

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

Question number 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
	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

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.

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

<p>(1.06)</p>	<p>What is the legal status of this workplace?</p>	<div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">SOLE PROPRIETORSHIP</td> <td style="width: 20%; text-align: right;">1</td> </tr> </table>		SOLE PROPRIETORSHIP	1
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	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">GENERAL PARTNERSHIP</td> <td style="width: 20%; text-align: right;">2</td> </tr> </table>		GENERAL PARTNERSHIP	2
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	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">LIMITED PARTNERSHIP</td> <td style="width: 20%; text-align: right;">3</td> </tr> </table>		LIMITED PARTNERSHIP	3
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	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">LIMITED LIABILITY COMPANY (LLC)</td> <td style="width: 20%; text-align: right;">4</td> </tr> </table>		LIMITED LIABILITY COMPANY (LLC)	4
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<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">NO LEGAL FORM</td> <td style="width: 20%; text-align: right;">8</td> </tr> </table>	NO LEGAL FORM	8		
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<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">OTHER (SPECIFY _____)</td> <td style="width: 20%; text-align: right;">9</td> </tr> </table>	OTHER (SPECIFY _____)	9		
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<p>(1.07)</p>	<p>Which of the following describes the largest shareholders in your firm?</p>	<div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">INDIVIDUAL FROM AZERBAIJAN</td> <td style="width: 20%; text-align: right;">01</td> </tr> </table>		INDIVIDUAL FROM AZERBAIJAN	01
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<table border="0" style="width: 100%;"> <tr> <td style="width: 80%;">GOVERNMENT OR GOVERNMENT AGENCY</td> <td style="width: 20%; text-align: right;">12</td> </tr> </table>	GOVERNMENT OR GOVERNMENT AGENCY	12		
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(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 solid black;">A</td><td style="border-bottom: 1px solid black;">Agriculture, forestry and fishing</td><td style="border-bottom: 1px solid black; text-align: right;">01</td></tr> <tr><td style="border-bottom: 1px solid black;">B</td><td style="border-bottom: 1px solid black;">Mining and quarrying</td><td style="border-bottom: 1px solid black; text-align: right;">02</td></tr> <tr><td style="border-bottom: 1px solid black;">C</td><td style="border-bottom: 1px solid black;">Manufacturing</td><td style="border-bottom: 1px solid black; text-align: right;">03</td></tr> <tr><td style="border-bottom: 1px solid black;">D</td><td style="border-bottom: 1px solid black;">Electricity, gas, steam and air conditioning supply</td><td style="border-bottom: 1px solid black; text-align: right;">04</td></tr> <tr><td style="border-bottom: 1px solid black;">E</td><td style="border-bottom: 1px solid black;">Water supply; sewerage, waste management and remediation activities</td><td style="border-bottom: 1px solid black; text-align: right;">05</td></tr> <tr><td style="border-bottom: 1px solid black;">F</td><td style="border-bottom: 1px solid black;">Construction</td><td style="border-bottom: 1px solid black; text-align: right;">06</td></tr> <tr><td style="border-bottom: 1px solid black;">G</td><td style="border-bottom: 1px solid black;">Wholesale and retail trade; repair of motor vehicles and motorcycles</td><td style="border-bottom: 1px solid black; text-align: right;">07</td></tr> <tr><td style="border-bottom: 1px solid black;">H</td><td style="border-bottom: 1px solid black;">Transportation and storage</td><td style="border-bottom: 1px solid black; text-align: right;">08</td></tr> <tr><td style="border-bottom: 1px solid black;">I</td><td style="border-bottom: 1px solid black;">Accommodation and food service activities</td><td style="border-bottom: 1px solid black; text-align: right;">09</td></tr> <tr><td style="border-bottom: 1px solid black;">J</td><td style="border-bottom: 1px solid black;">Information and communication</td><td style="border-bottom: 1px solid black; text-align: right;">10</td></tr> <tr><td style="border-bottom: 1px solid black;">K</td><td style="border-bottom: 1px solid black;">Financial and insurance activities</td><td style="border-bottom: 1px solid black; text-align: right;">11</td></tr> <tr><td style="border-bottom: 1px solid black;">L</td><td style="border-bottom: 1px solid black;">Real estate activities</td><td style="border-bottom: 1px solid black; text-align: right;">12</td></tr> <tr><td style="border-bottom: 1px solid black;">M</td><td style="border-bottom: 1px solid black;">Professional, scientific and technical activities</td><td style="border-bottom: 1px solid black; text-align: right;">13</td></tr> <tr><td style="border-bottom: 1px solid black;">N</td><td style="border-bottom: 1px solid black;">Administrative and support service activities</td><td style="border-bottom: 1px solid black; text-align: right;">14</td></tr> <tr><td style="border-bottom: 1px solid black;">O</td><td style="border-bottom: 1px solid black;">Public administration and defense; compulsory social security</td><td style="border-bottom: 1px solid black; text-align: right;">15</td></tr> <tr><td style="border-bottom: 1px solid black;">P</td><td style="border-bottom: 1px solid black;">Education</td><td style="border-bottom: 1px solid black; text-align: right;">16</td></tr> <tr><td style="border-bottom: 1px solid black;">Q</td><td style="border-bottom: 1px solid black;">Human health and social work activities</td><td style="border-bottom: 1px solid black; text-align: right;">17</td></tr> <tr><td style="border-bottom: 1px solid black;">R</td><td style="border-bottom: 1px solid black;">Arts, entertainment and recreation</td><td style="border-bottom: 1px solid black; text-align: right;">18</td></tr> <tr><td style="border-bottom: 1px solid black;">S</td><td style="border-bottom: 1px solid black;">Other service activities</td><td style="border-bottom: 1px solid black; text-align: right;">19</td></tr> <tr><td style="border-bottom: 1px solid black;">T</td><td style="border-bottom: 1px solid black;">Activities of households as employers; 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(1.09)	What is the main economic activity of this workplace? <table style="margin-left: auto; margin-right: 0; border-collapse: collapse;"> <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; border-collapse: collapse;"> <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="width: 5%; text-align: center; border-bottom: 1px solid black;">1</td> <td style="border-bottom: 1px solid black;">Permanent Full-Time with social security and income tax deductions</td> <td style="border-bottom: 1px solid black; width: 10%;"></td> <td style="border-bottom: 1px solid black; width: 10%;"></td> <td style="border-bottom: 1px solid black; width: 10%;"></td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;">2</td> <td style="border-bottom: 1px solid black;">Permanent Full-Time without social security and income tax deductions</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;">3</td> <td style="border-bottom: 1px solid black;">Permanent Part-Time with social security and income tax deductions</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;">4</td> <td style="border-bottom: 1px solid black;">Permanent Part-Time without social security and income tax deductions</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;">5</td> <td style="border-bottom: 1px solid black;">Temporary with social security and income tax deductions</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;">6</td> <td style="border-bottom: 1px solid black;">Temporary without social security and income tax deductions</td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> </table>	1	Permanent Full-Time with social security and income tax deductions				2	Permanent Full-Time without social security and income tax deductions				3	Permanent Part-Time with social security and income tax deductions				4	Permanent Part-Time without social security and income tax deductions				5	Temporary with social security and income tax deductions				6	Temporary without social security and income tax deductions			
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6	Temporary without social security and income tax deductions																														

7 Casual/Daily

TOTAL

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? <div style="text-align: right; margin-right: 20px;"> <table style="border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">YES</td> <td style="border-bottom: 1px solid black; width: 20px;">1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> </table> </div> FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.12 - 1.17	YES	1	NO	2			
YES	1							
NO	2							
(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)							

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 'YESES' 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]?											
	<table border="0"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> </table> <p>FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESES' ASK QUESTIONS 1.29- 1.30</p>	YES	1	NO	2							
YES	1											
NO	2											
(1.29)	Did you encounter any problems when trying to hire [POSITION]?											
	<table border="0"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2 >>NEXT POSITION</td> </tr> </table>	YES	1	NO	2 >>NEXT POSITION							
YES	1											
NO	2 >>NEXT POSITION											
(1.30)	What problems did you encounter?											
	<table border="0"> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> </table>	YES	1	NO	2							
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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			
2	Professionals			
3	Technicians and associate professionals			

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			
5	Service workers			
6	Sales workers			
7	Skilled agricultural, forestry and fishery workers			
8	Craft and related trades workers			
9	Plant and machine operators, and assemblers			
10	Elementary occupations			

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
NO	2

REFUSE TO ANSWER	8
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 Azerbaijani?	<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, BONUSES, 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 did not complete primary education (i.e. did not complete grade 4) 1		
	Primary general education 2		
	Basic general education 3		
	Secondary general education / Professional Diploma 4	<input type="text"/>	<input type="text"/>
	Higher education (Bachelor, Masters, or Diploma of Higher Education) 5		
	PhD, Candidate of Science or higher 6 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 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: Personal characteristics (age, appearance, gender, family relations or personal ties)		
2 GROUP 2: Job-related skills (literacy, numeracy, job-specific skills, communication, leadership, teamwork, creative thinking, problem solving, work independently, time management)		
5 GROUP 3: personality traits (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> <u>YES</u> 1 <u>NO</u> 2 <u>DON'T KNOW</u> 9 </p>	<table border="1"> <thead> <tr> <th>Type A</th> </tr> </thead> <tbody> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </tbody> </table>	Type A										<table border="1"> <thead> <tr> <th>Type B</th> </tr> </thead> <tbody> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </tbody> </table>	Type B									
Type A																							
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<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 >>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	Type B
	No education or did not complete primary education (i.e. did not complete grade 4) 1	<input type="text"/>	<input type="text"/>
	Primary general education 2		
	Basic general education 3		
	Secondary general education / Professional Diploma 4		
	Higher education (Bachelor, Masters, or Diploma of Higher Education) 5		
	PhD, Candidate of science or higher 6		
	Don't know 9		
(3.09)	Does this most recently hired [WORKER TYPE_] worker have a technical or vocational certificate or degree?	Type A	Type B
	YES 1	<input type="text"/>	<input type="text"/>
	NO 2		
	DON'T KNOW 9		
(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	Type B
		<input type="text"/> AZN	<input type="text"/> AZN
(3.11)	In general, is the salary for a [WORKER TYPE _] negotiable at the moment of hiring?	Type A	Type B
	<u>YES</u> 1 <u>NO</u> 2 <u>DON'T KNOW</u> 9	<input type="text"/>	<input type="text"/>
(3.12)	Over the past 12 months, have you used contractors for skills shortages of [WORKER TYPE _]?	Type A	Type B
	<u>YES</u> 1 <u>NO</u> 2 <u>DON'T KNOW</u> 9	<input type="text"/>	<input type="text"/>

We would now like to ask some questions about workers under 30 years old that your firm employs or has tried to hire recently.

<p>(3.13)</p>	<p>Does this workplace employ any persons under 30 years old who have a university degree or post-secondary diploma, or have you tried to hire such workers in the past 24 months?</p> <p>Yes 1</p> <p>No 2 >>3.17</p> <div style="text-align: right; border: 1px solid black; width: 80px; height: 20px; margin-left: auto;"></div>																																	
<p>(3.14)</p>	<p>We will now read some job related skills. Please tell me if these young workers with a degree or post-secondary diploma usually have this skill or often lack this skill, indicating on a scale of 1 to 5, where 1 means that workers usually have the skill, and 5 means that they lack it very often. SHOW CARD 6</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: right;">1</td><td style="width: 70%;">Ability to read and write in Armenian (literacy)</td><td style="width: 25%;"></td></tr> <tr><td style="text-align: right;">2</td><td>Ability with calculations and numbers (numeracy)</td><td></td></tr> <tr><td style="text-align: right;">3</td><td>Ability to read and write in English</td><td></td></tr> <tr><td style="text-align: right;">4</td><td>Job-specific technical skills</td><td></td></tr> <tr><td style="text-align: right;">5</td><td>Communication skills</td><td></td></tr> <tr><td style="text-align: right;">6</td><td>Leadership skills</td><td></td></tr> <tr><td style="text-align: right;">7</td><td>Team work skills</td><td></td></tr> <tr><td style="text-align: right;">8</td><td>Creative and critical thinking</td><td></td></tr> <tr><td style="text-align: right;">9</td><td>Problem solving skills</td><td></td></tr> <tr><td style="text-align: right;">10</td><td>Ability to work independently</td><td></td></tr> <tr><td style="text-align: right;">11</td><td>Time management skills</td><td></td></tr> </table>	1	Ability to read and write in Armenian (literacy)		2	Ability with calculations and numbers (numeracy)		3	Ability to read and write in English		4	Job-specific technical skills		5	Communication skills		6	Leadership skills		7	Team work skills		8	Creative and critical thinking		9	Problem solving skills		10	Ability to work independently		11	Time management skills	
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<p>(3.15)</p>	<p>We will now read some personality traits. Please tell me if these young workers usually have this trait or often lack this trait, indicating on a scale of 1 to 5, where 1 means that workers usually have the trait, and 5 means that they lack it very often. SHOW CARD 6</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: right;">1</td><td style="width: 70%;">Conscientiousness (Does a thorough job, is hard working, does things efficiently)</td><td style="width: 25%;"></td></tr> <tr><td style="text-align: right;">2</td><td>Emotional stability (Is relaxed and handles stress well, doesn't worry or get nervous easily)</td><td></td></tr> <tr><td style="text-align: right;">3</td><td>Agreeableness (Forgives other people easily, is considerate and kind, is polite)</td><td></td></tr> <tr><td style="text-align: right;">4</td><td>Extraversion (Is talkative, assertive, outgoing and sociable)</td><td></td></tr> <tr><td style="text-align: right;">5</td><td>Openness to experience (Is original and comes up with new ideas, has an active imagination)</td><td></td></tr> </table>	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)																			
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<p>(3.16)</p>	<p>You indicated that young university or post-secondary workers lack some job-related skills and personality traits. Which one is more of a problem for your firm:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 70%;">Lack of job-related skills</td><td style="width: 10%; text-align: center;">1</td><td style="width: 20%;"></td></tr> <tr><td>Lack of personality traits</td><td style="text-align: center;">2</td><td></td></tr> </table> <div style="text-align: right; border: 1px solid black; width: 80px; height: 20px; margin-left: auto;"></div>	Lack of job-related skills	1		Lack of personality traits	2																												
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(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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">1 On the job training (learning as they worked at the job, with help from more experienced workers)</td> <td style="width: 10%; text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td style="width: 20%;"></td> </tr> <tr> <td style="padding: 5px;">2 Training by the firm's managers, technical persons, peers, etc.</td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td></td> </tr> <tr> <td style="padding: 5px;">3 Training by the firm's dedicated trainers</td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td></td> </tr> <tr> <td style="padding: 5px;">4 Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.)</td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td></td> </tr> <tr> <td style="padding: 5px;">5 Other (specify _____)</td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">if all zero >>4.07</td> <td style="text-align: center; vertical-align: middle;">%</td> <td style="text-align: center; vertical-align: middle;">%</td> </tr> </table>	1 On the job training (learning as they worked at the job, with help from more experienced workers)	<input style="width: 100%; height: 100%;" type="text"/>		2 Training by the firm's managers, technical persons, peers, etc.	<input style="width: 100%; height: 100%;" type="text"/>		3 Training by the firm's dedicated trainers	<input style="width: 100%; height: 100%;" type="text"/>		4 Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.)	<input style="width: 100%; height: 100%;" type="text"/>		5 Other (specify _____)	<input style="width: 100%; height: 100%;" type="text"/>		if all zero >>4.07	%	%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"><input style="width: 100%; height: 100%;" type="text"/></td></tr> </table>	<input style="width: 100%; height: 100%;" type="text"/>				
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(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> <table border="1" 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="padding: 5px;">2 Training by the firm's managers, technical persons, peers, etc.</td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> </tr> <tr> <td style="padding: 5px;">3 Training by the firm's dedicated trainers</td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> </tr> <tr> <td style="padding: 5px;">4 Training on the workplace premises with external trainers (consultants, private training companies, government institutions, etc.)</td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> </tr> <tr> <td style="padding: 5px;">5 Other (specify _____)</td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> <td style="text-align: center; vertical-align: middle;"><input style="width: 100%; height: 100%;" type="text"/></td> </tr> <tr> <td></td> <td style="text-align: center; vertical-align: middle;">days</td> <td style="text-align: center; vertical-align: middle;">days</td> </tr> </tbody> </table>		Type A	Type B	2 Training by the firm's managers, technical persons, peers, etc.	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	3 Training by the firm's dedicated trainers	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	4 Training on the workplace premises with external trainers (consultants, private training companies, government institutions, etc.)	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	5 Other (specify _____)	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>		days	days	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"><input style="width: 100%; height: 100%;" type="text"/></td></tr> </table>	<input style="width: 100%; height: 100%;" type="text"/>				
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2 Training by the firm's managers, technical persons, peers, etc.	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>																							
3 Training by the firm's dedicated trainers	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>																							
4 Training on the workplace premises with external trainers (consultants, private training companies, government institutions, etc.)	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>																							
5 Other (specify _____)	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>																							
	days	days																							
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(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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">YES</td> <td style="width: 10%; text-align: center; padding: 5px;">1</td> <td style="width: 30%; padding: 5px;">DON'T KNOW</td> <td style="width: 10%; text-align: center; padding: 5px;">9 >>4.09</td> <td style="width: 10%; text-align: center; vertical-align: middle;">Type A <input style="width: 100%; height: 100%;" type="text"/></td> <td style="width: 10%; text-align: center; vertical-align: middle;">Type B <input style="width: 100%; height: 100%;" type="text"/></td> </tr> <tr> <td style="padding: 5px;">NO</td> <td style="text-align: center; padding: 5px;">2 >>4.09</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	YES	1	DON'T KNOW	9 >>4.09	Type A <input style="width: 100%; height: 100%;" type="text"/>	Type B <input style="width: 100%; height: 100%;" type="text"/>	NO	2 >>4.09					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 30%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center; vertical-align: middle;">Type A <input style="width: 100%; height: 100%;" type="text"/></td> <td style="width: 10%; text-align: center; vertical-align: middle;">Type B <input style="width: 100%; height: 100%;" type="text"/></td> </tr> </table>					Type A <input style="width: 100%; height: 100%;" type="text"/>	Type B <input style="width: 100%; height: 100%;" type="text"/>					
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(4.08)	What share of the [WORKER TYPE _] employees in your workplace received outside training of each of the following types in the last 12 months:		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) _____			
		%		%
(4.09)	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'		Type A	Type B
		AZN		AZN

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)	In your opinion, do you agree or disagree with the following statements describing the technical and vocational training education system in Azerbaijan?			
	_____ AGREE _____ 1 _____ DON'T KNOW _____ 9 _____ DISAGREE _____ 2			
	1 Meets the skill needs of employers adequately			
	2 Does not produce enough people with the LEVEL of skills needed by employers			
	3 Does not produce enough people with the KINDS of skills needed by employers			
	4 Does not produce enough people with the UP TO DATE knowledge of methods, materials, and technology			
	5 Does not produce enough people with PRACTICAL SKILLS			
	6 Does not produce enough people with GOOD ATTITUDE AND SELF-DISCIPLINE			

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

(5.05)	<p>In the past 3 years, has your firm introduced any...</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 30%;">YES</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center;">1</td> <td style="border-bottom: 1px solid black; width: 30%;">DON'T KNOW</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center;">9</td> </tr> <tr> <td style="border-bottom: 1px solid black;">NO</td> <td style="border-bottom: 1px solid black; text-align: center;">2</td> <td></td> <td></td> </tr> </table> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 80%;">NEW TECHNOLOGIES within the firm</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">NEW PROCESSES within the firm</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">NEW PRODUCTS on the market</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">NEW SERVICES on the market</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	YES	1	DON'T KNOW	9	NO	2			NEW TECHNOLOGIES within the firm	<input type="checkbox"/>	NEW PROCESSES within the firm	<input type="checkbox"/>	NEW PRODUCTS on the market	<input type="checkbox"/>	NEW SERVICES on the market	<input type="checkbox"/>						
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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? SHOW CARD #7</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%; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 30%;">NOT APPLICABLE</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center;">8</td> </tr> <tr> <td style="border-bottom: 1px solid black;">DON'T KNOW</td> <td style="border-bottom: 1px solid black; text-align: center;">9</td> </tr> </table> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 80%;">EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">LABOR AVAILABILITY</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">GENERAL EDUCATION OF WORKERS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">FINDING WORKERS WITH PREVIOUS EXPERIENCE</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">HIGH JOB TURNOVER</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">OVERALL WAGE LEVEL IN YOUR FIRM'S SECTOR</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black;">MINIMUM WAGE</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	NOT APPLICABLE	8	DON'T KNOW	9	EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS	<input type="checkbox"/>	LABOR AVAILABILITY	<input type="checkbox"/>	GENERAL EDUCATION OF WORKERS	<input type="checkbox"/>	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS	<input type="checkbox"/>	FINDING WORKERS WITH PREVIOUS EXPERIENCE	<input type="checkbox"/>	HIGH JOB TURNOVER	<input type="checkbox"/>	PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS	<input type="checkbox"/>	OVERALL WAGE LEVEL IN YOUR FIRM'S SECTOR	<input type="checkbox"/>	MINIMUM WAGE	<input type="checkbox"/>
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(5.07)	<p>Compared to these labor issues, are the following much more, more, similar, less or much less constraint to doing business? SHOW CARD #8</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 40%;">MUCH LESS CONSTRAINT</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center;">1</td> <td style="border-bottom: 1px solid black; width: 40%;">NOT APPLICABLE</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center;">8</td> </tr> <tr> <td style="border-bottom: 1px solid black;">LESS CONSTRAINT</td> <td style="border-bottom: 1px solid black; text-align: center;">2</td> <td style="border-bottom: 1px solid black;">DON'T KNOW</td> <td style="border-bottom: 1px solid black; text-align: center;">9</td> </tr> <tr> <td style="border-bottom: 1px solid black;">SIMILAR</td> <td style="border-bottom: 1px solid black; text-align: center;">3</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">MORE CONSTRAINT</td> <td style="border-bottom: 1px solid black; text-align: center;">4</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">MUCH MORE CONSTRAINT</td> <td style="border-bottom: 1px solid black; text-align: center;">5</td> <td></td> <td></td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; padding: 2px 5px;">Electricity</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding: 2px 5px;">Telecommunications, Transportation</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding: 2px 5px;">Access to Land</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding: 2px 5px;">Tax rates, Tax administration</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding: 2px 5px;">Customs and Trade Regulations</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding: 2px 5px;">Business Licensing and Operating Permits</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding: 2px 5px;">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-bottom: 1px solid black; padding: 2px 5px;">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-bottom: 1px solid black; padding: 2px 5px;">Corruption; Crime, theft and disorder</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding: 2px 5px;">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%; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 20%;">YES</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center;">1 >> 5.10</td> <td style="border-bottom: 1px solid black; width: 40%;">DON'T KNOW</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center;">9</td> <td style="border: 1px solid black; width: 10%; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">NO</td> <td style="border-bottom: 1px solid 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> <p style="margin-top: 20px;">_____</p>																																								

CODE CLASSIFICATION OF OCCUPATIONS

1	<u>Managers:</u>
	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
	Specialized services managers, such as managers in health services, hotels, retail or wholesale, sports center managers.
2	<u>Professionals</u>
	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	<u>Technicians and associate professionals</u>
	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	<u>Clerical support workers</u>
	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	<u>Service workers</u>
	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	<p style="text-align: center;"><u>Sales workers</u></p> <p>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</p>
7	<p style="text-align: center;"><u>Skilled agricultural, forestry and fishery workers</u></p> <p>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</p>
8	<p style="text-align: center;"><u>Construction, Craft and related trades workers</u></p> <p>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</p>
9	<p style="text-align: center;"><u>Plant and machine operators, and assemblers, Drivers</u></p> <p>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</p>
10	<p style="text-align: center;"><u>Elementary occupations</u></p> <p>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</p>

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)

USUALLY HAVE
THE TRAIT/
SKILL

LACK THE
TRAIT/ SKILL
VERY OFTEN

1

2

3

4

5



(RESPONDENT CARD #7)

NO PROBLEM

1



2



3



4



5



SEVERE
PROBLEM

(RESPONDENT CARD #8)

MUCH LESS
CONSTRAINT

1



LESS
CONSTRAINT

2



SIMILAR

3



MORE
CONSTRAINT

4



MUCH MORE
CONSTRAINT

5

