging</i>	0 1 2 3 4 5
<i>Formulation</i>	0 1 2 3 4 5
<i>Product development</i>	0 1 2 3 4 5
<i>Sensory analysis</i>	0 1 2 3 4 5
<i>Nutritional quality</i>	0 1 2 3 4 5
<i>Industrialisation</i>	0 1 2 3 4 5
<i>Production planning</i>	0 1 2 3 4 5
<i>Quality and safety</i>	0 1 2 3 4 5
<i>Business plan</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Intellectual property</i>	0 1 2 3 4 5
<i>Supply chain</i>	0 1 2 3 4 5
<i>Food law</i>	0 1 2 3 4 5
<i>Ethics</i>	0 1 2 3 4 5
<i>Sustainability</i>	0 1 2 3 4 5

IV-OPEN QUESTION



Whatever your experience of monitoring project, do you have any suggestions regarding the required skills for innovation transfer from the academic world to the industrial world?



«SMEs» Questionnaire

I-DESIGNATION

1-Size:

- Less than 50 people 50-100 people Over 100 people

2-Sector:

- Meat, fish
- Fruits and vegetables
- Fatty substances (butter, cream...)
- Dairy
- Cereals
- Bakery, pastry
- Pet food
- Beverage
- Other, specify:

3-Country, region:

4-Does your company have its own **research and development department**?

- Yes No

If yes, how many people:

5-Does your company have **staff dedicated to innovation**?

- Yes No

If yes, how many people:

6-Within your company, **research and development** is handled:

- Internally
- By an external research laboratory, specify:
- By an external technical center, specify:
- By a consultant, specify:



Other, specify:

7-Does your company handle **technological vigilance**?

Yes No

II-EXPERIENCE

1- Have you ever supervised students in **the development of an innovative food product**?

Yes No

If no, for what main reason:

2-During the last 10 years, **how many innovative projects have you supervised**?

0 1 2 to 5 more than 5

3-How many projects have been **successful or rewarded**?

0 1 2 to 5 more than 5

4-How many projects have succeeded to a **transfer**? (Creation of a business or product commercialization)

0 1 2 to 5 more than 5

5-Do you have any **partnership(s) with high education institutes**?

Yes No

If yes, specify:

6-If you have supervised any food innovation project, have you benefited **from some financial support**?

Tax credit

Public funding

Private funding

III-SKILLS

1-If you had an experience in supervising innovative projects, assess your **skills in the following sectors**:

0 = low

5 = high



<i>Creativity</i>	0 1 2 3 4 5
<i>Marketing strategy: market study, mix marketing, customer survey, monitoring, communication...</i>	0 1 2 3 4 5
<i>Sales: retail strategy, negotiation...</i>	0 1 2 3 4 5
<i>Packaging, communication</i>	0 1 2 3 4 5
<i>Product development: formulation, sensory analysis, nutritional profile quality and food safety</i>	0 1 2 3 4 5
<i>Business plan</i>	0 1 2 3 4 5
<i>Project management : team management, planning</i>	0 1 2 3 4 5
<i>Legal aspects: Intellectual property, patents</i>	0 1 2 3 4 5
<i>Food regulation aspect</i>	0 1 2 3 4 5
<i>Industrialisation: production management, stock management, supply chain, financial management of the company</i>	0 1 2 3 4 5
<i>Ethics, sustainability</i>	0 1 2 3 4 5

2-If you did not have all the required skills, specify **where you** found them:

- University
- Technical center
- Research center
- Small or medium enterprise
- Other, specify...

3- During your experience of project management, assess your **involvement level** in the following sectors:

0 = not involved 5 = highly involved

<i>Product choice</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Identification of the problems to be solved</i>	0 1 2 3 4 5



<i>Problem solving</i>	0 1 2 3 4 5
<i>Team working assistance</i>	0 1 2 3 4 5
<i>Setting up of a partnership</i>	0 1 2 3 4 5
<i>Industrial Transfer</i>	0 1 2 3 4 5

4-Do you think that **further training** would be useful for you in the following sectors:

0 = not useful 5 = very useful

<i>Technical</i>	0 1 2 3 4 5
<i>Legal</i>	0 1 2 3 4 5
<i>Marketing</i>	0 1 2 3 4 5
<i>Financial</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Coaching</i>	0 1 2 3 4 5
<i>Other, specify:</i>	0 1 2 3 4 5

5-Assess the **students' skills** in the following sectors:

0 = no skill 5 = highly skilled

<i>Creativity</i>	0 1 2 3 4 5
<i>Market study</i>	0 1 2 3 4 5
<i>Customer survey</i>	0 1 2 3 4 5
<i>Mix marketing</i>	0 1 2 3 4 5
<i>Packaging</i>	0 1 2 3 4 5
<i>Formulation</i>	0 1 2 3 4 5
<i>Product development</i>	0 1 2 3 4 5
<i>Sensory analysis</i>	0 1 2 3 4 5
<i>Nutritional quality</i>	0 1 2 3 4 5

<i>Industrialisation</i>	0 1 2 3 4 5
<i>Production planning</i>	0 1 2 3 4 5
<i>Quality and safety</i>	0 1 2 3 4 5
<i>Business plan</i>	0 1 2 3 4 5
<i>Project management</i>	0 1 2 3 4 5
<i>Intellectual property</i>	0 1 2 3 4 5
<i>Supply chain</i>	0 1 2 3 4 5
<i>Food law</i>	0 1 2 3 4 5
<i>Ethics</i>	0 1 2 3 4 5
<i>Sustainability</i>	0 1 2 3 4 5

IV-OPEN QUESTION

Whatever your experience of monitoring project, do you have any suggestions regarding the required skills for innovation transfer from the academic world to the industrial world?