

STEP EMPLOYER SURVEY 2012-  
[COUNTRY]



INFORMATION SHEET

FIRM NUMBER 

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

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

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

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

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

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

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

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

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

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

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

SPACE FOR RANDOM NUMBER STICKER:

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

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

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

(1.01)	What is your job title (main responsibility)?	
	Human Resource (HR) Manager	1
	Owner/Proprietor	2
	President/ Vice President/ Chief Executive Officer (CEO)	3
	Partner	4
	Director	5
	General Manager	6
	Finance Officer	7
	Manager	8
	Other (Please specify _____)	9
(1.02)	Is your workplace part of a larger company/ firm?	
	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'	
(1.04)	What functions does this workplace perform?	
	YES 1	HEADQUARTERS
	NO 2	WAREHOUSE/LOGISTICS
		SALES
		FACTORY/PRODUCTION
		OTHER
(1.05)	What year did your workplace begin operations in [COUNTRY]?	
	IF DON'T KNOW, WRITE '9999'	
(1.06)	[Show card 1.06]What is the legal status of this workplace?	
	PRIVATE ENTERPRISE	1
	JOINT LIABILITY COMPANY	2
	LIMITED PARTNERSHIP	3
	LIMITED LIABILITY COMPANY	4
	JOINT STOCK COMPANY	5
	COOPERATIVE	6
	OTHER (SPECIFY _____)	9

(1.07)	Which of the following describes the largest shareholders in your firm?	
	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	
(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?	<div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 30px; height: 20px; display: inline-block;"></div>
	<hr/>	

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



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

(2.01)	Occupation Type	Occupation Type Name		
			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 a position Type A for which the workplace has workers.

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

(2.02) **Worker Type A:**

Position Type Number

Position Type Name:

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

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

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

(2.04) **Worker Type B:**

Position Type Number

Position Type Name:

\_\_\_\_\_

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

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

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

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

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

	YES	1	REFUSE TO ANSWER	8		
	NO	2	DON'T KNOW	9	Worker type A	Worker type B
(2.05)	Does their job regularly involve reading?				<input type="text"/>	<input type="text"/>
(2.06)	Does their job regularly involve writing using correct spelling and grammar?				<input type="text"/>	<input type="text"/>
(2.07)	Does their job regularly involve math, that is, adding, subtracting, multiplying or dividing numbers - using a calculator or computer if necessary?				<input type="text"/>	<input type="text"/>
(2.08)	Does their job regularly involve solving problems that take 30 minutes or more of thinking time to find a good solution?				<input type="text"/>	<input type="text"/>
(2.09)	Does their job regularly involve speaking a language other than 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.	<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.	<input type="text"/> MONTHS	<input type="text"/> MONTHS
	IF THIS WORKER HAS NOT HAD A PROMOTION, WRITE 999.		
(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) 4	<input type="text"/>	<input type="text"/>
	Secondary education - vocational level 4 & 5 (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		
	6		
	Bachelor degree 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: <b>Personal characteristics</b> (age, appearance, gender, family relations or personal ties)		
GROUP 2: <b>Job-related skills</b> (literacy, numeracy, job-specific skills, communication, leadership, teamwork, creative thinking, problem solving, work independently, time management)		
GROUP 3: <b>personality traits</b> (conscientiousness, emotional stability, agreeableness, extraversion, openness to experience)		

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

(3.05)	<p>Do you recruit [WORKER TYPE _] from the following sources...?</p> <table border="1"> <tr> <td>YES</td> <td>1</td> <td>NO</td> <td>2</td> <td>DON'T KNOW</td> <td>9</td> </tr> </table> <table border="1"> <thead> <tr> <th></th> <th>Type A</th> <th>Type B</th> </tr> </thead> <tbody> <tr> <td>(A) Ministry of Employment</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>	YES	1	NO	2	DON'T KNOW	9		Type A	Type B	(A) Ministry of Employment			(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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(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> <table border="1"> <thead> <tr> <th>Type A</th> <th>Type B</th> </tr> </thead> <tbody> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>days</td> <td>days</td> </tr> </tbody> </table> <p>IF NO POSITIONS WERE OPEN/ CREATED IN THE PAST 12 MONTHS, WRITE '999' AND &gt;&gt;3.08</p>	Type A	Type B	<input type="text"/>	<input type="text"/>	days	days																											
Type A	Type B																																	
<input type="text"/>	<input type="text"/>																																	
days	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> <table border="1"> <tbody> <tr> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>persons</td> <td>persons</td> </tr> </tbody> </table>	<input type="text"/>	<input type="text"/>	persons	persons																													
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persons	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) ?	
	<div style="text-align: right;">Type A</div> <div style="display: flex; justify-content: space-between;"> <div>None or Pre-school education</div> <div>1</div> <div><input type="text"/></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Primary education (1-6 grades)</div> <div>2</div> <div></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Basic education (7-9 grades)</div> <div>3</div> <div></div> </div> <div style="display: flex; justify-content: space-between;"> <div>General secondary education (diploma)</div> <div>4</div> <div></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div>           Secondary education- vocational 1, 2 &amp; 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.)         </div> <div>5</div> <div></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Vocational level 4 &amp;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.)</div> <div>6</div> <div></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Bachelor degree</div> <div>7</div> <div></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Masters degree</div> <div>8</div> <div></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Doctorate</div> <div>9</div> <div></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Don't know</div> <div>10</div> <div></div> </div>	<div style="text-align: right;">Type B</div> <div><input type="text"/></div>
(3.09)	Does this most recently hired [WORKER TYPE_] worker have a technical or vocational certificate or diploma?	
	<div style="display: flex; justify-content: space-between;"> <div>YES</div> <div>1</div> <div><input type="text"/></div> </div> <div style="display: flex; justify-content: space-between;"> <div>NO</div> <div>2</div> <div></div> </div> <div style="display: flex; justify-content: space-between;"> <div>DON'T KNOW</div> <div>9</div> <div></div> </div>	<div><input type="text"/></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;">Type A</div> <div><input type="text"/></div> <div style="text-align: right;">GEL</div>	<div style="text-align: right;">Type B</div> <div><input type="text"/></div> <div style="text-align: right;">GEL</div>
(3.11)	Is the salary for a [WORKER TYPE _ ] negotiable at the moment of hiring?	
	<div style="display: flex; justify-content: space-between;"> <div> <div>YES</div> <div>1</div> </div> <div> <div>NO</div> <div>2</div> </div> <div> <div>DON'T KNOW</div> <div>9</div> </div> <div style="text-align: right;">Type A</div> <div><input type="text"/></div> </div>	<div style="text-align: right;">Type B</div> <div><input type="text"/></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-between;"> <div> <div>YES</div> <div>1</div> </div> <div> <div>NO</div> <div>2</div> </div> <div> <div>DON'T KNOW</div> <div>9</div> </div> <div style="text-align: right;">Type A</div> <div><input type="text"/></div> </div>	<div style="text-align: right;">Type B</div> <div><input type="text"/></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 <b>a university degree or post-secondary diploma</b>, or have you tried to hire such workers in the past 24 months?</p> <p>Yes                      1</p> <p>No                        2 &gt;&gt;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 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><b>SHOW CARD 6</b></p> <table border="1"> <tr><td>1</td><td>Ability to read and write in Georgian (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 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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(3.15)	<p>We will now read some personality traits. Please 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. <b>SHOW CARD 6</b></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 <b>secondary school education</b> (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 &gt;&gt; <b>Module 4</b></p>																																	
(3.18)	<p>We will now read some job related skills. Please tell me if these young workers with secondary education 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. <b>SHOW CARD 6</b></p> <table border="1"> <tr><td>1</td><td>Ability to read and write in Georgian (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 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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(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"> <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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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" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;"> <u>YES</u>                      <u>1</u>  <u>NO</u>                         <u>2 &gt;&gt;4.03</u> </td> <td style="width: 33%; text-align: center;"> <u>DON'T KNOW</u>    <u>9 &gt;&gt;4.03</u> </td> <td style="width: 15%; text-align: center;"> Type A  <input style="width: 50px; height: 20px;" type="text"/> </td> <td style="width: 19%; text-align: center;"> Type B  <input style="width: 50px; height: 20px;" type="text"/> </td> </tr> </table>	<u>YES</u> <u>1</u> <u>NO</u> <u>2 &gt;&gt;4.03</u>	<u>DON'T KNOW</u> <u>9 &gt;&gt;4.03</u>	Type A <input style="width: 50px; height: 20px;" type="text"/>	Type B <input style="width: 50px; height: 20px;" 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" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;"> <u>YES</u>                      <u>1</u>  <u>NO</u>                         <u>2</u> </td> <td style="width: 33%; text-align: center;"> <u>DON'T KNOW</u>    <u>9</u> </td> <td style="width: 15%; text-align: center;"> Type A </td> <td style="width: 19%; text-align: center;"> Type B </td> </tr> <tr> <td style="text-align: center;">You use for <u>Recruitment</u> of staff</td> <td></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">Your firm participates in <u>testing of students</u></td> <td></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">Your firm gives <u>feedback</u> to the institution for their <u>curriculum development</u></td> <td></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">Your firm uses the institution for further <u>training of your firm's existing employees</u></td> <td></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">Your firm provides <u>work experience for students</u> (internships and apprenticeships)</td> <td></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">Other (Specify _____)</td> <td></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> <td style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/></td> </tr> </table>	<u>YES</u> <u>1</u> <u>NO</u> <u>2</u>	<u>DON'T KNOW</u> <u>9</u>	Type A	Type B	You use for <u>Recruitment</u> of staff		<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	Your firm participates in <u>testing of students</u>		<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	Your firm gives <u>feedback</u> to the institution for their <u>curriculum development</u>		<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	Your firm uses the institution for further <u>training of your firm's existing employees</u>		<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	Your firm provides <u>work experience for students</u> (internships and apprenticeships)		<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	Other (Specify _____)		<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" 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" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;"> <u>YES</u>                      <u>1</u>  <u>NO</u>                         <u>2 &gt;&gt;4.07</u> </td> <td style="width: 33%; text-align: center;"> <u>DON'T KNOW</u>    <u>9 &gt;&gt;4.07</u> </td> <td style="width: 15%; text-align: center;"> <input style="width: 50px; height: 20px;" type="text"/> </td> <td style="width: 19%; text-align: center;"> <input style="width: 50px; height: 20px;" type="text"/> </td> </tr> </table>	<u>YES</u> <u>1</u> <u>NO</u> <u>2 &gt;&gt;4.07</u>	<u>DON'T KNOW</u> <u>9 &gt;&gt;4.07</u>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>																								
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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="1430 366 1559 485"></td> </tr> <tr> <td data-bbox="365 509 1264 556">2 Training by the firm's managers, technical persons, peers, etc.</td> <td data-bbox="1264 485 1393 556"></td> <td data-bbox="1430 485 1559 556"></td> </tr> <tr> <td data-bbox="365 580 1264 628">3 Training by the firm's dedicated trainers</td> <td data-bbox="1264 556 1393 628"></td> <td data-bbox="1430 556 1559 628"></td> </tr> <tr> <td data-bbox="365 675 1264 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="1430 628 1559 771"></td> </tr> <tr> <td data-bbox="365 794 1264 842">5 Other (specify _____)</td> <td data-bbox="1264 771 1393 842"></td> <td data-bbox="1430 771 1559 842"></td> </tr> <tr> <td colspan="2" data-bbox="598 842 802 866">if all zero &gt;&gt;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 1056 1264 1104"></td> <td data-bbox="1264 1056 1393 1104">Type A</td> <td data-bbox="1430 1056 1559 1104">Type B</td> </tr> <tr> <td data-bbox="365 1104 1264 1175">2 Training by the firm's managers, technical persons, peers, etc.</td> <td data-bbox="1264 1080 1393 1175"></td> <td data-bbox="1430 1080 1559 1175"></td> </tr> <tr> <td data-bbox="365 1199 1264 1247">3 Training by the firm's dedicated trainers</td> <td data-bbox="1264 1175 1393 1247"></td> <td data-bbox="1430 1175 1559 1247"></td> </tr> <tr> <td data-bbox="365 1270 1264 1342">4 Training on the workplace premises with external trainers (consultants, private training companies, government institutions, etc.)</td> <td data-bbox="1264 1247 1393 1342"></td> <td data-bbox="1430 1247 1559 1342"></td> </tr> <tr> <td data-bbox="365 1366 1264 1413">5 Other (specify _____)</td> <td data-bbox="1264 1342 1393 1413"></td> <td data-bbox="1430 1342 1559 1413"></td> </tr> <tr> <td colspan="2" data-bbox="1264 1413 1393 1437">days</td><td data-bbox="1430 1413 1559 1437">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 1556 709 1604">YES 1</td> <td data-bbox="912 1556 1227 1604">DON'T KNOW 9 &gt;&gt;4.09</td> <td data-bbox="1264 1532 1393 1604">Type A</td> <td data-bbox="1430 1532 1559 1604">Type B</td> </tr> <tr> <td data-bbox="395 1604 709 1630">NO 2 &gt;&gt;4.09</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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(4.09)	<p>How much did your workplace spend paying outside providers for training last year for [WORKER TYPE _] employees? (i.e. Training outside the firm or training by an outside provider in the firm's workplace). IF DID NOT SPEND ANYTHING, WRITE '0'</p> <table border="1"> <thead> <tr> <th>Type A</th> <th>Type B</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">GEL</td> <td style="text-align: center;">GEL</td> </tr> </tbody> </table>	Type A	Type B			GEL	GEL															
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INTERVIEWER: IF YOU HAVE FINISHED ASKING QUESTIONS FOR Worker Type A, GO BACK TO QUESTION 4.01 TO ASK THE QUESTIONS 4.01-4.09 FOR Worker Type B.

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

(4.10)	<p>In your opinion, do you agree or disagree with the following statements describing the technical and vocational training education system [IN COUNTRY]?</p> <table border="1"> <thead> <tr> <th></th> <th>AGREE 1</th> <th>DON'T KNOW 9</th> <th></th> </tr> </thead> <tbody> <tr> <td>2 DISAGREE 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1 Meets the skill needs of employers adequately</td> <td></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> <td></td> </tr> <tr> <td>3 Does not produce enough people with the KINDS of skills needed by employers</td> <td></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> <td></td> </tr> <tr> <td>5 Does not produce enough people with PRACTICAL SKILLS</td> <td></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> <td></td> </tr> </tbody> </table>		AGREE 1	DON'T KNOW 9		2 DISAGREE 2				1 Meets the skill needs of employers adequately				2 Does not produce enough people with the LEVEL of skills needed by employers				3 Does not produce enough people with the KINDS of skills needed by employers				4 Does not produce enough people with the UP TO DATE knowledge of methods, materials, and technology				5 Does not produce enough people with PRACTICAL SKILLS				6 Does not produce enough people with GOOD ATTITUDE AND SELF-DISCIPLINE			
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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 [COUNTRY]?</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> <div> <div> 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 </div> <div> <input type="text"/>  <input type="text"/>  <input type="text"/>  <input type="text"/>  <input type="text"/>  <input type="text"/> </div> </div>	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>[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="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? <b>SHOW CARD #7</b></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> </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? <b>SHOW CARD #8</b></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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(5.08)	<p>Does your workplace have a personnel department (H/R DEPARTMENT)?</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%; border-bottom: 1px solid black;">YES</td> <td style="width: 10%; text-align: center; border-bottom: 1px solid black;">1 &gt;&gt; <b>5.10</b></td> <td style="width: 30%; border-bottom: 1px solid black;">DON'T KNOW</td> <td style="width: 10%; text-align: center; border-bottom: 1px solid black;">9</td> <td style="width: 20%;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">NO</td> <td style="text-align: center; border-bottom: 1px solid black;">2</td> <td></td> <td></td> <td style="border: 1px solid black; width: 50px;"></td> </tr> </table>	YES	1 >> <b>5.10</b>	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>  <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;"> <thead> <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> </thead> <tbody> <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;">GEL:</td> <td style="padding: 5px;">GEL:</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> </tbody> </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				GEL:	GEL:	Wage bill and compensation fund for workers			Operating expenses (rent, electricity, inventory maintenance) and Cost of goods sold			Sales		
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(5.13)	<p>Is this firm registered with any government entity?</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%; padding: 5px;">YES</td> <td style="width: 10%; padding: 5px; text-align: center;">1</td> <td style="width: 60%; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">NO</td> <td style="padding: 5px; text-align: center;">2&gt;&gt;END OF INTERVIEW</td> <td style="padding: 5px; text-align: right;"> <input style="width: 50px; height: 20px;" type="text"/> </td> </tr> </table>	YES	1		NO	2>>END OF INTERVIEW	<input style="width: 50px; height: 20px;" type="text"/>															
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## CODE CLASSIFICATION OF OCCUPATIONS

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

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

## SHOW CARD #2

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

### SHOW CARD #3

- **Ability to read and write in 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



5



LACK VERY  
OFTEN

(RESPONDENT CARD #7)

NO PROBLEM

SEVERE  
PROBLEM

1

2

3

4

5



(RESPONDENT CARD #8)

MUCH LESS  
CONSTRAINT

1



LESS  
CONSTRAINT

2



SIMILAR

3



MORE  
CONSTRAINT

4



MUCH MORE  
CONSTRAINT

5

