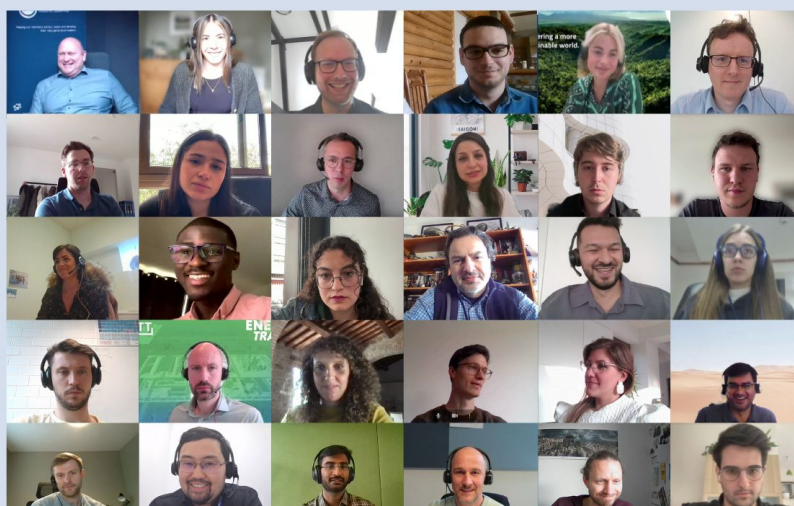


# Future Leaders Dialogue

An annual 'barometer' aligning students and industry

Report 2023 - 2024



# Introduction

**Future Leaders Dialogue (FLD)** is an EIL Alumni-led initiative which produces an annual ‘barometer’ to align students and companies on the skills requirements of young talents and the attractiveness of a career in our industry. Launched in April 2021, the initiative is led by a consortium of EIL member companies (AirLiquide, Covestro, LyondellBasell, McDermott, Neste, Worley) and European Student Organisations (BEST, ESTIEM, EUROAVIA, EYCN, EYE, JEE) with the aim to help all parties understand how best to attract top talent into an industrial career.

To provide a basis for the dialogue between consortium members, a survey was created to test the views of employees, and a second analogous survey to solicit student views.

On the 9th of April 2024, invited participants came together at the third annual Future Leaders Dialogue Conference, chaired by Hanno Brümmer, Chairman of the EIL Industrial Advisory Board. A panel discussion and two additional keynote speeches, ensured that both industry and student ambassadors were represented and provided the stimulus for break-out group discussions.

Following the findings of the first year of the initiative (“Companies and student organisations should get to know each other better, and the best ways to do this, would be to work together more frequently”), in the first breakout session EIL member companies hosted mixed groups of student ambassadors, to present their organisations in a way which is attractive to students and to discuss potential career paths in industry for young talents. In the second breakout session, student organisations hosted mixed groups of industry ambassadors, to present their organisations at European level, the activities of their networks, and how these help their members to develop skills.

In this report you will find a summary of the year’s activities:

- **Pre-conference data**, which present the key findings from over 400 responses from both employers and students.
- **Breakout discussion**, which is an analysis of 11 discussion tables over two sessions.
- **Conference agenda**, which recapitulates the structure and the various contributions to the event.
- **Speaker profiles**, presenting the keynote speakers and the industry and students representatives on the discussion panel.
- **Event participant demographics**, which aggregates information about the participants’ profile.
- **Ambassador Teams** to stimulate further dialogues between industry and student ambassadors.

We invite you to share and make use of the information in this document in your next recruitment activities and to continue the dialogue between industry and its potential future leaders.

**Steve Price**  
Executive Director, EIL



# Summary

The Future Leaders Dialogue initiative focuses on two main topics: attractiveness of industry (how closely company employment offers what students are looking for in a career) and skills required of graduating students (what companies are looking for in their next generation leaders).

The key findings of the third year of this initiative, collected during a series of working meetings in preparation of the Future Leaders Dialogue conference 2024, and during the conference itself are below.

## Attractiveness of Industry

Discussion Question: Does the way industrial companies are using AI in the workplace make them more attractive to students?

- AI is 'just another workplace tool'. Companies expect students to be able to use it as required. Students would expect to see training programmes aimed at equipping them with required AI knowledge and skills.
- Companies are still learning how to make the best use of AI. They need the best talents, and their enthusiasm, to help them in this process. (This position is similar to last year's featured challenge, the energy transition). This is seen as an attractive opportunity for talented students.
- Students see AI as a sign of innovation. Companies should adopt, and advertise their use of AI within the company's normal working processes. This might help to challenge the image perception of industry as old, dull and out of date. Were a company to restrict the implementation of AI solutions, it would reinforce this old-fashioned perception.
- Companies which recognise and share student concerns for the ethical implementation and further development of AI are more attractive.

## Skills required of recent graduates

Discussion Question: Are the skills developed through students' extra-curricular experiences more or less valuable as AI is adopted more widely in the workplace?

- Interpersonal skills and adaptability / flexibility are still highly demanded by companies; these can't be substituted by AI, but are essential to embrace these new tools.
- Companies continue to prioritise interpersonal and problem-solving abilities in new candidates. Proficiency in utilizing AI is not sought specifically, though the capacity to adapt to new environments and tools is.
- Students should continue to develop their (soft) skills\* irrespective of the increasing use of AI. (\*Leadership; Project Management; Effective Planning; Interpersonal and Communication Skills; Adaptability)
- Projects in Student Organisations share many similar processes, constraints and characteristics with projects in industry, such as those to implement new AI solutions. Student organisations offer highly industry-relevant experiences which develop skills that employers are looking for, but Students do not usually describe these well, nor the skills acquired, during the recruitment process. **A common language to do so is required.**

**It is possible to read previous Future Leaders Dialogue reports here:**

- [First year report - 2021-2022](#)
- [Second year report - 2022-2023](#)



# Pre-conference data

## Pre-event survey

A pre-event survey, one for students and one for companies, has been circulated since October 2023, receiving 423 responses (respectively 237 from student ambassadors and 186 from industry ambassadors). During the conference, participants will discuss the key findings of both surveys.

### 1. Skills Required of recent graduates

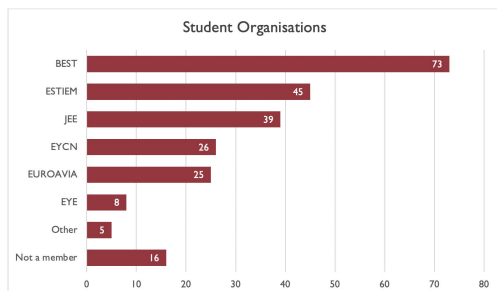
Students are not good at recognising, assessing their own skills and at demonstrating ('selling') them to potential employers. Companies remain largely unaware of the skills which students can develop as Officers in their student associations and are missing an opportunity.

### 2. Attractiveness of Industry

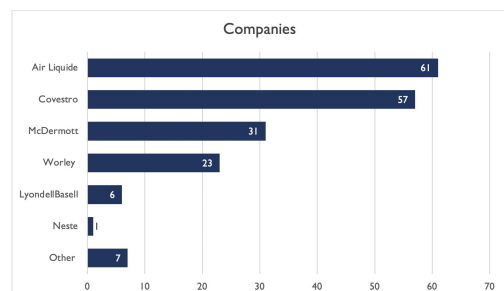
Companies really value sustainability, as a series of important actions to take, but also as a mean to attract talents. However, companies haven't yet found the right way to communicate this value about themselves. It seems students have a hard time trusting indirect sources of information (such as social media or the general public image of a company), but they seems more conscious of what detailed aspects of a company's approach to sustainability can be considered more objective, based on data, and therefore trustful. Companies generally underestimate the desire of students to be directly part of the sustainability solution and not part of the problem.

## Respondents' Demographics

### Student Ambassadors



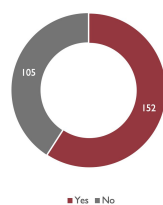
### Industry Ambassadors



93,25% of the student respondents are members of a student organisation.

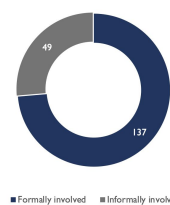
68,78% of the students who are member of a student organisation are in a management position.

Are you in a management position in your student organisation?



73,65% of company respondents gets involved in their company's recruitment activities in some formal capacity (Interviewer with decision making authority, interviewer with recommendation authority, member or manager of a recruitment team, formally representing company, other formal company role), while the remaining ones are representing the company only informally in everyday social situations.

To what extent are you involved in your company's recruitment activities?



# Pre-conference data

## Skills Required of Recent Graduates

### 1. When talking with a student / potential recruitment candidate, what would make you think they would be a good fit for your company? When applying for a job, in presenting yourself, how much value do you give to the following?

Company and student respondents are aligned only on 4 figures out of the 9 investigated. There is an agreement on language proficiency, willingness to travel or to be relocated, personal skills, and academic background.

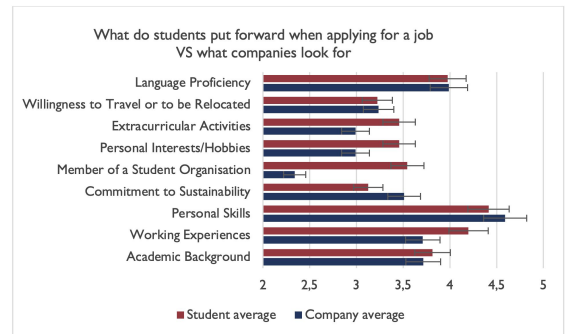
There is instead a considerable misalignment on extracurricular activities, and personal interests and hobbies where students value these more than company respondents.

Company respondents give more value to a commitment to sustainability, than students tend to present themselves with.

As in previous years, there is still a substantial **discrepancy on being member of a student organisation. Companies do not recognise the value that this experience can bring to a candidate.**

This is in line with previous year's report: on a scale from 1 (low) to 5 (high), to 'Member of a student organisation'

- in 2022: 57% of students rated 4 or 5; while only 10,5% of company respondents rated 4 or 5.
- in 2023: 57% of students rated 4 or 5; while only 8% of company respondents rated 4 or 5.
- In 2024: 53,6% of students rated 4 or 5; while only 12,4% of company respondents rated 4 or 5.



### 2. Which skills do you value most in young talent as a potential future colleague?

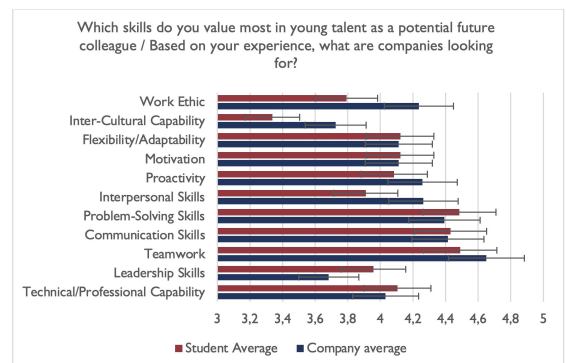
Based on your experience, what are companies looking for?

There is a considerable misalignment on work ethic, inter-cultural capability, and interpersonal skills; companies consider these way more valuable.

Companies and students find themselves more aligned on flexibility/adaptability, motivation, and communication skills.

Compared to last year, companies have increased the importance given to the technical/professional capability:

- in 2023 students were valuing it, in average, 4,1; companies were valuing it 3,1.
- in 2024 it is respectively 4,1 for the students; and 4 for the companies.



# Pre-conference data

## 3. Do you think academia prepares young graduates with sufficient SOFT skills (to be recruited)? Do you think that your university prepares you sufficiently to be recruited?

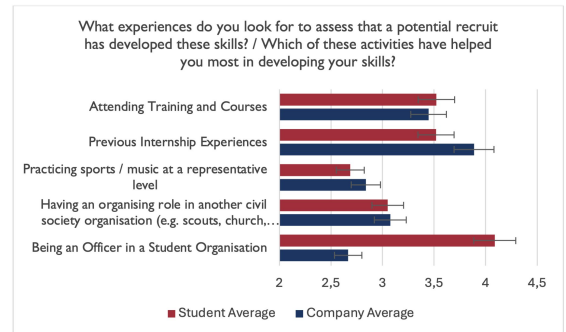
Both company and students agree that university is not sufficient for the development of soft skills required by the workplace:

- 87,1 % of the industry ambassadors answered with a score of 3 or lower, on a scale from 1 to 5.
- 80,2% of the student ambassadors answered with a score of 3 or lower, on a scale from 1 to 5.

## 4. What experiences do you look for to assess that a potential recruit has developed these skills? Which of these activities have helped you most in developing the previous skills?

Company respondents do not value being an officer in a student organisation nearly as much as students, as this was valued 4,1 by student ambassadors and only 2,6 by industry ambassadors.

This is in line with previous years' findings. **The effectiveness of student organisations for developing soft skills in young talent is not yet appreciated by industry. Companies should understand and value these experiences more.**



*“In EYCN we are forced to exclusively work online since our members are spread all over Europe. Thus, when managing my teams I had to rely on clear communication and task assignments to get everything done within the desired timeframe. Particularly the organization of larger international events has contributed to these.”*

**EYCN member, Switzerland**

*“As a community volunteer I've organized events and was responsible for a couple of communities as a spokesperson. This helped me to improve my interpersonal skills, taking responsibility, improving teamwork, communication skills. Now, in EYCN and GDCh as well as my institute, I can transfer my previously gained knowledge to a more professional level.”*

**EYCN member, Germany**

*“Being a team leader in an international student organisation really covers a lot of grounds: I am leading a team (leadership & teamwork) of international members (inter-cultural capability & interpersonal skills). It's an organisation of engineers (IEM), so we educate each other on hard skills as well through courses, seminars and workshops. I even became a Lean Six Sigma instructor. And because a lot of it is online and includes quite a bit of travelling as well, one of my stronger skills quickly became being flexible and adaptable.”*

**ESTIEM member, Serbia**

*“Organising international projects/events helped me developing leadership, communication, flexibility, proactivity, problem solving skills, and many more, because not only you have to guide a group of students towards the realisation of an event, but also keep their motivation high, interface with possible sponsors and being ready to solve any last minute problem.”*

**EUROAVIA member, Italy**



# Pre-conference data

## Attractiveness Of Industry

### 1. How much do you value the following elements while promoting an entry-level job? How much do you value the following elements when applying for an entry-level job?

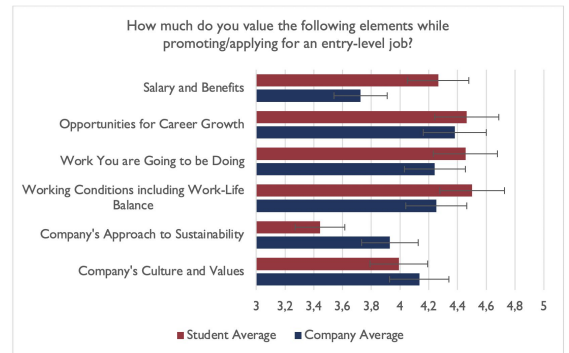
Students and company respondents tend to score similarly on most of the answers available. They are significantly aligned on opportunities for career growth.

**Industry ambassadors overestimate communicating their company's approach to sustainability.**

This confirms the previous FLD reports: **a company taking on sustainability challenges, in every aspect of their business, is considered by students as a given.**

The difference of students and companies scores decreased compared to last year: in 2023 there were 0,6 points of difference; this year only 0,4.

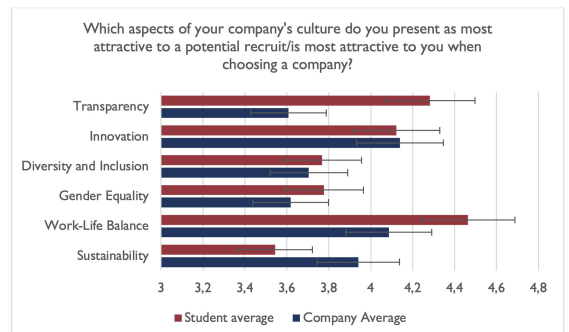
Industry ambassadors are now promoting a bit less their approach to sustainability, because they agree with students: companies consider being 'Part of the Solution not Part of the Problem' the new normal.



### 2. Which aspects of your company's culture do you present as most attractive to a potential recruit? Which of these aspects of a company's culture are most important to you when choosing a company?

Student and company respondents are significantly aligned on innovation, diversity and inclusion, and gender equality as being important.

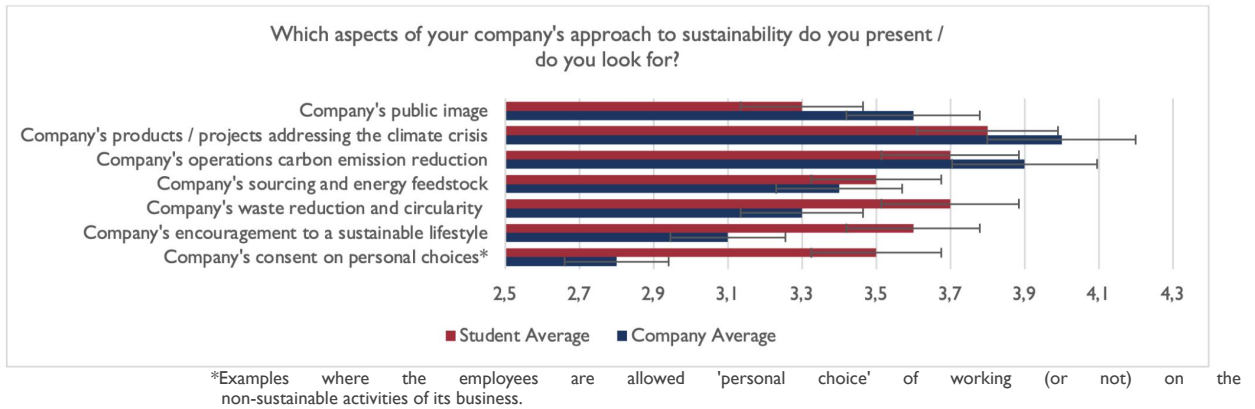
There are quite large discrepancies between companies and students about transparency, work-life balance, and sustainability. However, student and industry ambassadors are showing signs to be more aligned compared to 2023: the discrepancies in the case of work-life balance, and sustainability are reducing.



# Pre-conference data

## 3. Which aspects of your company's approach to sustainability do you present in order to be attractive to potential recruits?

**Which aspects of a company's approach to sustainability do you look for when choosing a company?**



This chart, which sees in details the value 'sustainability', confirms that a company taking on sustainability challenges, in every aspect of their business, is considered by students as a given. While student ambassadors score the 'Company's approach to sustainability' lower than industry ambassadors (in question 1), they instead give more emphasis on the detailed aspects of sustainability than industry ambassadors.

Students gave a considerable higher value to evidences of how the company:

- has reduced and recycles its waste and working towards a circular economy.
- is encouraging employees' sustainable lifestyle behaviours at all levels of the company
- allows 'personal choice' of working (or not) on the non-sustainable activities of its business.

This is a clear inversion from 2023 findings: last year industry ambassadors were overestimating the importance of the three figures above. The new trend might mean that the students are becoming more conscious, educated, and informed on what detailed elements they need to consider in order to evaluate a company's approach to sustainability.

However, it appears that student ambassadors remain generally skeptical toward the company's public image.

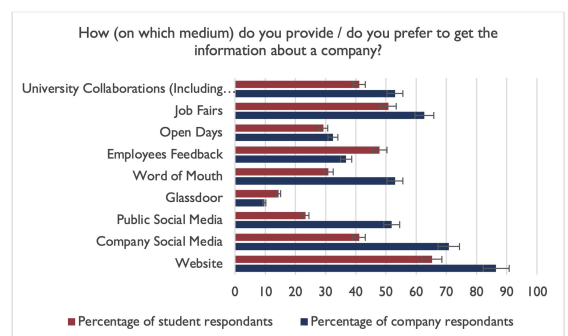
**Companies greatly underestimate the desire of students to be directly part of the sustainability solution and not add to the problem.**

## 4. How (on which medium) do you provide the information about your company to potential recruits?

**How (on which medium) do you prefer to get information about a company?**

Company and students largely disagree on this topic indicating a divide in how company respondents and students prefer to receive or communicate information. The only response where they align is going or hosting open days.

After the obvious website option, student ambassadors' preferred way to receive information about companies is by employees feedback, as they prefer a more first-hand approach.







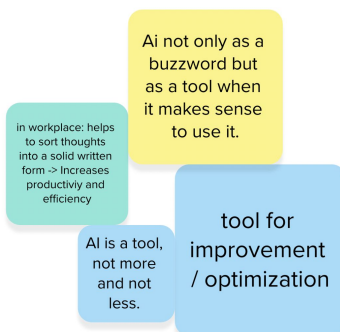
# Breakout Discussion

## Content

1. Since companies expect students to be able to use AI, Students find attractive those companies which offer to provide appropriate training.



2. Companies are still learning how to make the best use of AI. This is seen as a great opportunity for the best talents to help them.



**AI is developing in academia as it is in industry.** Students provided examples of “experimenting” with AI tools while working on an academic projects, but acknowledge they only have superficial knowledge.

Universities do not currently offer many opportunities to develop skills in the use of AI applications. They would expect to receive appropriate training by employers for the applications they would be expected to use.

Students generally agreed that a company which is willing to provide training for its employees is more attractive, as it demonstrates a commitment to employee growth, fostering a supportive environment where individuals feel empowered to develop skills.

**Many students are already benefiting from AI applications** in their daily tasks. Repetitive and time-consuming tasks are already being performed more quickly and accurately with the help of AI tools. Students recognise that this frees up more time, which can be invested in more complex, or enjoyable tasks.

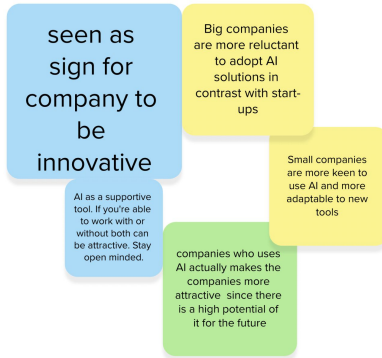
The scope for similar time savings, or changes to ways of working, is evident in industry. It is also evident that industry is in a very early stage of implementation, and that the scope for further implementation and changes is huge.

It is clear that there is much more which industry can, and probably will, do so long as there is a sensible case. AI is a tool, and should be applied where ways of working can be improved and optimized, but this will require an open-mindedness to adopt the changes.

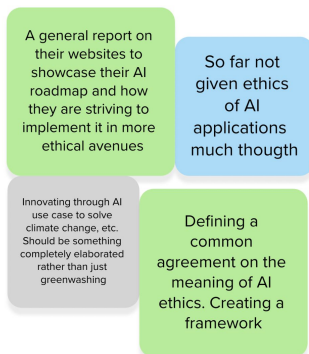
There is clearly an opportunity for talented students not invested in existing ways of working, to play a significant role. This opportunity to lead workplace changes is very attractive to students.

# Breakout Discussion

## 3. Companies should advertise their use of AI; being seen to be innovative is attractive to students.



## 4. Companies should recognise Student concerns for the ethical usage of AI



**Students see AI as a sign of innovation.** Industrial companies should proactively communicate their adoption and innovative use of AI tools as part of their normal ways of working. This might help to overcome their image perception of industry as old, dull and out of date, and establish themselves as an attractive employer.

Were a company to restrict the implementation of AI solutions, it would reinforce this old-fashioned perception.

To attract talent, companies should begin communicating their adoption of AI from the job descriptions and throughout the recruitment strategy. Currently, HR representatives highlight AI skills only for roles directly connected to highly technical roles or within IT departments developing in-house AI tools.

However, many other functions within industrial companies are currently using, or exploring the use of AI tools to enhance productivity and effectiveness. These diverse AI applications should be highlighted across various departments during the hiring process.

## **Students are concerned about the ethical development of AI.**

Demonstrating a recognition of the necessity for ethical implementation and further development of AI solutions would also enhance company attractiveness.

Furthermore, they would like to have access to comprehensive and explanatory use cases that demonstrate innovative solutions to pressing issues such as climate change, avoiding mere superficial gestures known as greenwashing.

An actionable step could involve companies publishing detailed reports on their websites, showcasing their AI roadmap and outlining their commitment to implementing it in ethically responsible ways.

# Breakout Discussion

## Breakout Discussion 2 - Skills



Are the skills developed through students' extra-curricular experiences more or less valuable as AI is adopted more widely in the workplace?



### Process

In the second breakout discussion, student organisations hosted mixed groups of Industry Ambassadors from different EILL member companies.

The main purpose of the session was to make these student organisations known also to the Industry Ambassadors, in order to help them better recognise the potential talent developed in these student organisations.

Students presented their organisations, their internal structure, their yearly activities, and the skills developed at each different level (international level, national level, local level) in their organisations.

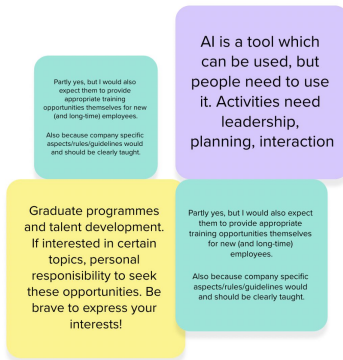
Student Ambassadors interviewed industry ambassadors on a series of follow on questions provided to encourage the discussion:

1. Which skills gained through extracurricular activities can help the AI adoption in your company and how?
2. What sort of extracurricular activities could be used to demonstrate that a candidate has developed both AI and transferable skills?
3. Do you have examples of company programmes or assignments where a graduate can further develop their skills, also in relation to the use of AI?

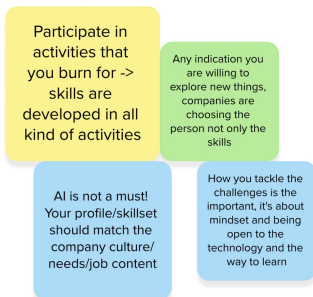


# Breakout Discussion

## 1. The widescale adoption AI in industry will require adaptable and proactive employees enthusiastic to lead change



## 2. Learning agility, proactivity and self-learning are attributes that companies value. Drive and motivation are also fundamental.



### Content

As new tools and technologies emerge more and more frequently, **companies value an employee who can quickly adapt and lead the changes within the industry.** As AI is a new tool and is viewed as a potential highly transformative tool, a company is expecting employees with enthusiasm, and good interpersonal skills to lead the change.

These, together with flexibility, the ability to adapt, and enthusiastically lead change, are core attributes cultivated in a student association; the organisation's development depends on them.

**Students do expect to receive some kind of training by the company** on how to use new tools and technologies, including AI applications. Although they also have a proactive mindset, and are familiar with the 'learning by doing' approach, today's talents are also looking for an employer who takes care of their personal and career development.

Although it has the potential to be transformative, AI in industry is 'just a tool' and not a product. Companies are still navigating how to make best use of it. They need the best, and most enthusiastic, talents to tackle this challenge

**Companies still prioritise interpersonal and problem-solving abilities in new candidates.** Proficiency in utilizing AI is considered less significant than the capacity to adapt to new environments and tools.

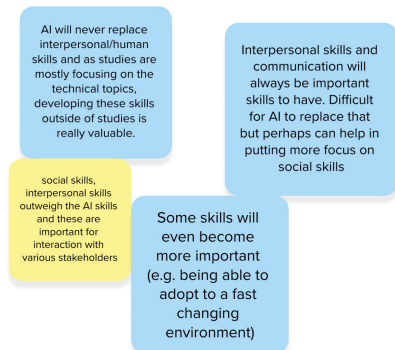
Companies highly value candidates who demonstrate open-mindedness and proactiveness in seeking continuous improvement and self-development. Experience in a student organisation, particularly at officer level, can help the development of these skills. It is crucial to showcase them, and the learning outcomes of student organisation experience, during an application process.

It is also important for students to know your purpose and motivation and that these align with the company's culture, requirements, and job responsibilities. Skills are key, but drive and motivation are fundamental.

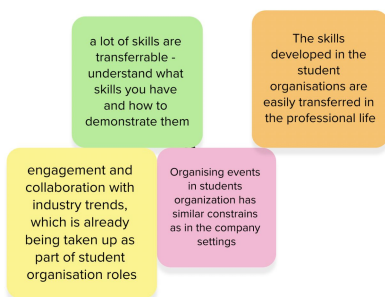


# Breakout Discussion

## 3. Students should continue developing their skills irrespective of the increase in the use of AI.



## 4. Student organisations offer industry-relevant experiences and skills that employers are looking for. Students do not generally highlight these sufficiently to recruiters. A common language is required



As AI continues to advance, companies are increasingly likely to integrate AI solutions into their operational processes. But whilst AI is a valuable tool, Students should bear in mind that their non-technical abilities remain essential. Companies continue to seek candidates who have honed these skills and can demonstrate them effectively.

Companies continue to value skills such as:

- Leadership.
- Project Management.
- Effective Planning.
- Interpersonal and Communication Skills (irreplaceable).
- Adaptability, to the fast changing environment and to new tools.

As emphasised in previous FLD conferences, student organisations offer students opportunities to cultivate industry-relevant skills and experiences by, for example, effectively managing remote teams, setting up communities, initiating and delivering an often uncertain project from scratch, adherence to tight deadlines and creating a budget for activities. Student associations often have similar functions to a company (e.g. HR and People Development, Finance, Projects, Communications) and are also engaged with trends relevant to industry (e.g. sustainable development).

It was noted in discussions that projects in industry and projects in student organisations have similar constraints and characteristics in their processes, which require application of similar skills.

Being able to present and pitch their experiences, demonstrating their learned skills through practical examples of their accomplishments is the responsibility of each student ambassador.

In order to foster a more constructive conversation between industry and student ambassadors, students should be able to compare their project experiences and describe the skills used in a language recognisable by, if not common to both parties.

# Agenda

The 9th of April 2024 marked the end of the third year of the Future Leaders Dialogue initiative, with an online workshop-style conference. Participants join from all over Europe both as Student Ambassadors, representing the student organisations, and as Industry Ambassadors, representing the companies.

The following agenda recapitulates the structure and the various contributions to the event.

CEST (Brussels Time)

12.45 **Familiarisation with Gather.town and Networking**

**Opening Remarks**

13.00 **Hanno Brümmer**, EVP, Head of Supply Chain & Logistics Europe, Middle East, Africa, Latin America, Covestro  
Conference Chairman

**EILL Introduction**

13.10 **Steve Price**, Executive Director, EILL

**Panel Discussion - Attractiveness of Industry**

13.25 **Maximilian Menche**, Former Chair, EYCN - Panel Discussion Moderator  
**Aksel Schmidt**, Efficiency & Business Performance Team Manager (Northern/Central Europe & CIS Countries), Air Liquide  
**Matthias Reindl**, Team Lead Order Management, Covestro  
**Sebastian Peace**, Machine and Deep Learning Engineer, McDermott

14.20 **Breakout Discussion - Attractiveness**

**Impulse Input #1 - Skills**

15.25 **Francisco Salas**, Student, TU Delft

**Impulse Input #2 - Skills**

15.50 **Angelos Kokkinis**, Former President, BEST  
**Tuur Knevels**, Ambassador, BEST

16.15 **Breakout Discussion - Skills**

**Chairman's Closing Remarks**

17.20 **Hanno Brümmer**, EVP, Head of Supply Chain & Logistics Europe, Middle East, Africa, Latin America, Covestro  
Conference Chairman

17.30 **Open Networking**



# Speakers

## Chairman



### **Hanno Brümmer**

EVP, Head of Supply Chain and Logistics EMLA, Covestro  
Chairman, EILL Industrial Advisory Board

Since July 2021 Hanno Brümmer is Executive Vice President for Supply Chain & Logistics for Europe, Middle East, Africa and Latin America.

Previously he has been Global Head of Production and Technology for the largest Business Unit Polyurethanes of the company.

He is a PhD chemist and started at Bayer in 1996. In his career he has held positions of increasing responsibilities in Innovation followed by Production & Technology included assignments in several locations in Germany as well as in Baytown, Texas, USA.

He is a member of the EILL's Industrial Advisory Board since 2018.

## Impulse Inputs - Skills



### **Francisco Salas Gomez**

Student, TU Delft

Francisco is an industrial engineer and master student of technology management at TU Delft. He is a former EILL intern who conducted the Value Project Proposal research.

In the past, he has been board member of the student organization European Young Engineers where he was in charge of the organization of its annual conferences.



### **Angelos Kokkinis**

President 2022-2023, Board of European Students of Technology (BEST)

Angelos is an MEng Chemical Engineering student from Greece. Angelos joined the Board of European Students of Technology in 2019, where he served as the former President of BEST and is now interning at EILL. As BEST is a European-wide STEM student organisation with a presence in more than 30 countries, in his past role, he was responsible for the strategic development of it, as well as representation in meetings with higher education institutions, various educational conferences, and EILL activities.



### **Tuur Knevels**

Ambassador, Board of European Students of Technology (BEST)

Tuur is completing his master's in Aerospace engineering at TU Delft. He joined BEST local group in Delft in 2018, covering various roles, until he became Vice President for Corporate Relations. He then has been also Coordinator of the Long Terms Strategic Plan, coordinating a committee with over 30 international volunteers. Currently he is Ambassador, and represents BEST towards external institutes and partner organisations, such as the EILL.  
He is also Automotive Design and Fuel Cell Systems Engineer in VIRITECH.





# Speakers

## Panel Discussion - Attractiveness



### **Maximilian Menche**

Advisor, EYCN (European Young Chemists Network)  
Panel Discussion Moderator

Maximilian studied chemistry at Goethe University Frankfurt am Main, Germany, and obtained his doctorate from Heidelberg University, Germany. Subsequently, he joined BASF as a scientist for quantum chemistry. During this time, he has continuously engaged in voluntary activities to support students and early career researchers. He was elected as Secretary of the European Young Chemists' Network (EYCN) in 2019 and was elected as Chair in 2021 (until August 2023). Today, as advisor of the EYCN, he continues to support the network.



### **Aksel Schmidt**

Efficiency & Business Performance Team Manager (Northern/Central Europe & CIS Countries), Air Liquide

Aksel is a Chemical Engineer, demonstrates a proven record of leadership and technical proficiency. Skilled in team leadership, talent acquisition, and overseeing the operation, commissioning, and start-up of numerous industrial plants. Aksel and his teams have successfully transitioned multiple plants to autonomous operations. Currently, he leads a team focusing on optimizing and monitoring the Efficiency, Reliability, and Business Performance of plants throughout Northern & Central Europe, with the key focus to facilitate the production of sustainable industrial gasses by addressing the intermittency of renewable energy.



### **Matthias Reindl**

Team Lead Order Management, Covestro

With a background in Technology & Management from the Technical University of Munich, Matthias has started in 2015 working for Covestro as a Trainee in a graduate program. After that he had the chance to experience various roles such as Controlling, Marketing or Product Supply Management. In his current capacity, Matthias is focused on leveraging efficient tools and process automation to enhance the customer experience at Covestro while striving for efficiency and effectiveness. Matthias believes that AI solutions, when leveraged intelligently and consciously, will change how we spend our time – privately and professionally.



### **Sebastian Peace**

Machine and Deep Learning Engineer, McDermott

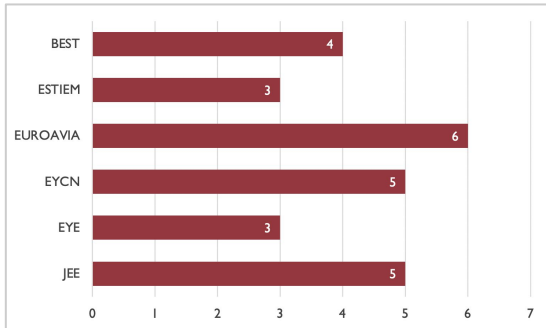
Sebastian graduated with a master's in Integrated Engineering from the University of Bath. After graduating, he moved to Den Haag in the Netherlands to start his role as an Associate AI, Instrumentation and Controls Engineer at McDermott International. He has since been involved in managing, developing, and using in-house automation and AI products along with promoting their use within the company. Today, he is working towards digitalizing the project execution of a \$2B Wind Farm Transmission project in the North Sea, aiming to add 4GW green capacity to the Northern European electricity grids.



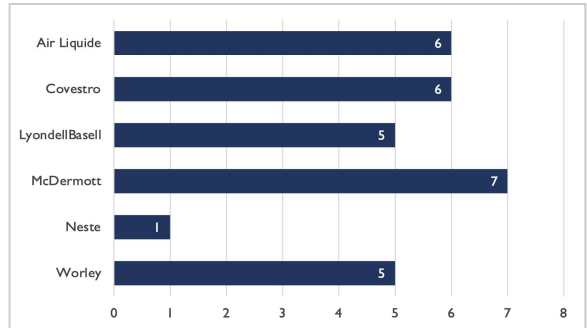
# Event's Participants

## Participant's Demographics

### Student Ambassadors - 26

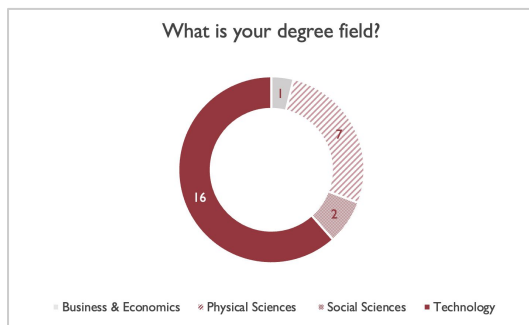


### Industry Ambassadors - 30



61,5% of students ambassadors are in a management position in their organisation.

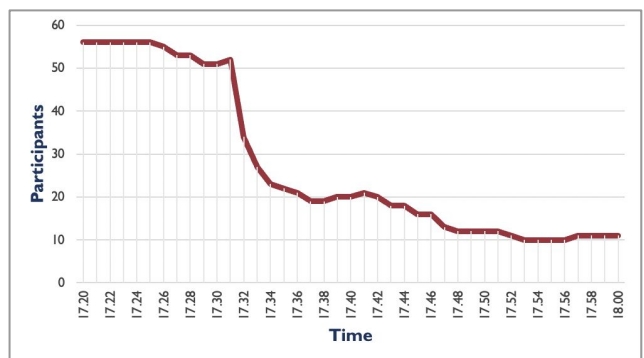
88,5% of student ambassadors have a technical background.



## Open Networking - Drop-off rate

At the end of the conference participants were invited to stay for a 30-minute open networking session to continue the discussions started during breakout sessions, and to share views with new network contacts.

After a initial natural drop-off, a substantial and stable group of participants stayed for the entire half hour, and some even longer.

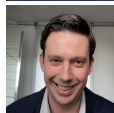


# Industry Ambassadors Teams

One of the aims of the Future Leaders Dialogue initiative is indeed to create a dialogue between industrial companies and Student Organisations.

Thanks to all the teams of ambassadors for joining the FLD event in April 2024. Make use of the following information to get in touch with any company or student organisation you might have met during the event, to continue the discussion.

## Air Liquide Team



**Aksel Schmidt**

Efficiency & Business Performance Team Manager  
(Northern & Central Europe)



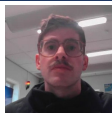
**Anneleen Decsi**

Plant Manager Eindhoven



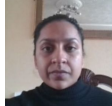
**Aset Kabdushev**

Government Relations Officer



**Jasper Knijff**

Regional Process Engineer



**Heena Makwana**

Production Manager - ASU



**Peter Craeghs**

Marketing Director

## Covestro Team



**Andreas Gasper**

Asset Engineer



**Christoph Malbertz**

2nd Plant Manager



**Laurens Persoons**

Unit Manager



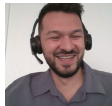
**Marian Cors**

Physics - Thermal Analysis



**Remco Okhuijsen**

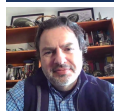
Project manager R&D digitalization and automation



**Sinan Doekmeci**

Project Procurement Manager CAPEX Spain

## LyondellBasell Team



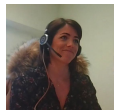
**Daniel Tomé**

HSES Manager



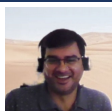
**Johannes Müller**

Production Engineer HDPE



**Marie Vallier**

Utilities Operation Assistant



**Srisha Adka**

Production Planner and Logistics Accountant



**Timo Koch**

Site Transformation Lead



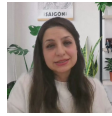
# Industry Ambassadors Teams

## McDermott Team

**MCDERMOTT**



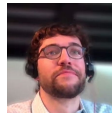
**Avinash Patil**  
Senior Project Controls Specialist



**Mona Safdari**  
Department Manager Electrical, Instrumentation and Control Systems



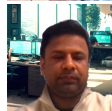
**Filip Butula**  
Project Engineer



**Sebastian Peace**  
Associate Instrumentation and Controls Engineer



**Julia Katerine Agudelo Valencia**  
Associate HSE Engineer



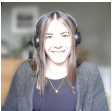
**Sajith Ooramkumarath**  
Project Procurement Lead / Manager



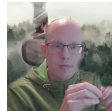
**Maikel van der List**  
Lead Instrument & Control Systems Engineer

## Worley Team

 **worley**  
DELIVERING SUSTAINABLE CHANGE



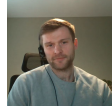
**Amy Bathgate**  
Senior process/project engineer



**Roel Speijer**  
Principal Process Engineer



**Johanna Grundsell**  
Senior Process Engineer



**Thomas Brockbank**  
Senior Process Engineer



**Olivia McFarlane**  
Battery Materials Business Development Manager

## Neste Team

**NESTE**

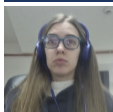


**Olli Lahtinen**  
Manager, Technology & Process Development

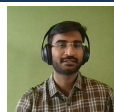


# Student Ambassadors Teams

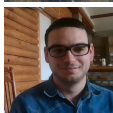
## BEST Team



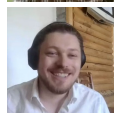
**Ana Radović**  
International Project Member



**Shiva Madha**  
Educational Involvement Department Secretary

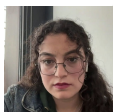


**Angelos Kokkinis**  
President 2022-2023



**Tuur Knevels**  
Ambassador - External Relations representative

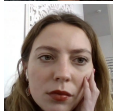
## ESTIEM Team



**Doğa Güneri**  
Public Relations

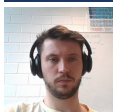


**Rana Nur Taşhan**  
Personal Development Committee member

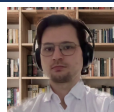


**Sude Oner**  
Membership Process Responsible

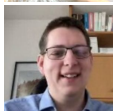
## EYCN Team



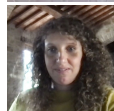
**Fabian Heck**  
Delegate of the German Chemical Society



**Patrick W. Fritz**  
EILL Delegate and EuChemS Task Group Member



**Maximilian Menche**  
Advisor

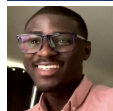


**Sara Tortorella**  
Team Leader

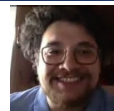


**Noah Al-Shamery**  
Board Member/Team Lead

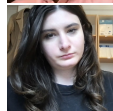
## EYE Team



**Alexander Okyere**  
Member



**Paolo Addario Chieco**  
Ambassador

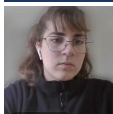


**Elena Naumovska**  
Human Resources Internal Relations



# Student Ambassadors Teams

## EUROAVIA Team



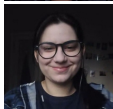
**Athina Maria Athanasaki**

Member of the communication WG



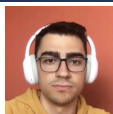
**Henrik Neun**

International Events Working Group Tutor



**Irina Stoican**

Former International Board President



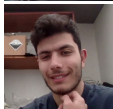
**Panagiotis Kaimasidis**

International Business Relations Backup coordinator



**Pavitarpal Singhlitt**

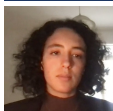
Secretary



**Stamatis Moraitis**

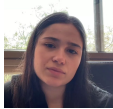
International Events Working Group Coordinator

## JEE Team



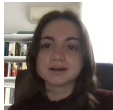
**Costanza Chella**

Communication Manager



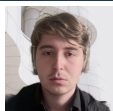
**Fernanda Bicalho**

Remote Communication Manager



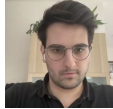
**Lara Michela Ivan**

Partnership Manager



**Leo Largillet**

President



**Vincent Bonneau**

Treasurer



# Ind-Ex

## Ind-Ex: EILL's Young Leaders Programme

As the key message at the fundament of the FLD initiative is “Student organisations and companies should get to know each other better, by working together more frequently” we have introduced Ind-Ex, EILL's Young Leaders Programme, into the activities of the committee.

**Industry Ambassadors who joined in various capacities finally had the chance to assess the skills of the students and confirmed that their talent is what industry should look for.**



Ind-Ex is a two-day workshop to help graduating students, from various technical backgrounds, and young professionals, with maximum 1 or 2 years of working experience, develop leadership skills. By working in groups and conducting a series of interviews to experienced leaders in industry, their aim is to identify learn and practice the leadership skills that have made the interviewees successful in their careers.

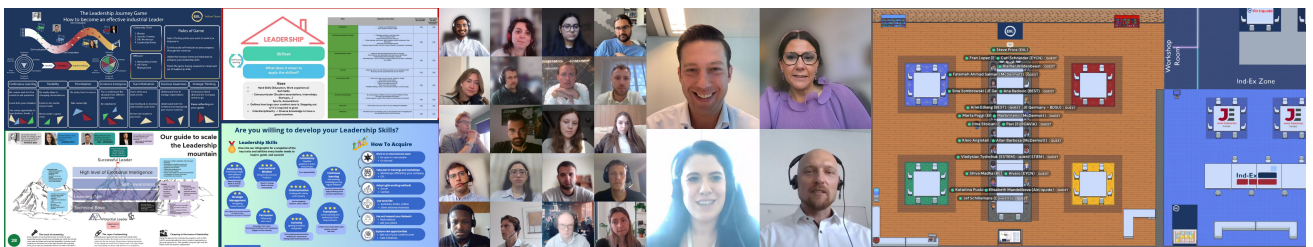
The participants are invited and selected directly by the students organisations and industry ambassadors in the FLD committee.

### Alumni Participation:

The four interviewees were EILL Alumni from 2018 to 2023 masterclass programme.

Other EILL Alumni from the programme ‘Alumni Coaching Skills Development Programme’, who observe EILL workshops to develop coaching skills, observed the Ind-Ex participants and coached them in a couple of sessions.

Both the interviewees and the Alumni coaches observed how the skills of the student participants were particularly advanced.



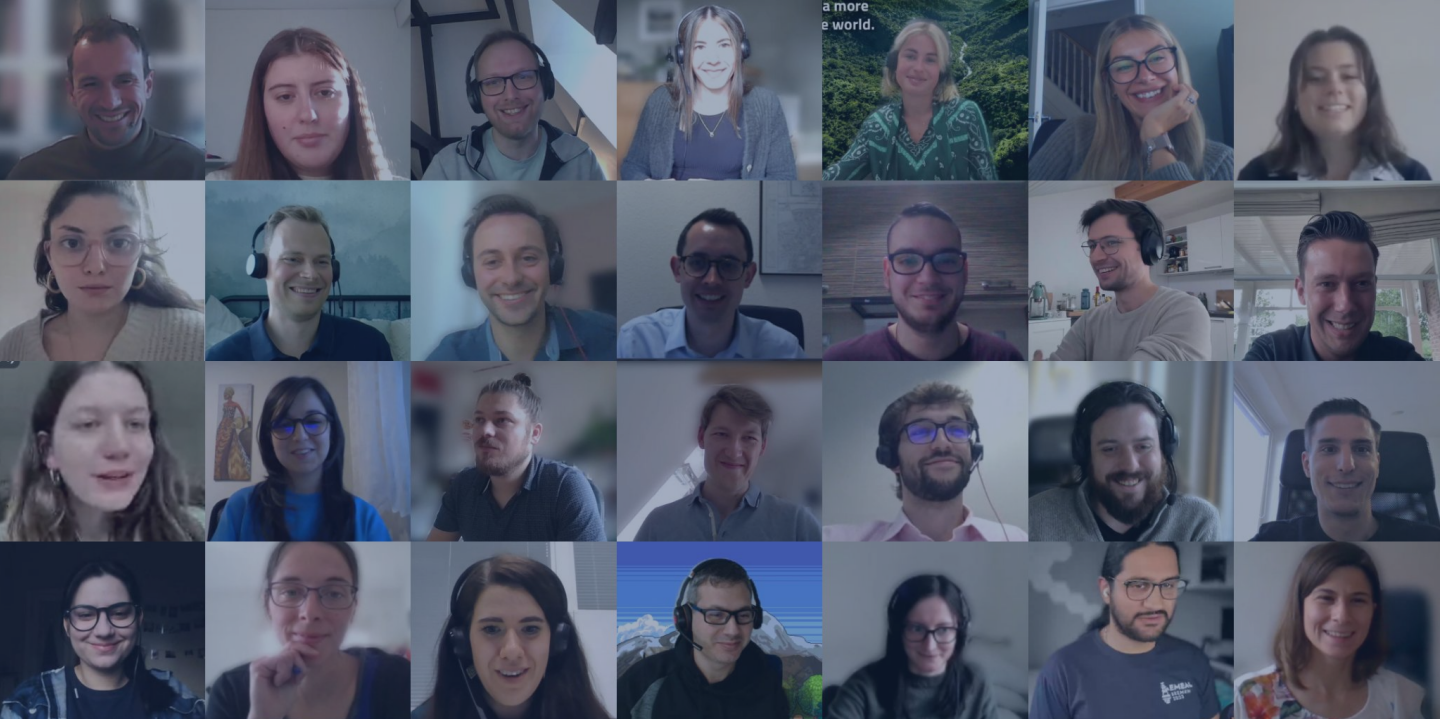
### Aksel Schmidt (Air Liquide, Alumni 2023) - Interviewee:

“I enjoyed it a lot. It was the first time I was on the other side [of an interview], and it was a nice experience. I was really impressed by the quality of the work that was delivered by the young talents. So the ‘sales pitch’ I heard a few times about the added value of joining a student organisation, I recognised some benefits there. It really surprised me how naturally the conversation was flowing. We were on the other side practicing [during the EILL masterclass programme], and even after a few interviews it was far from smooth as the interview that they delivered.”

### Stef de Wilde (Covestro, Alumni 2022) - Alumni coach:

“I had the pleasure being a coach of the team that had to interview Aksel, and I was very impressed by the level of depth that they went through the preparation. I have never seen such a structured approach to prepare an interview. And I’ve done quite some masterclasses, and observed some more, but I’ve never seen this before. And then afterwards, I was also fascinated by the way they handled with each other. They were really giving a lot of feedback, critical sometimes, but they were accepting it and willing to go forward with it. Impressive Ind-Ex.”





# Thank you

to the Future Leaders Dialogue Organising Committee for their contribution:

**Aksel Schmidt**, Air Liquide  
**Elodie Dejean**, Air Liquide  
**Lucy Gardner**, Air Liquide  
**Christoph Malbertz**, Covestro  
**Jovana Grubic**, Covestro  
**Stef de Wilde**, Covestro  
**Lukas Schuischel**, Covestro  
**Andreas Gasper**, Covestro  
**Remco Okhuijsen**, Covestro  
**Riza Koeksal**, Covestro  
**Sebastian Peace**, McDermott  
**Elzbieta Podyma**, McDermott  
**Jan Wilms**, LyondellBasell  
**Amy Bathgate**, Worley  
**Olivia McFarlane**, Worley  
**Joao Pereira**, Worley  
**Olli Lahtinen**, Neste  
**Sylvia Albersberger**, Neste

**Aggelos Kokkinis**, BEST  
**Tuur Knevels**, BEST  
**Patrick Fritz**, EYCN  
**Beatriz Magalhaes**, ESTIEM  
**Noah Kramer**, EYE  
**Paolo Addario Chieco**, EYE  
**Frederike Kopp**, JEE  
**Giorgia Calvaresi**, JEE  
**Pavitarpal Singhlitt**, EUROAVIA  
**Irina Stoican**, EUROAVIA







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