

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:)

--	--	--

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)? <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"/>
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Other (Please specify _____)	9																			
(1.02)	Is your workplace part of a larger company/ firm? <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																			
(1.03)	In what year did the parent company/firm begin operations in this country? IF DON'T KNOW, WRITE '9999'	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>																		
(1.04)	What functions does this workplace perform? <table border="1"> <tr><td>YES</td><td>1</td></tr> <tr><td>NO</td><td>2</td></tr> </table>	YES	1	NO	2	<table border="1"> <tr><td>HEADQUARTERS</td></tr> <tr><td>WAREHOUSE/LOGISTICS</td></tr> <tr><td>SALES</td></tr> <tr><td>FACTORY/PRODUCTION</td></tr> <tr><td>OTHER</td></tr> </table>	HEADQUARTERS	WAREHOUSE/LOGISTICS	SALES	FACTORY/PRODUCTION	OTHER									
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(1.05)	What year did <u>your workplace</u> begin operations in Azerbaijan? IF DON'T KNOW, WRITE '9999'	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>																		

(1.06)	<p>What is the legal status of this workplace?</p> <table border="1"> <tr><td>SOLE PROPRIETORSHIP</td><td>1</td></tr> <tr><td>GENERAL PARTNERSHIP</td><td>2</td></tr> <tr><td>LIMITED PARTNERSHIP</td><td>3</td></tr> <tr><td>LIMITED LIABILITY COMPANY (LLC)</td><td>4</td></tr> <tr><td>ADDITIONAL LIABILITY COMPANY (ALC)</td><td>5</td></tr> <tr><td>JOINT-STOCK COMPANY (JSC)</td><td>6</td></tr> <tr><td>NO LEGAL FORM</td><td>8</td></tr> <tr><td>OTHER (SPECIFY _____)</td><td>9</td></tr> </table>	SOLE PROPRIETORSHIP	1	GENERAL PARTNERSHIP	2	LIMITED PARTNERSHIP	3	LIMITED LIABILITY COMPANY (LLC)	4	ADDITIONAL LIABILITY COMPANY (ALC)	5	JOINT-STOCK COMPANY (JSC)	6	NO LEGAL FORM	8	OTHER (SPECIFY _____)	9	<div style="border: 1px solid black; width: 80px; height: 20px; margin: 10px auto;"></div>												
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(1.07)	<p>Which of the following describes the largest shareholders in your firm?</p> <table border="1"> <tr><td>INDIVIDUAL FROM AZERBAIJAN</td><td>01</td></tr> <tr><td>FAMILY FROM AZERBAIJAN</td><td>02</td></tr> <tr><td>FOREIGN INDIVIDUAL OR FAMILY</td><td>03</td></tr> <tr><td>GENERAL PUBLIC</td><td>04</td></tr> <tr><td>DOMESTIC COMPANY</td><td>05</td></tr> <tr><td>FOREIGN COMPANY</td><td>06</td></tr> <tr><td>BANK</td><td>07</td></tr> <tr><td>INVESTMENT FUND</td><td>08</td></tr> <tr><td>MANAGERS OF THE FIRM</td><td>09</td></tr> <tr><td>EMPLOYEES OF THE FIRM</td><td>10</td></tr> <tr><td>MEMBERS OF THE ASSOCIATION/ COOPERATIVE</td><td>11</td></tr> <tr><td>GOVERNMENT OR GOVERNMENT AGENCY</td><td>12</td></tr> <tr><td>OTHER (SPECIFY _____)</td><td>19</td></tr> <tr><td>DON'T KNOW</td><td>99</td></tr> </table>	INDIVIDUAL FROM AZERBAIJAN	01	FAMILY FROM AZERBAIJAN	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	<div style="border: 1px solid black; width: 80px; height: 20px; margin: 10px auto;"></div>
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(1.08)	Use the following list to identify the broad sector of your economic activity:		
	A	Agriculture, forestry and fishing	01
	B	Mining and quarrying	02
	C	Manufacturing	03
	D	Electricity, gas, steam and air conditioning supply	04
	E	Water supply; sewerage, waste management and remediation activities	05
	F	Construction	06
	G	Wholesale and retail trade; repair of motor vehicles and motorcycles	07
	H	Transportation and storage	08
	I	Accommodation and food service activities	09
	J	Information and communication	10
	K	Financial and insurance activities	11
	L	Real estate activities	12
	M	Professional, scientific and technical activities	13
	N	Administrative and support service activities	14
	O	Public administration and defense; compulsory social security	15
	P	Education	16
	Q	Human health and social work activities	17
	R	Arts, entertainment and recreation	18
	S	Other service activities	19
T	Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use	20	
(1.09)	What is the main economic activity of this workplace?		<input type="text"/>
			<input type="text"/>

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?			
		(A) TOTAL	(B) Men	(C) Women
	1	Permanent Full-Time with social security and income tax deductions	<input type="text"/>	<input type="text"/>
	2	Permanent Full-Time without social security and income tax deductions	<input type="text"/>	<input type="text"/>
	3	Permanent Part-Time with social security and income tax deductions	<input type="text"/>	<input type="text"/>
	4	Permanent Part-Time without social security and income tax deductions	<input type="text"/>	<input type="text"/>
	5	Temporary with social security and income tax deductions	<input type="text"/>	<input type="text"/>
	6	Temporary without social security and income tax deductions	<input type="text"/>	<input type="text"/>

	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;"> YES 1 NO 2 </div> 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)			

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, FORESTY 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? <div style="display: flex; justify-content: flex-end; align-items: center;"> YES 1 NO 2 </div> 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, FORESTY 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							
	1) <u>THERE WERE NO OR FEW APPLICANTS</u>								
	2) <u>APPLICANTS LACKED REQUIRED SKILLS</u>								
	3) <u>APPLICANTS EXPECTED WAGES HIGHER THAN WE CAN OFFER</u>								
	4) <u>APPLICANTS DID NOT LIKE WORKING CONDITIONS</u>								
	5) <u>OTHER (SPECIFY _____)</u>								

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 <u>1</u>	NO <u>2</u>	REFUSE TO ANSWER <u>8</u>	DON'T KNOW <u>9</u>	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	<input type="text"/>	<input type="text"/>
	DON'T KNOW 9		

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

(3.05)	<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></th><th>Type A</th><th>Type B</th></tr> </thead> <tbody> <tr> <td>(A) Public Employment Services</td><td></td><td></td></tr> <tr> <td>(B) Private Employment Services</td><td></td><td></td></tr> <tr> <td>(C) Job Fairs</td><td></td><td></td></tr> <tr> <td>(D) Offers to experienced people in other firms</td><td></td><td></td></tr> <tr> <td>(E) Direct contact with educational institutions, schools, training centers, universities, etc.</td><td></td><td></td></tr> <tr> <td>(F) Media advertisements/postings</td><td></td><td></td></tr> <tr> <td>(G) Internet</td><td></td><td></td></tr> <tr> <td>(H) Informal channels (personal contacts, people recommended by others)</td><td></td><td></td></tr> </tbody> </table>		Type A	Type B	(A) Public Employment Services			(B) Private Employment Services			(C) Job Fairs			(D) Offers to experienced people in other firms			(E) Direct contact with educational institutions, schools, training centers, universities, etc.			(F) Media advertisements/postings			(G) Internet			(H) Informal channels (personal contacts, people recommended by others)		
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(G) Internet																												
(H) Informal channels (personal contacts, people recommended by others)																												
(3.06)	<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> Type A <input style="width: 60px; height: 25px;" type="text"/> Type B <input style="width: 60px; height: 25px;" type="text"/> </p> <p style="text-align: center;"> days days </p> <p>IF NO POSITIONS WERE OPEN/ CREATED IN THE PAST 12 MONTHS, WRITE '999' AND >>3.08</p>																											
(3.07)	<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> <p> <input style="width: 60px; height: 25px;" type="text"/> <input style="width: 60px; height: 25px;" type="text"/> </p> <p style="text-align: center;"> persons 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) ? <hr/> No education or did not complete primary education (i.e. did not complete grade 4) 1 <hr/> Primary general education 2 <hr/> Basic general education 3 <hr/> Secondary general education / Professional Diploma 4 <hr/> Higher education (Bachelor, Masters, or Diploma of Higher Education) 5 <hr/> PhD, Candidate of science or higher 6 <hr/> Don't know 9	Type A <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	Type B <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>
(3.09)	Does this most recently hired [WORKER TYPE_] worker have a technical or vocational certificate or degree? <hr/> YES 1 <hr/> NO 2 <hr/> DON'T KNOW 9	Type A <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	Type B <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>
(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 _] ? <div style="text-align: right;">AZN</div>	Type A <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> <div style="text-align: right;">AZN</div>	Type B <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> <div style="text-align: right;">AZN</div>
(3.11)	In general, is the salary for a [WORKER TYPE _] negotiable at the moment of hiring? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <u>YES</u> 1 <u>NO</u> 2 <u>DON'T KNOW</u> 9 </div>	Type A <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	Type B <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>
(3.12)	Over the past 12 months, have you used contractors for skills shortages of [WORKER TYPE _]? <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <u>YES</u> 1 <u>NO</u> 2 <u>DON'T KNOW</u> 9 </div>	Type A <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>	Type B <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div>

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

(3.13)	<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>																																	
(3.14)	<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 border="1"> <tr><td>1</td><td>Ability to read and write in Armenian (literacy)</td><td></td></tr> <tr><td>2</td><td>Ability with calculations and numbers (numeracy)</td><td></td></tr> <tr><td>3</td><td>Ability to read and write in English</td><td></td></tr> <tr><td>4</td><td>Job-specific technical skills</td><td></td></tr> <tr><td>5</td><td>Communication skills</td><td></td></tr> <tr><td>6</td><td>Leadership skills</td><td></td></tr> <tr><td>7</td><td>Team work skills</td><td></td></tr> <tr><td>8</td><td>Creative and critical thinking</td><td></td></tr> <tr><td>9</td><td>Problem solving skills</td><td></td></tr> <tr><td>10</td><td>Ability to work independently</td><td></td></tr> <tr><td>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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(3.15)	<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 border="1"> <tr><td>1</td><td>Conscientiousness (Does a thorough job, is hard working, does things efficiently)</td><td></td></tr> <tr><td>2</td><td>Emotional stability (Is relaxed and handles stress well, doesn't worry or get nervous easily)</td><td></td></tr> <tr><td>3</td><td>Agreeableness (Forgives other people easily, is considerate and kind, is polite)</td><td></td></tr> <tr><td>4</td><td>Extraversion (Is talkative, assertive, outgoing and sociable)</td><td></td></tr> <tr><td>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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(3.16)	<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 border="1"> <tr><td>Lack of job-related skills</td><td>1</td></tr> <tr><td>Lack of personality traits</td><td>2</td></tr> </table>	Lack of job-related skills	1	Lack of personality traits	2																													
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(3.17)	<p>Does this workplace employ any persons under 30 years old who have secondary school education (general or technical/vocational), or have you tried to hire such workers in the past 24 months?</p> <p>Yes 1</p> <p>No 2 >> Module 4</p> <div style="text-align: right;"><input type="text"/></div>																						
(3.18)	<p>We will now read some job related skills. Please tell me if these young workers with secondary education 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.</p> <p>SHOW CARD 6</p> <table border="1" style="width: 100%;"> <tr><td>1 Ability to read and write in Armenian (literacy)</td><td><input type="text"/></td></tr> <tr><td>2 Ability with calculations and numbers (numeracy)</td><td><input type="text"/></td></tr> <tr><td>3 Ability to read and write in English</td><td><input type="text"/></td></tr> <tr><td>4 Job-specific technical skills</td><td><input type="text"/></td></tr> <tr><td>5 Communication skills</td><td><input type="text"/></td></tr> <tr><td>6 Leadership skills</td><td><input type="text"/></td></tr> <tr><td>7 Team work skills</td><td><input type="text"/></td></tr> <tr><td>8 Creative and critical thinking</td><td><input type="text"/></td></tr> <tr><td>9 Problem solving skills</td><td><input type="text"/></td></tr> <tr><td>10 Ability to work independently</td><td><input type="text"/></td></tr> <tr><td>11 Time management skills</td><td><input type="text"/></td></tr> </table>	1 Ability to read and write in Armenian (literacy)	<input type="text"/>	2 Ability with calculations and numbers (numeracy)	<input type="text"/>	3 Ability to read and write in English	<input type="text"/>	4 Job-specific technical skills	<input type="text"/>	5 Communication skills	<input type="text"/>	6 Leadership skills	<input type="text"/>	7 Team work skills	<input type="text"/>	8 Creative and critical thinking	<input type="text"/>	9 Problem solving skills	<input type="text"/>	10 Ability to work independently	<input type="text"/>	11 Time management skills	<input type="text"/>
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(3.20)	<p>You indicated that young workers lack some job-related skills and personality traits. Which one is more of a problem for your firm for workers with secondary (general or technical/vocational) education:</p> <table border="1" style="width: 100%;"> <tr><td>Lack of job-related skills</td><td>1</td></tr> <tr><td>Lack of personality traits</td><td>2</td></tr> </table> <div style="text-align: right;"><input type="text"/></div>	Lack of job-related skills	1	Lack of personality traits	2																		
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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)	<p>Does your workplace have regular contacts with educational or training institutions regarding [WORKER TYPE _] positions, for recruitment, training, work placement, or another reason?</p> <table border="0"> <tr> <td>YES</td><td>1</td><td>DON'T KNOW</td><td>9 >>4.03</td><td>Type A</td><td>Type B</td></tr> <tr> <td>NO</td><td>2 >>4.03</td><td></td><td></td><td><input type="text"/></td><td><input type="text"/></td></tr> </table>	YES	1	DON'T KNOW	9 >>4.03	Type A	Type B	NO	2 >>4.03			<input type="text"/>	<input type="text"/>																																				
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(4.02)	<p>For what purpose does your workplace have these contacts, for [WORKER TYPE _] positions ?</p> <table border="0"> <tr> <td>YES</td><td>1</td><td>DON'T KNOW</td><td>9</td><td>Type A</td><td>Type B</td></tr> <tr> <td>NO</td><td>2</td><td></td><td></td><td></td><td></td></tr> <tr> <td colspan="4">You use for <u>Recruitment</u> of staff</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td colspan="4">Your firm participates in <u>testing of students</u></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td colspan="4">Your firm gives <u>feedback</u> to the institution for their <u>curriculum development</u></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td colspan="4">Your firm uses the institution for further <u>training of your firm's existing employees</u></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td colspan="4">Your firm provides <u>work experience for students</u> (internships and apprenticeships)</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td colspan="4">Other (Specify _____)</td><td><input type="text"/></td><td><input type="text"/></td></tr> </table>	YES	1	DON'T KNOW	9	Type A	Type B	NO	2					You use for <u>Recruitment</u> of staff				<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"/>
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(4.03)	<p>What share of [WORKER TYPE _] employees at your firm are fully qualified for the job? %</p> <table border="0"> <tr> <td>Type A</td><td>Type B</td></tr> <tr> <td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td>%</td><td>%</td></tr> </table>	Type A	Type B	<input type="text"/>	<input type="text"/>	%	%																																										
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(4.04)	<p>Did the [WORKER TYPE _] employees in your workplace receive any training last year on the premises of the workplace, such as on the job training, working with or mentored by an experienced employee , or training in special training facilities at the workplace?</p> <table border="0"> <tr> <td>YES</td><td>1</td><td>DON'T KNOW</td><td>9 >>4.07</td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr> <td>NO</td><td>2 >>4.07</td><td></td><td></td><td></td><td></td></tr> </table>	YES	1	DON'T KNOW	9 >>4.07	<input type="text"/>	<input type="text"/>	NO	2 >>4.07																																								
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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"> <tr> <td data-bbox="365 390 1264 485">1 On the job training (learning as they worked at the job, with help from more experienced workers)</td> <td data-bbox="1264 366 1393 485"></td> <td data-bbox="1439 366 1568 485"></td> </tr> <tr> <td data-bbox="365 509 1153 556">2 Training by the firm's managers, technical persons, peers, etc.</td> <td data-bbox="1264 485 1393 556"></td> <td data-bbox="1439 485 1568 556"></td> </tr> <tr> <td data-bbox="365 580 875 628">3 Training by the firm's dedicated trainers</td> <td data-bbox="1264 556 1393 628"></td> <td data-bbox="1439 556 1568 628"></td> </tr> <tr> <td data-bbox="365 675 1208 747">4 Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.)</td> <td data-bbox="1264 628 1393 771"></td> <td data-bbox="1439 628 1568 771"></td> </tr> <tr> <td data-bbox="365 794 968 842">5 Other (specify _____)</td> <td data-bbox="1264 771 1393 842"></td> <td data-bbox="1439 771 1568 842"></td> </tr> <tr> <td colspan="2" data-bbox="598 842 802 866">if all zero >>4.07</td><td data-bbox="1300 842 1337 866">%</td></tr> </table>	1 On the job training (learning as they worked at the job, with help from more experienced workers)			2 Training by the firm's managers, technical persons, peers, etc.			3 Training by the firm's dedicated trainers			4 Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.)			5 Other (specify _____)			if all zero >>4.07		%	
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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"> <tr> <td data-bbox="365 985 1264 1032"></td> <td data-bbox="1264 985 1393 1032">Type A</td> <td data-bbox="1439 985 1568 1032">Type B</td> </tr> <tr> <td data-bbox="365 1056 1153 1104">2 Training by the firm's managers, technical persons, peers, etc.</td> <td data-bbox="1264 1032 1393 1104"></td> <td data-bbox="1439 1032 1568 1104"></td> </tr> <tr> <td data-bbox="365 1128 875 1175">3 Training by the firm's dedicated trainers</td> <td data-bbox="1264 1104 1393 1175"></td> <td data-bbox="1439 1104 1568 1175"></td> </tr> <tr> <td data-bbox="365 1199 1264 1270">4 Training on the workplace premises with external trainers (consultants, private training companies, government institutions, etc.)</td> <td data-bbox="1264 1175 1393 1318"></td> <td data-bbox="1439 1175 1568 1318"></td> </tr> <tr> <td data-bbox="365 1294 968 1342">5 Other (specify _____)</td> <td data-bbox="1264 1294 1393 1342"></td> <td data-bbox="1439 1294 1568 1342"></td> </tr> <tr> <td colspan="2" data-bbox="1282 1342 1356 1378">days</td><td data-bbox="1467 1342 1541 1378">days</td></tr> </table>		Type A	Type B	2 Training by the firm's managers, technical persons, peers, etc.			3 Training by the firm's dedicated trainers			4 Training on the workplace premises with external trainers (consultants, private training companies, government institutions, etc.)			5 Other (specify _____)			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"> <tr> <td data-bbox="395 1508 450 1532">YES</td> <td data-bbox="598 1508 617 1532">1</td> <td data-bbox="912 1508 1079 1532">DON'T KNOW</td> <td data-bbox="1116 1508 1134 1532">9 >>4.09</td> <td data-bbox="1264 1461 1393 1532">Type A</td> <td data-bbox="1439 1461 1568 1532">Type B</td> </tr> <tr> <td data-bbox="395 1544 450 1568">NO</td> <td data-bbox="598 1544 709 1568">2 >>4.09</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	YES	1	DON'T KNOW	9 >>4.09	Type A	Type B	NO	2 >>4.09											
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(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 border="1"> <thead> <tr> <th></th> <th>Type A</th> <th>Type B</th> </tr> </thead> <tbody> <tr> <td>1 At a technical or vocational education and training public school</td> <td></td> <td></td> </tr> <tr> <td>2 Through private training providers</td> <td></td> <td></td> </tr> <tr> <td>3 Through equipment suppliers (for example, a company selling computers providing training on software)</td> <td></td> <td></td> </tr> <tr> <td>4 NGO's or international organizations</td> <td></td> <td></td> </tr> <tr> <td>5 Other (specify) _____</td> <td></td> <td></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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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 Azerbaijan?</p> <table border="1"> <thead> <tr> <th></th> <th>AGREE 1</th> <th>DON'T KNOW 9</th> </tr> </thead> <tbody> <tr> <td>1 Meets the skill needs of employers adequately</td> <td></td> <td></td> </tr> <tr> <td>2 Does not produce enough people with the LEVEL of skills needed by employers</td> <td></td> <td></td> </tr> <tr> <td>3 Does not produce enough people with the KINDS of skills needed by employers</td> <td></td> <td></td> </tr> <tr> <td>4 Does not produce enough people with the UP TO DATE knowledge of methods, materials, and technology</td> <td></td> <td></td> </tr> <tr> <td>5 Does not produce enough people with PRACTICAL SKILLS</td> <td></td> <td></td> </tr> <tr> <td>6 Does not produce enough people with GOOD ATTITUDE AND SELF-DISCIPLINE</td> <td></td> <td></td> </tr> </tbody> </table>		AGREE 1	DON'T KNOW 9	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		
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(4.11)	<p>In your opinion, do you agree or disagree with the following statements describing the general educational system in Azerbaijan?</p> <table border="0"> <tr> <td>AGREE</td> <td>1</td> <td>DON'T KNOW</td> <td>9</td> </tr> <tr> <td>DISAGREE</td> <td>2</td> <td></td> <td></td> </tr> </table> <p>1 Meets the skill needs of employers adequately</p> <p>2 Does not produce enough people with the LEVEL of skills needed by employers</p> <p>3 Does not produce enough people with the KINDS of skills needed by employers</p> <p>4 Does not produce enough people with the UP TO DATE knowledge of methods, materials, and technology</p> <p>5 Does not produce enough people with PRACTICAL SKILLS</p> <p>6 Does not produce enough people with GOOD ATTITUDE AND SELF-DISCIPLINE</p>	AGREE	1	DON'T KNOW	9	DISAGREE	2																		
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(5.01)	<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="text"/>
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(5.02)	<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="text"/>
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(5.03)	<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="text"/>		
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(5.04)	<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="text"/>						
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(5.05)	<p>In the past 3 years, has your firm introduced any...</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> <table border="1"> <tr> <td>NEW TECHNOLOGIES within the firm</td> <td></td> </tr> <tr> <td>NEW PROCESSES within the firm</td> <td></td> </tr> <tr> <td>NEW PRODUCTS on the market</td> <td></td> </tr> <tr> <td>NEW SERVICES on the market</td> <td></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? SHOW CARD #7</p> <p>Please answer on a scale of 1 to 5, where 1 means 'no problem' and 5 means 'severe problem'</p> <table border="1"> <tr> <td>NOT APPLICABLE</td> <td>8</td> </tr> <tr> <td>DON'T KNOW</td> <td>9</td> </tr> </table> <table border="1"> <tr> <td>EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS</td> <td></td> </tr> <tr> <td>LABOR AVAILABILITY</td> <td></td> </tr> <tr> <td>GENERAL EDUCATION OF WORKERS</td> <td></td> </tr> <tr> <td>TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS</td> <td></td> </tr> <tr> <td>FINDING WORKERS WITH PREVIOUS EXPERIENCE</td> <td></td> </tr> <tr> <td>HIGH JOB TURNOVER</td> <td></td> </tr> <tr> <td>PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS</td> <td></td> </tr> <tr> <td>OVERALL WAGE LEVEL IN YOUR FIRM'S SECTOR</td> <td></td> </tr> <tr> <td>MINIMUM WAGE</td> <td></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	
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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%; margin-top: 10px;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">MUCH LESS CONSTRAINT</td> <td style="width: 10%; text-align: center; border-bottom: 1px solid black;">1</td> <td style="width: 50%; border-bottom: 1px solid black;">NOT APPLICABLE</td> <td style="width: 10%; text-align: center; border-bottom: 1px solid black;">8</td> </tr> <tr> <td style="border-bottom: 1px solid black;">LESS CONSTRAINT</td> <td style="text-align: center; border-bottom: 1px solid black;">2</td> <td style="border-bottom: 1px solid black;">DON'T KNOW</td> <td style="text-align: center; border-bottom: 1px solid black;">9</td> </tr> <tr> <td style="border-bottom: 1px solid black;">SIMILAR</td> <td style="text-align: center; border-bottom: 1px solid black;">3</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">MORE CONSTRAINT</td> <td style="text-align: center; border-bottom: 1px solid black;">4</td> <td></td> <td></td> </tr> <tr> <td style="border-bottom: 1px solid black;">MUCH MORE CONSTRAINT</td> <td style="text-align: center; border-bottom: 1px solid black;">5</td> <td></td> <td></td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black;">Electricity</td><td style="width: 30px; border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Telecommunications, Transportation</td><td style="border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Access to Land</td><td style="border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Tax rates, Tax administration</td><td style="border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Customs and Trade Regulations</td><td style="border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Business Licensing and Operating Permits</td><td style="border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Access to Financing (e.g. collateral), Cost of Financing (e.g. interest rates)</td><td style="border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Political Uncertainty; Economic and Financial Instability (inflation, exchange rate)</td><td style="border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Corruption; Crime, theft and disorder</td><td style="border: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;">Anti-competitive or informal practices ; Legal system/conflict resolution</td><td style="border: 1px solid black;"></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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(5.09)	<p>Who is responsible for personnel matters, if there is no personnel department?</p> <div style="border-bottom: 1px solid black; width: 80%; margin-left: 0;"></div>																																								

(5.10)	<p>Finally, we have a few questions about the recent results at your firm. All information that you give in this survey is completely confidential. If necessary, these may be answered by the accounting department:</p> <p>Name of the respondent (if different): _____</p> <p>Position: _____</p> <p>Phone number and email address: _____</p>																					
(5.11)	<p>Please tell us the following for the two most recent year-end reports for this firm (that is: the annual financial report for an enterprise) :</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 50%; padding: 5px;">IF REFUSE TO ANSWER/ DON'T KNOW, ASK WHO ELSE YOU CAN SPEAK WITH TO GET THIS INFORMATION</th> <th style="width: 25%; padding: 5px;">Year end report from one year ago</th> <th style="width: 25%; padding: 5px;">most recent year end report</th> </tr> <tr> <td style="padding: 5px;">Date of the year ending: day/mo/year</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Average number of employees in the year</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">AZN:</td> <td style="padding: 5px;">AZN:</td> </tr> <tr> <td style="padding: 5px;">Wage bill and compensation fund for workers</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Operating expenses (rent, electricity, inventory maintenance) and Cost of goods sold</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Sales</td> <td></td> <td></td> </tr> </table>	IF REFUSE TO ANSWER/ DON'T KNOW, ASK WHO ELSE YOU CAN SPEAK WITH TO GET THIS INFORMATION	Year end report from one year ago	most recent year end report	Date of the year ending: day/mo/year			Average number of employees in the year				AZN:	AZN:	Wage bill and compensation fund for workers			Operating expenses (rent, electricity, inventory maintenance) and Cost of goods sold			Sales		
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(5.14)	<p>What is the tax code (VOEN) of the firm?</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 40%; padding: 5px;">VOEN</td> <td style="width: 60%; padding: 5px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> </tr> </table> </td> </tr> </table>	VOEN	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> <td style="width: 10%; height: 20px;"></td> </tr> </table>																			
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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
	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	<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
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
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	<u>Sales workers</u>
	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	<u>Skilled agricultural, forestry and fishery workers</u>
	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	<u>Construction, Craft and related trades workers</u>
	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	<u>Plant and machine operators, and assemblers, Drivers</u>
	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	<u>Elementary occupations</u>
	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)

USUALLY HAVE
THE TRAIT/
SKILL

1



2



3



4



5



LACK THE
TRAIT/ SKILL
VERY OFTEN

(RESPONDENT CARD #7)

NO PROBLEM

1



2



3



4



SEVERE
PROBLEM

5



(RESPONDENT CARD #8)

MUCH LESS
CONSTRAINT

1



LESS
CONSTRAINT

2



SIMILAR

3



MORE
CONSTRAINT

4



MUCH MORE
CONSTRAINT

5

