

Before translation and implementation of the questionnaire, some country specific adaptations must be made (and some can be made):

#### Question n Adaptation required

1.06	can be adapted depending on the legal entities possible for companies in [country]
1.06	can take out "no legal form" if using a government frame that would not have any firms of this type
1.10	"payroll deductions" refers to the mandatory deductions an employer must make. You may rephrase this to say social security and income tax, or whatever matches your country's mandatory deductions. If there is no provision for social security in this country, the first line, third and 5th line should be left blank.
2.09	if there is more than one official language, add lines for each official language, and number as 2.09a, 2.09b, etc.
2.16	For Q2.16 please adapt the questionnaire using the approved mapping for the national system in your country . You do not need to distinguish between A/B/C categories. (The same education mapping will be used for the Employer survey and the household survey). Leave the last line, don't know, as 9.
	No formal education or less than ISCED 1
	Primary education (ISCED 1)
	Lower Secondary (ISCED 2)
	Upper secondary (ISCED 3)
	Post-secondary Non-tertiary (ISCED 4)
	First stage of tertiary education (ISCED 5)
	Second stage of tertiary education (ISCED 6)
	Don't know
3.02	if there is only one official language, use "the" official language. If more than one use "an" official language
3.05	if no public employment services exist in this country, leave the A line blank. Do not renumber lines - i.e. if nothing in A the second line will still remain as B.
3.08	Replace with local educational levels as in 2.16. Leave the last line, don't know, as 9.
5.06	If minimum wage does not exist in this country, leave that line (last line) blank
5.14	This refers to any code that would identify this firm in government records - code with tax department, VAT, labor ministry, etc. Change the code names to the actual codes (i.e. government employer number, tax code, etc) and change the boxes to reflect the correct number of digits.

# STEP EMPLOYER SURVEY 2012- [COUNTRY]



## INFORMATION SHEET

FIRM NUMBER 

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(IF ABOVE FIRM IS A REPLACEMENT, NUMBER OF FIRM BEING REPLACED:) 

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Interviewer name: \_\_\_\_\_

Interview Date: \_\_\_\_\_

The term "workplace" in this questionnaire refers to the establishment. This refers to a distinct physical location at which an employer undertakes economic activity. It is not an office, department, building or assembly line, for example, within a larger, geographically contiguous ensemble.

Exact name of workplace being surveyed: \_\_\_\_\_

Address of workplace being surveyed: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

If this workplace is part of a larger firm, address of its headquarters: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

For a workplace with fewer than 20 employees, the respondent should be the owner/CEO/manager. For larger establishments, ideally the Human Resource Manager and a Production Manager should respond together; otherwise ask the Human Resource Manager first, then the Production Manager. If neither is available, ask the CEO/Owner/General Manager.

Names of person(s) interviewed, and phone number and email address for each:

Name:	_____
Phone number:	_____
Email:	_____
Name:	_____
Phone number:	_____
Email:	_____
Name:	_____
Phone number:	_____
Email:	_____

Start time of interview: \_\_\_\_\_ End time of interview: \_\_\_\_\_

SPACE FOR RANDOM NUMBER STICKER:

Hello, my name is [insert your name] I am collecting data for a World Bank Study. The study is trying to understand the skills that are being used by employers, what they look for when hiring and how skills affect training and compensation.

Your workplace has been chosen randomly, along with several hundred others, to provide a representative sample of all employers. The information you provide is strictly confidential and will be used only in aggregated form for research. The World Bank hopes to use the findings to provide recommendations to policymakers on ways to improve firms' access to skills.

I would like to begin by asking a few background questions.

(1.01)	What is your job title (main responsibility)? ..... Human Resource (HR) Manager ..... 1 Owner/Proprietor ..... 2 President/ Vice President/ Chief Executive Officer (CEO) ..... 3 Partner ..... 4 Director ..... 5 General Manager ..... 6 Finance Officer ..... 7 Manager ..... 8 Other (Please specify _____) ..... 9	<input type="text"/>
(1.02)	Is your workplace part of a larger company/ firm? ..... YES ..... 1 ..... DON'T KNOW ..... 9 >>1.04 NO ..... 2 >>1.04	<input type="text"/>
(1.03)	In what year did the parent company/firm begin operations in this country? IF DON'T KNOW, WRITE '9999'	<input type="text"/>
(1.04)	What functions does this workplace perform? ..... YES ..... 1 ..... HEADQUARTERS ..... NO ..... 2 ..... WAREHOUSE/LOGISTICS ..... SALES ..... FACTORY/PRODUCTION ..... OTHER .....	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
(1.05)	What year did <u>your workplace</u> begin operations in [COUNTRY]? IF DON'T KNOW, WRITE '9999'	<input type="text"/>

(1.06)	What is the legal status of this workplace?		
	SOLE PROPRIETORSHIP	1	<input style="width: 50px; height: 20px;" type="text"/>
	PARTNERSHIP	2	
	FAMILY ASSOCIATION	3	
	LIMITED LIABILITY CORPORATION (PRIVATELY HELD)	4	
	CORPORATION LISTED ON STOCK EXCHANGE	5	
	PART OF MULTI-NATIONAL FIRM	6	
	COOPERATIVE	7	
	NO LEGAL FORM	8	
	OTHER (SPECIFY _____)	9	
(1.07)	Which of the following describes the largest shareholders in your firm?		
	INDIVIDUAL FROM [COUNTRY]	01	<input style="width: 50px; height: 20px;" type="text"/>
	FAMILY FROM [COUNTRY]	02	
	FOREIGN INDIVIDUAL OR FAMILY	03	
	GENERAL PUBLIC	04	
	DOMESTIC COMPANY	05	
	FOREIGN COMPANY	06	
	BANK	07	
	INVESTMENT FUND	08	
	MANAGERS OF THE FIRM	09	
	EMPLOYEES OF THE FIRM	10	
	MEMBERS OF THE ASSOCIATION/ COOPERATIVE	11	
	GOVERNMENT OR GOVERNMENT AGENCY	12	
	OTHER (SPECIFY _____)	19	
DON'T KNOW	99		

(1.08)	Use the following list to identify the broad sector of your economic activity: <table style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="border-bottom: 1px dotted black;">A</td><td style="border-bottom: 1px dotted black;">Agriculture, forestry and fishing</td><td style="border-bottom: 1px dotted black; text-align: right;">01</td></tr> <tr><td style="border-bottom: 1px dotted black;">B</td><td style="border-bottom: 1px dotted black;">Mining and quarrying</td><td style="border-bottom: 1px dotted black; text-align: right;">02</td></tr> <tr><td style="border-bottom: 1px dotted black;">C</td><td style="border-bottom: 1px dotted black;">Manufacturing</td><td style="border-bottom: 1px dotted black; text-align: right;">03</td></tr> <tr><td style="border-bottom: 1px dotted black;">D</td><td style="border-bottom: 1px dotted black;">Electricity, gas, steam and air conditioning supply</td><td style="border-bottom: 1px dotted black; text-align: right;">04</td></tr> <tr><td colspan="3" style="border-bottom: 1px dotted black;"> </td></tr> <tr><td style="border-bottom: 1px dotted black;">E</td><td style="border-bottom: 1px dotted black;">Water supply; 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text-align: right;">09</td></tr> <tr><td style="border-bottom: 1px dotted black;">J</td><td style="border-bottom: 1px dotted black;">Information and communication</td><td style="border-bottom: 1px dotted black; text-align: right;">10</td></tr> <tr><td style="border-bottom: 1px dotted black;">K</td><td style="border-bottom: 1px dotted black;">Financial and insurance activities</td><td style="border-bottom: 1px dotted black; text-align: right;">11</td></tr> <tr><td style="border-bottom: 1px dotted black;">L</td><td style="border-bottom: 1px dotted black;">Real estate activities</td><td style="border-bottom: 1px dotted black; text-align: right;">12</td></tr> <tr><td style="border-bottom: 1px dotted black;">M</td><td style="border-bottom: 1px dotted black;">Professional, scientific and technical activities</td><td style="border-bottom: 1px dotted black; text-align: right;">13</td></tr> <tr><td style="border-bottom: 1px dotted black;">N</td><td style="border-bottom: 1px dotted black;">Administrative and support service activities</td><td style="border-bottom: 1px dotted black; text-align: right;">14</td></tr> <tr><td style="border-bottom: 1px dotted black;">O</td><td style="border-bottom: 1px dotted black;">Public administration and defense; compulsory social security</td><td style="border-bottom: 1px dotted black; text-align: right;">15</td></tr> <tr><td style="border-bottom: 1px dotted black;">P</td><td style="border-bottom: 1px dotted black;">Education</td><td style="border-bottom: 1px dotted black; text-align: right;">16</td></tr> <tr><td style="border-bottom: 1px dotted black;">Q</td><td style="border-bottom: 1px dotted black;">Human health and social work activities</td><td style="border-bottom: 1px dotted black; text-align: right;">17</td></tr> <tr><td style="border-bottom: 1px dotted black;">R</td><td style="border-bottom: 1px dotted black;">Arts, entertainment and recreation</td><td style="border-bottom: 1px dotted black; text-align: right;">18</td></tr> <tr><td style="border-bottom: 1px dotted black;">S</td><td style="border-bottom: 1px dotted black;">Other service activities</td><td style="border-bottom: 1px dotted black; 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(1.09)	What is the main economic activity of this workplace? <table style="width: 100%; margin-top: 5px;"> <tr> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>																																																																			

Now I would like to ask questions about the workforce at this workplace. Please think about all the workers currently working here even if not formally employed by your firm (i.e. include independent contractors, unpaid workers, etc). Exclude workers employed by another enterprise (outsourced from another firm) who are assigned to work at your workplace.

(1.10)	How many workers does your workplace <u>currently</u> employ?																																
	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 10px;">(A)</td> <td style="padding: 0 10px;">(B)</td> <td style="padding: 0 10px;">(C)</td> </tr> <tr> <td style="padding: 0 10px;">TOTAL</td> <td style="padding: 0 10px;">Men</td> <td style="padding: 0 10px;">Women</td> </tr> </table>	(A)	(B)	(C)	TOTAL	Men	Women																										
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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px dotted black; padding: 5px;">1 Permanent Full-Time <span style="color: orange;">with payroll tax deductions</span></td> <td style="border: 1px solid black; width: 60px;"></td> <td style="border: 1px solid black; width: 60px;"></td> <td style="border: 1px solid black; width: 60px;"></td> </tr> <tr> <td style="border-bottom: 1px dotted black; padding: 5px;">2 Permanent Full-Time without <span style="color: orange;">payroll tax deductions</span></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px dotted black; padding: 5px;">3 Permanent Part-Time <span style="color: orange;">with payroll tax deductions</span></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px dotted black; padding: 5px;">4 Permanent Part-Time without <span style="color: orange;">payroll tax deductions</span></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px dotted black; padding: 5px;">5 Temporary <span style="color: orange;">with payroll tax deductions</span></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px dotted black; padding: 5px;">6 Temporary without <span style="color: orange;">payroll tax deductions</span></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px dotted black; padding: 5px;">7 Casual/Daily</td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="padding: 5px; text-align: right;">TOTAL</td> <td style="border: 2px solid black;"></td> <td style="border: 2px solid black;"></td> <td style="border: 2px solid black;"></td> </tr> </table>	1 Permanent Full-Time <span style="color: orange;">with payroll tax deductions</span>				2 Permanent Full-Time without <span style="color: orange;">payroll tax deductions</span>				3 Permanent Part-Time <span style="color: orange;">with payroll tax deductions</span>				4 Permanent Part-Time without <span style="color: orange;">payroll tax deductions</span>				5 Temporary <span style="color: orange;">with payroll tax deductions</span>				6 Temporary without <span style="color: orange;">payroll tax deductions</span>				7 Casual/Daily				TOTAL			
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In order for us to measure the use of skills, we would like to ask questions about the breakdown of total employment at this workplace by primary occupation. GIVE **SHOW CARD #1** TO THE RESPONDENT AND ASK RESPONDENT TO LOOK AT GROUPS 1, 2 AND 3 ONLY

POSITION:		(1) MANAGERS	(2) PROFESSIONALS	(3) TECHNICIANS AND ASSOCIATE PROFESSIONALS
(1.11)	Do you have any [POSITION] working in your workplace? YES 1 NO 2 FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.12 - 1.17			
(1.12)	How many current [POSITION] are there in the workplace?			
(1.13)	How many current [POSITION] are female?			
(1.14)	How many current [POSITION] have worked for less than one year for the workplace?			
(1.15)	How many current [POSITION] are foreign?			
(1.16)	How many [POSITION] did the workplace have 12 months ago?			
(1.17)	How many total [POSITION] do you expect to have in 12 months time? (including present workers)			

note: this applies to any position - fulltime, part-time or casual

And for these positions could you please tell me which apply to your workplace? ASK RESPONDENT TO LOOK AT GROUPS 4-10 **ON SHOW CARD #1**

POSITION:		(4) CLERICAL SUPPORT WORKERS	(5) SERVICE WORKERS	(6) SALES WORKERS	(7) Skilled AGRICULTURE, FORESTRY AND FISHERY workers	(8) CRAFTS & RELATED TRADES WORKERS	(9) PLANT & MACHINE OPERATORS, & ASSEMBLERS	(10) ELEMENTARY OCCUPATIONS
(1.18)	Do you have any [POSITION] working in your firm? YES 1 NO 2 FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YES' ASK QUESTIONS 1.19 - 1.24							
(1.19)	How many current [POSITION] are there in the workplace?							
(1.20)	How many current [POSITION] are female?							
(1.21)	How many current [POSITION] have worked for less than one year for the workplace?							
(1.22)	How many current [POSITION] are foreign?							
(1.23)	How many [POSITION] did the workplace have 12 months ago?							
(1.24)	How many total [POSITION] do you expect to have in 12 months time? (including present workers)							

**MODULE 1: BASIC INFORMATION & WORK FORCE**

Now we would like to ask questions about any hiring that your workplace has attempted over the past 12 months.

		POSITION:		(1) MANAGERS	(2) PROFESSIONALS	(3) TECHNICIANS AND ASSOCIATE PROFESSIONALS
(1.25)	In the past 12 months, have you tried to hire any [POSITION]? YES 1 NO 2 FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.26-1.27					
(1.26)	Did you encounter any problems when trying to hire [POSITION]? YES 1 NO 2 >>NEXT POSITION					
(1.27)	What problems did you encounter? YES 1 NO 2					
	1) THERE WERE NO OR FEW APPLICANTS					
	2) APPLICANTS LACKED REQUIRED SKILLS					
	3) APPLICANTS EXPECTED WAGES HIGHER THAN WE CAN OFFER					
	4) APPLICANTS DID NOT LIKE WORKING CONDITIONS					
	5) OTHER (SPECIFY _____)					



POSITION:

		(4) CLERICAL SUPPORT WORKERS	(5) SERVICE WORKERS	(6) SALES WORKERS	(7) Skilled AGRICULTURE, FORESTRY AND FISHERY workers	(8) CRAFTS & RELATED TRADES WORKERS	(9) PLANT & MACHINE OPERATORS, & ASSEMBLERS	(10) ELEMENTARY OCCUPATIONS
(1.28)	In the past 12 months, have you <u>tried to hire</u> any [POSITION]?							
	YES 1 NO 2 FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.29- 1.30							
(1.29)	Did you encounter any problems when trying to hire [POSITION]?							
	YES 1 NO 2 >>NEXT POSITION							
(1.30)	What problems did you encounter?							
	YES 1 NO 2							
	1) THERE WERE NO OR FEW APPLICANTS							
	2) APPLICANTS LACKED REQUIRED SKILLS							
	3) APPLICANTS EXPECTED WAGES HIGHER THAN WE CAN OFFER							
	4) APPLICANTS DID NOT LIKE WORKING CONDITIONS							
5) OTHER (SPECIFY _____)								

**INTERVIEWER:** Look at the responses in the table on Page 5. For each type of position, check if the workplace had that type of worker, and indicate yes or no.

(2.01)	Occupation	Occupation Type Name		
	Type		yes	no
	1	Managers	<input type="checkbox"/>	<input type="checkbox"/>
	2	Professionals	<input type="checkbox"/>	<input type="checkbox"/>
	3	Technicians and associate professionals	<input type="checkbox"/>	<input type="checkbox"/>

**INTERVIEWER:** You will now choose ONE of the above three position types to ask the firm additional questions about workers in this type of position. Follow these steps: (1) Look at the left hand column (for A positions) on the sticker on the cover page of the questionnaire. (2) Look at the first line, with the number and corresponding job position in that left column. (3) Check if the firm has workers in this position type, by looking above. (4) If so, write the position type number and position type name below. If not, go to the next number and job position in the left hand column, and repeat until you have an position Type A for which the workplace has workers.

*(Example, if the first line of the left hand column of the sticker says (2) Professionals, see if the workplace reported Professionals in Module 1 (checked Yes above), If so, then Professionals is the Worker Type A, and you write the Position Type number and Position Name below. If there were no Professionals, go to the next line of the left hand column and check if the workplace had that Position Type.)*

(2.02) **Worker Type A:**  
 Position Type Number \_\_\_\_\_ Position Type Name: \_\_\_\_\_

**INTERVIEWER:** Now you are going to choose Worker Type B. Look at the responses to the table on page 6. For each type of position below, check if the workplace had that type of worker, and check yes or no.

(2.03)	Position Type	Position Type Name		
			yes	no
	4	Clerical support workers	<input type="checkbox"/>	<input type="checkbox"/>
	5	Service workers	<input type="checkbox"/>	<input type="checkbox"/>
	6	Sales workers	<input type="checkbox"/>	<input type="checkbox"/>
	7	Skilled agricultural, forestry and fishery workers	<input type="checkbox"/>	<input type="checkbox"/>
	8	Craft and related trades workers	<input type="checkbox"/>	<input type="checkbox"/>
	9	Plant and machine operators, and assemblers	<input type="checkbox"/>	<input type="checkbox"/>
	10	Elementary occupations	<input type="checkbox"/>	<input type="checkbox"/>

**INTERVIEWER:** You will now choose ONE of these position types above to ask the workplace about as Worker Type B. [1] Look at the right hand column of the sticker, which has the B type positions. [2] Follow the same steps as above to determine the Worker Type B. [3] Write the Position Type Number and Position Type Name below.

(2.04) **Worker Type B:**  
 Position Type Number \_\_\_\_\_ Position Type Name: \_\_\_\_\_

INTERVIEWER: WRITE BELOW THE TWO TYPES OF WORKERS THAT YOU HAVE IDENTIFIED AND REFER TO THEM WHEN NEEDED TO REMIND THE RESPONDENT.

Next, we would like to ask you about the skills that your employees may be using in their jobs. For this purpose, let's talk about two types (position categories of workers). These are the two types:

Worker Type A: \_\_\_\_\_

Worker Type B: \_\_\_\_\_

For each [WORKER TYPE \_], please think of **one particular person** who is typical of that type when answering the following questions.

.....	.....	.....	.....
YES	1	REFUSE TO ANSWER	8
NO	2	DON'T KNOW	9

		Worker type A	Worker type B
(2.05)	Does their job regularly involve reading?	<input type="text"/>	<input type="text"/>
(2.06)	Does their job regularly involve writing using correct spelling and grammar?	<input type="text"/>	<input type="text"/>
(2.07)	Does their job regularly involve math, that is, adding, subtracting, multiplying or dividing numbers - using a calculator or computer if necessary?	<input type="text"/>	<input type="text"/>
(2.08)	Does their job regularly involve solving problems that take 30 minutes or more of thinking time to find a good solution?	<input type="text"/>	<input type="text"/>
(2.09)	Does their job regularly involve speaking a language other than [OFFICIAL LANGUAGE OF AREA IN WHICH WORKPLACE IS BASED]?	<input type="text"/>	<input type="text"/>
(2.10)	Does their job regularly require making formal presentations to clients or colleagues to persuade them of a point of view?	<input type="text"/>	<input type="text"/>
(2.11)	Does their job regularly involve interacting with a team of co-workers?	<input type="text"/>	<input type="text"/>

		Worker type A	Worker type B
(2.12)	What is the highest level of computer use involved in their job?		
	NONE 1		
	STRAIGHTFORWARD (Examples: data entry; sending and receiving emails; printing out an invoice in a shop, posting items in accounting software) 2		
	MODERATE (Examples: using Word or other word processing, or Excel or other spreadsheet, making Powerpoint presentations) 3		
	COMPLEX (Examples :analysing information or design, including aided design, or analysis with accounting software; using statistical analysis package, writing macros in Excel, etc) 4	<input type="text"/>	<input type="text"/>
	SPECIALIZED Examples: software programming; managing computer networks) 5		
	REFUSED 8 DON'T KNOW 9		
(2.13)	Thinking of the last month, what percentage of the days in the month did the worker arrive at work on time (within 15 minutes)?	<input type="text"/> %	<input type="text"/> %
(2.14)	What is the <u>average monthly gross compensation</u> over the last 12 months for this worker? (or since hiring, if less than 12 months). INCLUDE OVERTIME, BONUSSES, COMMISSIONS, PER DIEMS, ETC.	<input type="text"/> local currency	<input type="text"/>
(2.15)	How long has it been since the last promotion (increase in job responsibility, change in job title, salary increase) for this worker? WRITE ANSWER IN MONTHS.  IF THIS WORKER HAS NOT HAD A PROMOTION, WRITE 999.	<input type="text"/> MONTHS	<input type="text"/> MONTHS
(2.16)	What is the highest education level of this worker?		
	No education or Pre-primary education (ISCED 0) 1		
	Primary education (ISCED 1) 2		
	Lower secondary (ISCED 2) 3		
	Upper secondary (ISCED 3) 4	<input type="text"/>	<input type="text"/>
	Post-secondary nontertiary education (ISCED 4) 5		
	First stage of tertiary education (ISCED 5) 6		
	Second stage of tertiary education (ISCED 6) 7 Don't know 9		
(2.17)	Does this worker have a technical or vocational certificate, diploma, or degree? YES 1 NO 2 DON'T KNOW 9	<input type="text"/>	<input type="text"/>

Next, we would like to ask some questions about the importance to your firm of certain worker characteristics. Again, we would like to know for each position group, separately. **Please this time think of the type of workers, not a particular worker.**

Please think of

[WRITE THE OCCUPATION OF WORKER TYPE A ] \_\_\_\_\_

[WRITE THE OCCUPATION OF WORKER TYPE B ] \_\_\_\_\_

The following questions ask about the importance of certain characteristics, skills or attitudes of new hires.

(3.01) Please look at this card and tell me what is the most important of these **personal characteristics** when deciding which new employees should be retained after a probation period. And the second most important? And the third most important? **SHOW CARD #2**

	[Type A]	[Type B]
1 Age		
2 Appearance		
3 Gender		
4 Family relations/ personal ties		

(3.02) What is the most important of these **job related skills** when deciding which new employees should be retained after a probation period. And the second most important? And the 3rd? And the 4th? And the 5th? [ RANK THE TOP FIVE] **SHOW CARD #3**

	[Type A]	[Type B]
1 Ability to read and write in the (an) official language (literacy)		
2 Ability with calculations and numbers (numeracy)		
3 Ability to read and write in English		
4 Ability to read and write in (another) foreign language (specify _____)		
5 Job-specific technical skills		
6 Communication skills		
7 Leadership skills		
8 Team work skills		
9 Creative and critical thinking		
10 Problem solving skills		
11 Ability to work independently		
12 Time management skills		

(3.03) And please look at this final card and tell me what is the most important of these **personality traits** when deciding which new employees should be retained? And the second most important? And the third most important? And the fourth? **SHOW CARD #4**

	Type A	Type B
1	Conscientiousness (Does a thorough job, is hard working, does things efficiently)	
2	Emotional stability (Is relaxed and handles stress well, doesn't worry or get nervous easily)	
3	Agreeableness (Forgives other people easily, is considerate and kind, is polite)	
4	Extraversion (Is talkative, assertive, outgoing and sociable)	
5	Openness to experience (Is original and comes up with new ideas, has an active imagination)	

(3.04) You have just ranked the importance of particular characteristics, skills or traits within groups. Now we would like you to look at this card of the three groups and tell us which of these groups you feel is the most important when deciding which employee should be retained? and the second? **SHOW CARD #5**

	Type A	Type B
1	GROUP 1: <b>Personal characteristics</b> (age, appearance, gender, family relations or personal ties)	
2	GROUP 2: <b>Job-related skills</b> (literacy, numeracy, job-specific skills, communication, leadership, teamwork, creative thinking, problem solving, work independently, time management)	
5	GROUP 3: <b>personality traits</b> (conscientiousness, emotional stability, agreeableness, extraversion, openness to experience)	

The next questions are about hiring new workers, by worker types

<p>(3.05)</p>	<p>Do you recruit [WORKER TYPE _ ] from the following sources...?</p> <p>                 YES 1      NO 2      DON'T KNOW 9             </p>	<p>Type A</p>	<p>Type B</p>
	<p>(A) Public Employment Services</p>		
	<p>(B) Private Employment Services</p>		
	<p>(C) Job Fairs</p>		
	<p>(D) Offers to experienced people in other firms</p>		
	<p>(E) Direct contact with educational institutions, schools, training centers, universities, etc.</p>		
	<p>(F) Media advertisements/postings</p>		
	<p>(G) Internet</p>		
	<p>(H) Informal channels (personal contacts, people recommended by others)</p>		
<p>(3.06)</p>	<p>Over the past 12 months, on average for [WORKER TYPE _] how many days does it take to fill a position from the time the position becomes open or is created?</p> <p>IF NO POSITIONS WERE OPEN/ CREATED IN THE PAST 12 MONTHS, WRITE '999' AND &gt;&gt;3.08</p>	<p>Type A</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> <p>days</p>	<p>Type B</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> <p>days</p>
<p>(3.07)</p>	<p>Over the past 12 months, how many persons have you made offers to, on average, in order to fill a [WORKER TYPE _] position?</p>	<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> <p>persons</p>	<div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> <p>persons</p>

(3.08)	What is the education level of the <u>most recent person hired</u> as a [WORKER TYPE _] (no matter how long ago that hiring took place) ?	Type A <input type="text"/>	Type B <input type="text"/>
	Pre-primary education (ISCED 0) 1		
	Primary education (ISCED 1) 2		
	Lower secondary (ISCED 2) 3		
	Upper secondary (ISCED 3) 4		
	Post-secondary nontertiary education (ISCED 4) 5		
	First stage of tertiary education (ISCED 5) 6		
	Second stage of tertiary education (ISCED 6) 7		
	Don't know 9		
(3.09)	Does this most recently hired [WORKER TYPE_] worker have a technical or vocational certificate or degree? YES 1 NO 2 DON'T KNOW 9	Type A <input type="text"/>	Type B <input type="text"/>
(3.10)	What is the <u>average monthly gross compensation</u> over the past 6 months (or the months since hiring) of the most recent person your firm hired as a [WORKER TYPE _] ?	Type A <input type="text"/> currency	Type B <input type="text"/> currency
(3.11)	In general, is the salary for a [WORKER TYPE _] negotiable at the moment of hiring? YES 1 NO 2 DON'T KNOW 9	Type A <input type="text"/>	Type B <input type="text"/>
(3.12)	Over the past 12 months, have you used contractors for skills shortages of [WORKER TYPE _] ? YES 1 NO 2 DON'T KNOW 9	Type A <input type="text"/>	Type B <input type="text"/>



INTERVIEWER: ASK ALL THE QUESTIONS 4.01 TO 4.09 FIRST FOR Worker Type A, THEN COME BACK TO 4.01 TO ASK FOR Worker Type B.

(4.01)	Does your workplace have regular contacts with educational or training institutions regarding [WORKER TYPE _] positions, for recruitment, training, work placement, or another reason?	Type A <input type="text"/>	Type B <input type="text"/>
	YES 1 NO 2 >>4.03	DON'T KNOW 9 >>4.03	
(4.02)	For what purpose does your workplace have these contacts, for [WORKER TYPE _] positions ?	Type A	Type B
	YES 1 NO 2	DON'T KNOW 9	
	You use for <u>Recruitment of staff</u>	<input type="text"/>	<input type="text"/>
	Your firm participates in <u>testing of students</u>	<input type="text"/>	<input type="text"/>
	Your firm gives <u>feedback</u> to the institution for their <u>curriculum development</u>	<input type="text"/>	<input type="text"/>
	Your firm uses the institution for further <u>training of your firm's existing employees</u>	<input type="text"/>	<input type="text"/>
	Your firm provides <u>work experience for students</u> (internships and apprenticeships)	<input type="text"/>	<input type="text"/>
	Other (Specify _____)	<input type="text"/>	<input type="text"/>
(4.03)	What share of [WORKER TYPE _] employees at your firm are fully qualified for the job? %	Type A <input type="text"/> %	Type B <input type="text"/> %
(4.04)	Did the [WORKER TYPE _] employees in your workplace receive any training last year <u>on the premises of the workplace</u> , such as on the job training, working with or mentored by an experienced employee , or training in special training facilities at the workplace?	<input type="text"/>	<input type="text"/>
	YES 1 NO 2 >>4.07	DON'T KNOW 9 >>4.07	

(4.05)	<p>What share of the [WORKER TYPE _] employees in your workplace received training on the premises of the workplace of each of the following types in the last 12 months: (%)</p> <p>.....</p> <p>1 On the job training (learning as they worked at the job, with help from more experienced workers)</p> <p>.....</p> <p>2 Training by the firm's managers, technical persons, peers, etc.</p> <p>.....</p> <p>3 Training by the firm's dedicated trainers</p> <p>.....</p> <p>4 Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.)</p> <p>.....</p> <p>5 Other (specify _____)</p> <p style="text-align: center;"><b>if all zero &gt;&gt;4.07</b></p>	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p style="text-align: center;">%</p>							<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p style="text-align: center;">%</p>						
(4.06)	<p>Of the employees who received such training on the workplace premises in the past year, what is the average days per year [WORKER TYPE] received for each of these training methods ?</p> <p>.....</p> <p style="text-align: right;">Type A</p> <p>2 Training by the firm's managers, technical persons, peers, etc.</p> <p>.....</p> <p>3 Training by the firm's dedicated trainers</p> <p>.....</p> <p>4 Training on the workplace premises with external trainers (consultants, private training companies, government institutions, etc.)</p> <p>.....</p> <p>5 Other (specify _____)</p> <p style="text-align: right; color: red;">days</p>	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p style="text-align: center; color: red;">days</p>						<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> <p style="text-align: center; color: red;">days</p>							
(4.07)	<p>Did the [WORKER TYPE _] employees in your workplace receive any formal training organized by the firm, <u>outside the workplace</u> last year?</p> <p>.....</p> <p>YES                      1                      DON'T KNOW      9 &gt;&gt;4.09</p> <p>NO                        2 &gt;&gt;4.09</p>	<p style="text-align: center;">Type A</p> <table border="1"> <tr><td> </td></tr> </table>		<p style="text-align: center;">Type B</p> <table border="1"> <tr><td> </td></tr> </table>											

(4.08)	<p>What share of the [WORKER TYPE _] employees in your workplace received outside training of each of the following types in the last 12 months:</p>																					
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">Type A</th> <th style="width: 15%; text-align: center;">Type B</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px dashed black;">1 At a technical or vocational education and training public school</td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> </tr> <tr> <td style="border-bottom: 1px dashed black;">2 Through private training providers</td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> </tr> <tr> <td style="border-bottom: 1px dashed black;">3 Through equipment suppliers (for example, a company selling computers providing training on software)</td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> </tr> <tr> <td style="border-bottom: 1px dashed black;">4 NGO's or international organizations</td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> </tr> <tr> <td style="border-bottom: 1px dashed black;">5 Other (specify) _____</td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> </tr> <tr> <td></td> <td style="text-align: center;">%</td> <td style="text-align: center;">%</td> </tr> </tbody> </table>		Type A	Type B	1 At a technical or vocational education and training public school			2 Through private training providers			3 Through equipment suppliers (for example, a company selling computers providing training on software)			4 NGO's or international organizations			5 Other (specify) _____				%	%
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(4.09)	<p>How much did your workplace spend paying outside providers for training last year for [WORKER TYPE _] employees? (i.e. Training outside the firm or training by an outside provider in the firm's workplace). IF DID NOT SPEND ANYTHING, WRITE '0'</p>																					
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Type A</th> <th style="width: 20%; text-align: center;">Type B</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px dashed black;"></td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> <td style="border: 1px solid black; width: 60px; height: 30px;"></td> </tr> <tr> <td></td> <td style="text-align: center;">currency</td> <td style="text-align: center;">currency</td> </tr> </tbody> </table>		Type A	Type B					currency	currency												
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INTERVIEWER: IF YOU HAVE FINISHED ASKING QUESTIONS FOR Worker Type A, GO BACK TO QUESTION 4.01 TO ASK THE QUESTIONS 4.01-4.09 FOR Worker Type B.

IF YOU HAVE FINISHED ASKING FOR Worker Type B, CONTINUE TO Q 4.10

(4.10)	<p>In your opinion, do you agree or disagree with the following statements describing the technical and vocational training education system [IN COUNTRY]?</p>												
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%; border-bottom: 1px dashed black;">AGREE</td> <td style="width: 10%; text-align: center; border-bottom: 1px dashed black;">1</td> <td style="width: 40%; border-bottom: 1px dashed black;">DON'T KNOW</td> <td style="width: 10%; text-align: center; border-bottom: 1px dashed black;">9</td> </tr> <tr> <td style="border-bottom: 1px dashed black;">DISAGREE</td> <td style="text-align: center; border-bottom: 1px dashed black;">2</td> <td></td> <td></td> </tr> </table>	AGREE	1	DON'T KNOW	9	DISAGREE	2						
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(4.11) In your opinion, do you agree or disagree with the following statements describing the general educational system in [COUNTRY]?

.....  
 AGREE 1 ..... DON'T KNOW 9  
 .....  
 DISAGREE 2 .....  
 .....

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(4.12) How do you remunerate your [WORKER TYPE \_] workers?

.....  
 YES 1 .....  
 .....  
 NO 2 .....

	TYPE A	TYPE B
Fixed salary		
Variable salary		
Bonus		
Commission		

<p>(5.01)</p>	<p>How would you describe the financial performance of your company in the last fiscal year?</p> <p>.....</p> <p>Very poor (large losses over the last year) 1</p> <p>.....</p> <p>Poor (some losses over the last year) 2</p> <p>.....</p> <p>Stable (breaking even last year) 3</p> <p>.....</p> <p>Good (some profits over the last year) 4</p> <p>.....</p> <p>Very good (large profits over the last year) 5</p> <p>.....</p> <p>Refuse to answer 8</p> <p>.....</p> <p>Don't know 9</p>	<p><input type="checkbox"/></p>
<p>(5.02)</p>	<p>How would you describe the prospects for your company in the coming three years?</p> <p>.....</p> <p>Very poor (strong contraction expected) 1</p> <p>.....</p> <p>Poor (mild contraction expected) 2</p> <p>.....</p> <p>Stable 3</p> <p>.....</p> <p>Good (mild expansion expected) 4</p> <p>.....</p> <p>Very good (strong expansion expected) 5</p> <p>.....</p> <p>Refuse to answer 8</p> <p>.....</p> <p>Don't know 9</p>	<p><input type="checkbox"/></p>
<p>(5.03)</p>	<p>Who is the main buyer of your products or services?</p> <p>.....</p> <p>Individuals/end users/end consumers 1</p> <p>.....</p> <p>Other companies 2</p> <p>.....</p> <p>Government 3</p> <p>.....</p> <p>NGO's or international organizations 4</p> <p>.....</p> <p>Other (specify _____) 5</p> <p>.....</p> <p>Don't know 9</p>	<p><input type="checkbox"/></p>
<p>(5.04)</p>	<p>Does your company have international business contacts with entities in other countries?</p> <p>.....</p> <p>YES 1</p> <p>.....</p> <p>NO 2</p> <p>.....</p> <p>DON'T KNOW 9</p>	<p><input type="checkbox"/></p>

(5.05)	<p>In the past 3 years, has your firm introduced any...</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 40%;">YES</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 10%; text-align: center;">1</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 40%;">DON'T KNOW</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 10%; text-align: center;">9</td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">NO</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; text-align: center;">2</td> <td></td> <td></td> </tr> </table> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 80%;">NEW TECHNOLOGIES within the firm</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 20%;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">NEW PROCESSES within the firm</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">NEW PRODUCTS on the market</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">NEW SERVICES on the market</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> </table>	YES	1	DON'T KNOW	9	NO	2			NEW TECHNOLOGIES within the firm		NEW PROCESSES within the firm		NEW PRODUCTS on the market		NEW SERVICES on the market							
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(5.06)	<p>Can you please indicate how problematic each of the following <u>labor factors</u> is for the operation and growth of your business? <b>SHOW CARD #6</b></p> <p style="margin-top: 10px;">Please answer on a scale of 1 to 5, where 1 means 'no problem' and 5 means 'severe problem'</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 40%;">NOT APPLICABLE</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 10%; text-align: center;">8</td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">DON'T KNOW</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; text-align: center;">9</td> </tr> </table> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 80%;">EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black; width: 20%;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">LABOR AVAILABILITY</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">GENERAL EDUCATION OF WORKERS</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">FINDING WORKERS WITH PREVIOUS EXPERIENCE</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">HIGH JOB TURNOVER</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">OVERALL WAGE LEVEL IN YOUR FIRM'S SECTOR</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> <tr> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;">MINIMUM WAGE (if exists in [country])</td> <td style="border-top: 1px dashed black; border-bottom: 1px dashed black;"></td> </tr> </table>	NOT APPLICABLE	8	DON'T KNOW	9	EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS		LABOR AVAILABILITY		GENERAL EDUCATION OF WORKERS		TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS		FINDING WORKERS WITH PREVIOUS EXPERIENCE		HIGH JOB TURNOVER		PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS		OVERALL WAGE LEVEL IN YOUR FIRM'S SECTOR		MINIMUM WAGE (if exists in [country])	
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DON'T KNOW	9																						
EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS																							
LABOR AVAILABILITY																							
GENERAL EDUCATION OF WORKERS																							
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS																							
FINDING WORKERS WITH PREVIOUS EXPERIENCE																							
HIGH JOB TURNOVER																							
PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS																							
OVERALL WAGE LEVEL IN YOUR FIRM'S SECTOR																							
MINIMUM WAGE (if exists in [country])																							

(5.07)	<p>Compared to these labor issues, are the following much more, more, similar, less or much less constraint to doing business? <b>SHOW CARD #7</b></p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">MUCH LESS CONSTRAINT</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">1</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">NOT APPLICABLE</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">8</td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">LESS CONSTRAINT</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">2</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">DON'T KNOW</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">9</td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">SIMILAR</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">3</td> <td></td> <td></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">MORE CONSTRAINT</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">4</td> <td></td> <td></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">MUCH MORE CONSTRAINT</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">5</td> <td></td> <td></td> </tr> </table> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Electricity</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Telecommunications, Transportation</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Access to Land</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Tax rates, Tax administration</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Customs and Trade Regulations</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Business Licensing and Operating Permits</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Access to Financing (e.g. collateral), Cost of Financing (e.g. interest rates)</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Political Uncertainty; Economic and Financial Instability (inflation, exchange rate)</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Corruption; Crime, theft and disorder</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">Anti-competitive or informal practices ; Legal system/conflict resolution</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> </table>	MUCH LESS CONSTRAINT	1	NOT APPLICABLE	8	LESS CONSTRAINT	2	DON'T KNOW	9	SIMILAR	3			MORE CONSTRAINT	4			MUCH MORE CONSTRAINT	5			Electricity		Telecommunications, Transportation		Access to Land		Tax rates, Tax administration		Customs and Trade Regulations		Business Licensing and Operating Permits		Access to Financing (e.g. collateral), Cost of Financing (e.g. interest rates)		Political Uncertainty; Economic and Financial Instability (inflation, exchange rate)		Corruption; Crime, theft and disorder		Anti-competitive or informal practices ; Legal system/conflict resolution	
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(5.08)	<p>Does your workplace have a personnel department (H/R DEPARTMENT)?</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">YES</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">1 &gt;&gt; 5.10</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">DON'T KNOW</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">9</td> <td style="border: 1px solid black; width: 60px; height: 20px; margin-left: 20px;"></td> </tr> <tr> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black;">NO</td> <td style="border-top: 1px dotted black; border-bottom: 1px dotted black; text-align: center;">2</td> <td></td> <td></td> <td></td> </tr> </table>	YES	1 >> 5.10	DON'T KNOW	9		NO	2																																	
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(5.09)	<p>Who is responsible for personnel matters, if there is no personnel department?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 20px;"/>																																								





## CODE CLASSIFICATION OF OCCUPATIONS

1	<b><u>Managers:</u></b>
	Chief executives, senior officials and legislators
	Traditional chiefs and heads of villages
	Managing directors, administrative and commerce managers
	Business services and administration managers such as Finance managers, Human resource managers, advertising and public relations managers Sales managers, production managers in agriculture, mining, construction Specialized services managers, such as managers in health services, hotels, retail or wholesale, sports center managers.
2	<b><u>Professionals</u></b>
	Science professionals such as physicists, astronomers, chemists, geologists, biologists, farming or fisheries advisers, environmental protection professionals
	Mathematicians, actuaries and statisticians
	Engineering professionals, in industrial, mining, construction, etc:
	Architects, planners, surveyors and designers
	Health professionals such as doctors, nurses, midwives, veterinarians, dentists, physiotherapists, dietitians
	Teaching professionals - all teachers
	Business and administration professionals, accountants, financial advisors
	Administration professionals, sales and marketing, public relations professionals:
	Information and communications technology professionals, such as software developers, programmers, web developers.
	Legal professionals such as lawyers and judges
	Librarians, archivists and curators
Social and religious professionals such as economists, sociologists, authors, social workers, religious professionals, translators	
Creative and performing artists, such as dancers, actors, radio announcers, musicians	
3	<b><u>Technicians and associate professionals</u></b>
	Science and engineering associate professionals, such as engineering technicians, electrical engineering technicians, mining and metallurgical technicians, power plant operators, incinerator operator, mining supervisors, construction supervisors, draughts persons
	Agricultural technicians, Forestry technicians
	Ship and aircraft controllers and technicians, such as ships' engineers, deck officers, ship pilots, air traffic controllers, aircraft pilots
	Health associate professionals such as medical and dental technicians, laboratory technicians, nursing associate professionals, veterinary technicians and assistants, community health workers, ambulance workers
	Business and administration associate professionals, such as finance dealers and brokers, credit and loans officers, insurance representatives, sales and purchasing agents, real estate agents and property managers
	Administrative and specialized secretaries such as office supervisors, legal secretaries, medical secretaries
	Legal, social, cultural and related associate professionals, religious associate professionals, athletes, sports coaches, photographers, decorators, library and museum technicians, chefs
Information and communications technicians, such as user support technicians, web technicians, broadcasting technicians.	
4	<b><u>Clerical support workers</u></b>
	Office clerks, general secretaries, customer service clerks, bank tellers and clerks, debt-collectors
	Client information workers, such as travel consultants and clerks, telephone operators, receptionists,
	Travel consultants and clerks
	Data entry clerks, data entry operators
Accounting and bookkeeping clerks, payroll clerks, stock clerks, mail carries, filing clerks	
5	<b><u>Service workers</u></b>
	Travel attendants, conductors and guides
	Call center operators
	Cooks, waiters, bartenders
	Hairdressers, beauticians and related workers
	Building and housekeeping supervisors, building caretakers
	Domestic housekeepers, Cleaning and housekeeping supervisors in offices, hotels and other establishments
	Fortune tellers, undertakers, pet groomers, animal care workers, driving instructors
Personal care health workers, health care assistants, child care workers, teachers' aides	
Firefighters, police officers, prison guards, security guards	

6	<b><u>Sales workers</u></b>
	Street and market salespersons, shopkeepers, shop supervisors, sales assistants, sales demonstrators
	Cashiers and ticket clerks
	Fashion and other models
	Door to door salespersons, contact center salespersons
	Service station attendants Food service counter attendants
7	<b><u>Skilled agricultural, forestry and fishery workers</u></b>
	Market gardeners and crop growers
	Animal and poultry producers, dairy producers,
	Market-oriented skilled forestry, fishery and hunting workers Subsistence farmers, fishers, hunters and gatherers
8	<b><u>Construction, Craft and related trades workers</u></b>
	Building and related trades workers, such as carpenters, bricklayers, masons, plumbers, roofers, plasterers, painters
	Metal, machinery and related trades workers
	Sheet and structural metal workers, moulders and welders
	Blacksmiths, toolmakers and related trades workers
	Electrical and electronics trades workers
	Machinery mechanics and repairers
	Handicraft workers such instrument makers, potters, jewellery workers, workers in wood, basketry, textiles and leather, sign writers, decorative painters
	Printing trades workers
	Food processing, wood working, garment and other craft and related trades workers. Bakers, butchers, pastry cooks
	Tobacco preparers and tobacco products makers
	Wood treaters, cabinet-makers and related trades workers
	Garment workers, tailors, dressmakers, shoemakers, upholstery workers Underwater divers, blasters, fumigators and other pest controllers
9	<b><u>Plant and machine operators, and assemblers, Drivers</u></b>
	Mining, mineral and stone processing plant operators, miners
	Well drillers and borers and related workers
	Cement, stone and other mineral products machine operators
	Metal processing and finishing plant operators
	Chemical and photographic products plant and machine operators
	Rubber, plastic and paper products machine operators
	Textile, fur and leather products machine operators
	Food and related products machine operators
	Wood processing and papermaking plant operators
	Other stationary plant and machine operators
	Assemblers
	Locomotive engine drivers and related workers Car, van and motorcycle drivers, bus drivers, lorry drivers Mobile plant operators such as earthmoving operators, crane operators Ships' deck crews and related workers
10	<b><u>Elementary occupations</u></b>
	Domestic, hotel and office cleaners and helpers
	Vehicle, window, laundry and other hand cleaning workers
	Agricultural, forestry and fishery labourers
	Labourers in mining, construction, manufacturing and transport
	Transport and storage labourers
	Food preparation assistants
	Street and related sales and service workers
	Street vendors (excluding food)
	Refuse workers and other elementary workers
	Messengers, package deliverers and luggage porters
	Odd job persons
	Meter readers and vending-machine collectors Water and firewood collectors

## SHOW CARD #2

- **Age**
- **Appearance**
- **Gender**
- **Family relations or personal ties**

### SHOW CARD #3

- **Ability to read and write in official language**
- **Ability with calculations and numbers**
- **Ability to read and write in English**
- **Ability to read and write in (another) foreign language**
- **Job specific skills**
- **Communication**
- **Leadership**
- **Teamwork skills**
- **Creative and critical thinking**
- **Problem solving**
- **Ability to work independently**
- **Time management skills**

## SHOW CARD #4

- **Conscientiousness**
- **Emotional stability**
- **Agreeableness**
- **Extraversion**
- **Openness to experience**

## SHOW CARD #5

### **GROUP 1- Personal characteristics**

- . Age
- . Appearance
- . Gender
- . Family relations or personal ties

### **GROUP 2- Job-related skills**

- . Ability to read and write in official language
- . Ability with calculations and numbers
- . Job specific skills
- . Communication
- . Leadership
- . Teamwork skills
- . Creative and critical thinking
- . Problem solving
- . Ability to work independently
- . Time management skills

### **GROUP 3- Personality Traits**

- . Conscientiousness
- . Emotional stability
- . Agreeableness
- . Extraversion
- . Openness to experience

(RESPONDENT CARD #6)

NO PROBLEM

1



2



3



4



SEVERE  
PROBLEM

5



(RESPONDENT CARD #7)

MUCH LESS  
CONSTRAINT

1



LESS  
CONSTRAINT

2



SIMILAR

3



MORE  
CONSTRAINT

4



MUCH MORE  
CONSTRAINT

5

