

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"/>
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<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> </tr> <tr> <td>NO</td> <td>2</td> <td>WAREHOUSE/LOGISTICS</td> </tr> <tr> <td></td> <td></td> <td>SALES</td> </tr> <tr> <td></td> <td></td> <td>FACTORY/PRODUCTION</td> </tr> <tr> <td></td> <td></td> <td>OTHER</td> </tr> </table>	YES	1	HEADQUARTERS	NO	2	WAREHOUSE/LOGISTICS			SALES			FACTORY/PRODUCTION			OTHER	<input type="text"/>			
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<p>(1.05)</p>	<p>What year did your workplace begin operations in [COUNTRY]?</p> <p>IF DON'T KNOW, WRITE '9999'</p>	<input type="text"/>																		
<p>(1.06)</p>	<p>[Show card 1.06]What is the legal status of this workplace?</p> <table border="1"> <tr><td>PRIVATE ENTERPRISE</td><td>1</td></tr> <tr><td>JOINT LIABILITY COMPANY</td><td>2</td></tr> <tr><td>LIMITED PARTNERSHIP</td><td>3</td></tr> <tr><td>LIMITED LIABILITY COMPANY</td><td>4</td></tr> <tr><td>JOINT STOCK COMPANY</td><td>5</td></tr> <tr><td>COOPERATIVE</td><td>6</td></tr> <tr><td>OTHER (SPECIFY _____)</td><td>9</td></tr> </table>	PRIVATE ENTERPRISE	1	JOINT LIABILITY COMPANY	2	LIMITED PARTNERSHIP	3	LIMITED LIABILITY COMPANY	4	JOINT STOCK COMPANY	5	COOPERATIVE	6	OTHER (SPECIFY _____)	9	<input type="text"/>				
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<p>(1.07)</p>	<p>Which of the following describes the largest shareholders in your firm?</p> <table border="1"> <tr><td>INDIVIDUAL FROM [COUNTRY]</td><td>01</td></tr> <tr><td>FAMILY FROM [COUNTRY]</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 [COUNTRY]	01	FAMILY FROM [COUNTRY]	02	FOREIGN INDIVIDUAL OR FAMILY	03	GENERAL PUBLIC	04	DOMESTIC COMPANY	05	FOREIGN COMPANY	06	BANK	07	INVESTMENT FUND	08	MANAGERS OF THE FIRM	09	EMPLOYEES OF THE FIRM	10	MEMBERS OF THE ASSOCIATION/ COOPERATIVE	11	GOVERNMENT OR GOVERNMENT AGENCY	12	OTHER (SPECIFY _____)	19	DON'T KNOW	99																																
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<p>(1.08)</p>	<p>Use the following list to identify the broad sector of your economic activity:</p> <table border="1"> <tr><td>A</td><td>Agriculture, forestry and fishing</td><td>01</td></tr> <tr><td>B</td><td>Mining and quarrying</td><td>02</td></tr> <tr><td>C</td><td>Manufacturing</td><td>03</td></tr> <tr><td>D</td><td>Electricity, gas, steam and air conditioning supply</td><td>04</td></tr> <tr><td>E</td><td>Water supply; sewerage, waste management and remediation activities</td><td>05</td></tr> <tr><td>F</td><td>Construction</td><td>06</td></tr> <tr><td>G</td><td>Wholesale and retail trade; repair of motor vehicles and motorcycles</td><td>07</td></tr> <tr><td>H</td><td>Transportation and storage</td><td>08</td></tr> <tr><td>I</td><td>Accommodation and food service activities</td><td>09</td></tr> <tr><td>J</td><td>Information and communication</td><td>10</td></tr> <tr><td>K</td><td>Financial and insurance activities</td><td>11</td></tr> <tr><td>L</td><td>Real estate activities</td><td>12</td></tr> <tr><td>M</td><td>Professional, scientific and technical activities</td><td>13</td></tr> <tr><td>N</td><td>Administrative and support service activities</td><td>14</td></tr> <tr><td>O</td><td>Public administration and defense; compulsory social security</td><td>15</td></tr> <tr><td>P</td><td>Education</td><td>16</td></tr> <tr><td>Q</td><td>Human health and social work activities</td><td>17</td></tr> <tr><td>R</td><td>Arts, entertainment and recreation</td><td>18</td></tr> <tr><td>S</td><td>Other service activities</td><td>19</td></tr> <tr><td>T</td><td>Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use</td><td>20</td></tr> </table>	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
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(1.09)	What is the main economic activity of this workplace? _____	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="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?			
		(A)	(B)	(C)
		TOTAL	Men	Women
1	Permanent Full-Time with "withholding personal income tax"			
2	Permanent Full-Time without "withholding personal income tax"			
3	Permanent Part-Time with "withholding personal income tax"			
4	Permanent Part-Time without "withholding personal income tax"			
5	Temporary			
6	Casual/Daily			
	TOTAL			

(1.11A)	What percentage of workers in this workplace has a <u>written</u> employment contract or letter of agreement?			
	1 Full-time workers _____			%
	2 Part-time workers _____			
	3 Temporary workers _____			

In order for us to measure the use of skills, we would like to ask questions about the breakdown of total employment at this workplace by primary occupation. GIVE **SHOW CARD #1** TO THE RESPONDENT AND ASK RESPONDENT TO LOOK AT GROUPS 1, 2 AND 3 ONLY

		POSITION:		
		(1) MANAGERS	(2) PROFESSIONALS	(3) TECHNICIANS AND ASSOCIATE PROFESSIONALS
(1.11)	Do you have any [POSITION] working in your workplace? YES 1 NO 2 FILL ALL COLUMNS IN THIS ROW THEN FOR THE 'YESSES' 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, 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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4) APPLICANTS DID NOT LIKE WORKING CONDITIONS												
5) OTHER (SPECIFY _____)												

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

(2.01)	<u>Occupation</u>	Occupation Type Name		
	<u>Type</u>		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)	<u>Position</u>	Position Type Name		
	<u>Type</u>		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	REFUSE TO ANSWER	8
NO	2	DON'T KNOW	9

		Worker type A	Worker type B
(2.05)	Does their job regularly involve reading?	<input type="text"/>	<input type="text"/>
(2.06)	Does their job regularly involve writing using correct spelling and grammar?	<input type="text"/>	<input type="text"/>
(2.07)	Does their job regularly involve math, that is, adding, subtracting, multiplying or dividing numbers - using a calculator or computer if necessary?	<input type="text"/>	<input type="text"/>
(2.08)	Does their job regularly involve solving problems that take 30 minutes or more of thinking time to find a good solution?	<input type="text"/>	<input type="text"/>
(2.09)	Does their job regularly involve speaking a language other than Georgian?	<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. local currency	<input type="text"/>	<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?		
	None or Pre-school education 1		
	Primary education (1-6 grades) 2		
	Basic education (7-9 grades) 3		
	General secondary education (diploma) Secondary education - vocational 1, 2 & 3 (certificate) (explanation: it equals former "Profebi" in Georgian and they were preparing workers of lower level for example: drivers; mechanists; locomotive-drivers; tractor operators, typists; secretaries, hairdressers, etc. People would go to this institution after vocational level 4 &5 (diploma) (explanation: in the past this was called "Technicumebi" in Georgian and they were preparing professionals like: nurses, midwives, constructors, agricultural 5	<input type="text"/>	<input type="text"/>
	Bachelor degree 6		
	7		

	Masters degree	8		
	Doctorate	9		
	Don't know	10		
(2.17)	Does this worker have a technical or vocational certificate or diploma?			
	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]
Age		
Appearance		
Gender		
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]
Ability to read and write in Georgian (literacy)		
Ability with calculations and numbers (numeracy)		
Ability to read and write in English		
Ability to read and write in (another) foreign language (specify _____)		
Job-specific technical skills		
Communication skills		
Leadership skills		
Team work skills		
Creative and critical thinking		
Problem solving skills		
Ability to work independently		
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
Conscientiousness (Does a thorough job, is hard working, does things efficiently)		
Emotional stability (Is relaxed and handles stress well, doesn't worry or get nervous easily)		
Agreeableness (Forgives other people easily, is considerate and kind, is polite)		
Extraversion (Is talkative, assertive, outgoing and sociable)		
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
GROUP 1: Personal characteristics (age, appearance, gender, family relations or personal ties)		
GROUP 2: Job-related skills (literacy, numeracy, job-specific skills, communication, leadership, teamwork, creative thinking, problem solving, work independently, time management)		
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)	Do you recruit [WORKER TYPE _] from the following sources...?	<table border="0"> <tr> <td style="text-align: center;">YES</td> <td style="text-align: center;">1</td> <td style="text-align: center;">NO</td> <td style="text-align: center;">2</td> <td style="text-align: center;">DON'T KNOW</td> <td style="text-align: center;">9</td> </tr> </table>		YES	1	NO	2	DON'T KNOW	9		
	YES	1	NO	2	DON'T KNOW	9					
	(A) Ministry of Employment	Type A	Type B								
	(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)											
(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>IF NO POSITIONS WERE OPEN/ CREATED IN THE PAST 12 MONTHS, WRITE '999' AND >>3.08</p>	<p>Type A</p> <input data-bbox="1224 1058 1333 1134" type="text"/> days	<p>Type B</p> <input data-bbox="1351 1058 1460 1134" type="text"/> days								
(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>	<input data-bbox="1224 1345 1333 1402" type="text"/> persons	<input data-bbox="1351 1345 1460 1402" type="text"/> persons								

(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
	None or Pre-school education	1 <input type="text"/>	<input type="text"/>
	Primary education (1-6 grades)	2	
	Basic education (7-9 grades)	3	
	General secondary education (diploma)	4	
	Secondary education- vocational 1, 2 & 3 (certificate) (explanation: it equals former "Profebi" in Georgian and they were preparing workers of lower level for example: drivers; mechanists; locomotive-drivers; tractor operators, typists; secretaries, hairdressers, etc. People would go to this institution after completion of 9 grades.)	5	
	Vocational level 4 &5 (diploma) (explanation: In the past this was called "Technicumebi" in Georgian and they were preparing professionals like: nurses, midwives, constructors, agricultural professionals, etc. People would go to this institution after completion of secondary education.)	6	
	Bachelor degree	7	
	Masters degree	8	
	Doctorate	9	
	Don't know	10	
(3.09)	Does this most recently hired [WORKER TYPE_] worker have a technical or vocational certificate or diploma?	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"/> GEL	<input type="text"/> GEL
(3.11)	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 tell me if these young workers with a degree or post-secondary diploma lack this skill or not, indicating on a scale on a scale of 1 to 5, where 1 means that workers rarely lack the skill, and 5 means that they lack it very often.</p> <p>SHOW CARD 6</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; border-bottom: 1px solid black;">1</td> <td style="border-bottom: 1px solid black;">Ability to read and write in Georgian (literacy)</td> <td style="width: 5%; border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">2</td> <td style="border-bottom: 1px solid black;">Ability with calculations and numbers (numeracy)</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">3</td> <td style="border-bottom: 1px solid black;">Ability to read and write in English</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">4</td> <td style="border-bottom: 1px solid black;">Job-specific technical skills</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">5</td> <td style="border-bottom: 1px solid black;">Communication skills</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">6</td> <td style="border-bottom: 1px solid black;">Leadership skills</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">7</td> <td style="border-bottom: 1px solid black;">Team work skills</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">8</td> <td style="border-bottom: 1px solid black;">Creative and critical thinking</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">9</td> <td style="border-bottom: 1px solid black;">Problem solving skills</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">10</td> <td style="border-bottom: 1px solid black;">Ability to work independently</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">11</td> <td style="border-bottom: 1px solid black;">Time management skills</td> <td style="border: 1px solid black;"></td> </tr> </table>	1	Ability to read and write in Georgian (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 tell me if these young workers lack this trait or not, indicating on a scale on a scale of 1 to 5, where 1 means that workers rarely lack 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%; border-bottom: 1px solid black;">1</td> <td style="border-bottom: 1px solid black;">Conscientiousness (Does a thorough job, is hard working, does things efficiently)</td> <td style="width: 5%; border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">2</td> <td style="border-bottom: 1px solid black;">Emotional stability (Is relaxed and handles stress well, doesn't worry or get nervous easily)</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">3</td> <td style="border-bottom: 1px solid black;">Agreeableness (Forgives other people easily, is considerate and kind, is polite)</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">4</td> <td style="border-bottom: 1px solid black;">Extraversion (Is talkative, assertive, outgoing and sociable)</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">5</td> <td style="border-bottom: 1px solid black;">Openness to experience (Is original and comes up with new ideas, has an active imagination)</td> <td style="border: 1px solid black;"></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: 80%; border-bottom: 1px solid black;">Lack of job-related skills</td> <td style="width: 10%; border-bottom: 1px solid black; text-align: center;">1</td> <td rowspan="2" style="width: 10%; border: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Lack of personality traits</td> <td style="border-bottom: 1px solid black; text-align: center;">2</td> </tr> </table>	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)	Does your workplace have regular contacts with educational or training institutions regarding [WORKER TYPE _] positions, for recruitment, training, work placement, or another reason?	Type A <input type="text"/>	Type B <input type="text"/>																		
	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">YES</td> <td style="border: none; text-align: center;">1</td> <td style="border: none; width: 20px;"></td> <td style="border: none;">DON'T KNOW</td> <td style="border: none; text-align: center;">9 >>4.03</td> </tr> <tr> <td style="border: none;">NO</td> <td style="border: none; text-align: center;">2 >>4.03</td> <td colspan="3" style="border: none;"></td> </tr> </table>	YES	1		DON'T KNOW	9 >>4.03	NO	2 >>4.03													
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(4.02)	For what purpose does your workplace have these contacts, for [WORKER TYPE _] positions ?	Type A	Type B																		
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(4.03)	What share of [WORKER TYPE _] employees at your firm are fully qualified for the job? %	Type A <input type="text"/> %	Type B <input type="text"/> %																		
(4.04)	Did the [WORKER TYPE _] employees in your workplace receive any training last year 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?	<input type="text"/>	<input type="text"/>																		
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<p>(4.05)</p>	<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;">%</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;">%</td> <td></td> </tr> <tr> <td style="padding: 5px;">3 Training by the firm's dedicated trainers</td> <td style="text-align: center;">%</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;">%</td> <td></td> </tr> <tr> <td style="padding: 5px;">5 Other (specify _____)</td> <td style="text-align: center;">%</td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">if all zero >>4.07</td> <td style="text-align: center;">%</td> <td style="text-align: center;">%</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	%	%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"></td></tr> </table>						
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<p>(4.06)</p>	<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;">days</td> <td></td> </tr> <tr> <td style="padding: 5px;">3 Training by the firm's dedicated trainers</td> <td style="text-align: center;">days</td> <td></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;">days</td> <td></td> </tr> <tr> <td style="padding: 5px;">5 Other (specify _____)</td> <td style="text-align: center;">days</td> <td></td> </tr> </tbody> </table>		Type A	Type B	2 Training by the firm's managers, technical persons, peers, etc.	days		3 Training by the firm's dedicated trainers	days		4 Training on the workplace premises with external trainers (consultants, private training companies, government institutions, etc.)	days		5 Other (specify _____)	days		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"></td></tr> </table>									
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<p>(4.07)</p>	<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: 30%; padding: 5px;">1</td> <td style="width: 30%; padding: 5px;">DON'T KNOW</td> <td style="width: 10%; padding: 5px;">9 >>4.09</td> <td style="width: 10%; text-align: center;">Type A</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;">NO</td> <td style="padding: 5px;">2 >>4.09</td> <td></td> <td></td> <td style="text-align: center;">Type B</td> <td></td> </tr> </table>	YES	1	DON'T KNOW	9 >>4.09	Type A		NO	2 >>4.09			Type B		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>												
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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:																							
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(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 <input style="width: 50px; height: 20px;" type="text"/> GEL	Type B <input style="width: 50px; height: 20px;" type="text"/> GEL																					

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 COUNTRY]?								
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%;"><u>AGREE</u> 1</td> <td style="width: 10%;"></td> <td style="width: 45%;"><u>DON'T KNOW</u> 9</td> </tr> <tr> <td><u>DISAGREE</u> 2</td> <td></td> <td></td> </tr> </table>	<u>AGREE</u> 1		<u>DON'T KNOW</u> 9	<u>DISAGREE</u> 2				
<u>AGREE</u> 1		<u>DON'T KNOW</u> 9							
<u>DISAGREE</u> 2									
	1 Meets the skill needs of employers adequately	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>						
	2 Does not produce enough people with the LEVEL of skills needed by employers	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>						
	3 Does not produce enough people with the KINDS of skills needed by employers	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>						
	4 Does not produce enough people with the UP TO DATE knowledge of methods, materials, and technology	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>						
	5 Does not produce enough people with PRACTICAL SKILLS	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>						
	6 Does not produce enough people with GOOD ATTITUDE AND SELF-DISCIPLINE	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>						

<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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Very good (large profits over the last year)	5															
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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<p>(5.03)</p>	<p>[SHOW CARD 5.03] 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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NGO's or international organizations	4															
Other (specify _____)	5															
Don't know	9															
<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%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 35%; padding: 2px;">YES</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center; padding: 2px;">1</td> <td style="border-bottom: 1px solid black; width: 35%; padding: 2px;">DON'T KNOW</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center; padding: 2px;">9</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">NO</td> <td style="border-bottom: 1px solid black; text-align: center; padding: 2px;">2</td> <td></td> <td></td> </tr> </table> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">NEW TECHNOLOGIES within the firm</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">NEW PROCESSES within the firm</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">NEW PRODUCTS on the market</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">NEW SERVICES on the market</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></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 style="margin-top: 10px;">Please answer on a scale of 1 to 5, where 1 means 'no problem' and 5 means 'severe problem'</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; width: 35%; padding: 2px;">NOT APPLICABLE</td> <td style="border-bottom: 1px solid black; width: 10%; text-align: center; padding: 2px;">8</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">DON'T KNOW</td> <td style="border-bottom: 1px solid black; text-align: center; padding: 2px;">9</td> </tr> </table> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">EMPLOYMENT PROTECTION LEGISLATION/ LABOR CODE LAWS</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">LABOR AVAILABILITY</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">GENERAL EDUCATION OF WORKERS</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING OF WORKERS</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">FINDING WORKERS WITH PREVIOUS EXPERIENCE</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">HIGH JOB TURNOVER</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">PAYROLL TAXES AND SOCIAL SECURITY CONTRIBUTIONS</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">OVERALL WAGE LEVEL IN YOUR FIRM'S SECTOR</td> <td style="border: 1px solid black; width: 30px; height: 20px;"></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	
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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: 50%;">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: 50%;">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-left: 20px;">Electricity</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding-left: 20px;">Telecommunications, Transportation</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; padding-left: 20px;">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-left: 20px;">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-left: 20px;">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-left: 20px;">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-left: 20px;">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-left: 20px;">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-left: 20px;">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-left: 20px;">Anti-competitive or informal practices ; Legal system/conflict resolution</td><td style="border: 1px solid black; width: 30px; height: 20px;"></td></tr> </table>	MUCH LESS CONSTRAINT	1	NOT APPLICABLE	8	LESS CONSTRAINT	2	DON'T KNOW	9	SIMILAR	3			MORE CONSTRAINT	4			MUCH MORE CONSTRAINT	5			Electricity		Telecommunications, Transportation		Access to Land		Tax rates, Tax administration		Customs and Trade Regulations		Business Licensing and Operating Permits		Access to Financing (e.g. collateral), Cost of Financing (e.g. interest rates)		Political Uncertainty; Economic and Financial Instability (inflation, exchange rate)		Corruption; Crime, theft and disorder		Anti-competitive or informal practices ; Legal system/conflict resolution	
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(5.08)	<p>Does your workplace have a personnel department (H/R DEPARTMENT)?</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border-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	<p style="text-align: center;"><u>Managers:</u></p> <p>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.</p>
2	<p style="text-align: center;"><u>Professionals</u></p> <p>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</p>
3	<p style="text-align: center;"><u>Technicians and associate professionals</u></p> <p>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.</p>
4	<p style="text-align: center;"><u>Clerical support workers</u></p> <p>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</p>
5	<p style="text-align: center;"><u>Service workers</u></p> <p>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</p>

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 Georgian**
- **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
- . 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

GROUP 3- Personality Traits

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

(RESPONDENT CARD #6)

RARELY LACK

1



2



3



4



LACK VERY
OFTEN

5



(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

