

# STEP SKILLS MEASUREMENT FULL EMPLOYER SURVEY IN THE REPUBLIC OF KENYA 2016

YES	1
NO	2

Special Codes	
Refusal	-99
Don't know	-66
Not applicable	-77

QUESTIONNAIRE ID				

INTERVIEWER CODE:		
SUPERVISOR CODE:		
	Yes	No
SUPERVISOR CALL-BACK		

Phone Number:		
	<i>If no answer (See table Non completion reason)</i>	

Non completion reason			
1	The firm discontinued business	7	Answering machine
2	Not a business: Private household	8	Fax line - data line
3	No reply after having called different days of the week and different business hours	9	Wrong number
4	Line out of order	10	Refuses to answer the screener: 1 <sup>st</sup> call coordinator
5	No tone	11	Refuses to answer the screener: 2 <sup>nd</sup> call by country manager
6	Number does not exist		

## Screener Questionnaire

Hello, my name is [insert your name, from EEC Canada, a consultancy hired by the World Bank] I am collecting data for a study that is trying to understand the skills that are being used by employers in the Republic of Kenya, what they look for when hiring and how skills affect training and compensation. The information gathered here will help develop new policies and programs to improve firms' access to skills. Your establishment has been chosen randomly, along with several hundred others, to provide a representative sample of all employers in the country. The information you will be providing will be treated as strictly confidential. Your firm's name, your name, your colleagues whom may be interviewed and the specific data collected will never be identifiable in any report or dataset. I will be asking questions on recruitment practices, competencies needed and some other questions on skills required to work in this establishment. I should be speaking either to a General Manager / CEO / Owner, or maybe the person in charge of taking the decisions with hiring / training / promoting. Who do you think this person may be?

NAME of the target interviewee:	
Phone Number of the target interviewee:	
Email of the target interviewee:	
Job title of the interviewee ( <i>Table 1.01</i> ):	
Gender of the interviewee ( <i>See Table Gender</i> )	
Age category of the interviewee ( <i>See Table Age</i> )	<b>you may complete this information at the moment of the interview:</b>

Table 1.01 Job title					
1	Human Resource (HR) Manager	4	Partner	7	Finance Officer
2	Owner/Proprietor	5	Director	8	Manager
3	President/ Vice President/ Chief Executive Officer (CEO)	6	General Manager	9	Other, (please specify _____)

Age		Gender	
1	15-24 years	1	Male
2	25-44 years	2	Female
3	45-64 years		
4	65 or more years		

		Yes	No
May I speak to this person or to his/her assistant to arrange an appointment?			
If <b>YES</b> :	Appointment Date:	Appointment Time:	
<b>If the person is unavailable, arrange a convenient time to schedule an appointment back</b>			
	TRY 1 day:	TRY 2 day:	TRY 3 day:
	TRY 1 time:	TRY 2 time:	TRY 3 time:

	Yes	No
Proceed to interview?		
If No ( <i>See table Reason for Refusal</i> ):		

Reason for Refusal	
Appropriate person(s) not available during period of survey	1
Does not have any time to complete survey	2
Refusal- finds topic irrelevant/ not interested	3
Refusal- past participation led to nothing/ no application of findings	4
Refusal- does not believe in confidentiality	5
Refusal- does not believe in surveys	6

Information on the left hand side of the following table has been extracted from the sample frame and has to be confirmed or obtained (if missing from the frame) either by phone or in person when setting the appointment with the establishment; or if not possible at that time, these questions have to be asked of the respondent at the start of the interview

From sample frame		Is the information the same as sample frame?	If No, write the correct answer
		Yes/No	
Name of the establishment:			
Address of the establishment			
City of the establishment			
	Yes	No	
Is this establishment part of a larger firm?			
If YES, address of its headquarters:			
If YES, What year did your firm begin operations in the Republic of Kenya?		YEAR	
Main economic activity of the firm: (See Table Economic activity)	Desc.		
	Code		
	Yes	No	Yes/No
Is the main activity of the establishment similar to that of the firm?			
If NO what is the main activity of this establishment? (See Table Economic activity)	Desc.		
	Code		
Number of employees of the firm:			
Number of employees of this establishment:			
	Yes	No	Yes/No
Does the state own or effectively control this establishment?			

#### Economic activity

A	01	Agriculture, forestry and fishing	K	11	Financial and insurance activities
B	02	Mining and quarrying	L	12	Real estate activities
C	03	Manufacturing	M	13	Professional, scientific and technical activities
D	04	Electricity, gas, steam and air conditioning supply	N	14	Administrative and support service activities
E	05	Water supply; sewerage, waste management and remediation activities	O	15	Public administration and defence; compulsory social security
F	06	Construction	P	16	Education
G	07	Wholesale and retail trade; repair of motor vehicles and motor motorcycles	Q	17	Human health and social work activities
H	08	Transportation and storage	R	18	Art, entertainment and recreation
I	09	Accommodation and food service activities	S	19	Other service activities
J	10	Information and communication	T	20	Activities of households as employers; undifferentiated goods- and services- producing activities of households for own use

**Core Questionnaire**

DAY (DD)	MONTH (MM)	YEAR (YYYY)	START TIME HOUR	START TIME MINUTES	END TIME HOUR	END TIME MINUTES

**RANDOM NUMBER STICKERS**

OCCUPATION TYPE A							
OCCUPATION TYPE B							

Hello, my name is [insert your name, from EEC Canada, a consultancy hired by the World Bank] I am collecting data for a study that is trying to understand the skills that are being used by employers in the Republic of Kenya, what they look for when hiring and how skills affect training and compensation. The information gathered here will help develop new policies and programs to improve firms' access to skills. Your establishment has been chosen randomly, along with several hundred others, to provide a representative sample of all employers in the country. The information you will be providing will be treated as strictly confidential. Your firm's name, your name, your colleagues whom may be interviewed and the specific data collected will never be identifiable in any report or dataset. I will be asking questions on recruitment practices, competencies needed and some other questions on skills required to work in this establishment. In the course of this interview, the term **establishment** refers to a distinct physical location at which an employer undertakes economic activity. It is not simply an office, department, building or assembly line, for example, within a larger, geographically contiguous ensemble.

The following questions refer to information at the establishment level

Now I would like to ask questions about the workforce at this establishment. 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 establishment.

M1.01	What year did <u>your establishment</u> begin operations in the Republic of Kenya?	YEAR
-------	--	------

M1.02	Does your establishment have a personnel department (H/R DEPARTMENT)?	Yes	No
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M1.03	How many workers does your establishment <u>currently</u> employ?					
		Permanent		Temporary or Casual		
		No.	%	No.	%	%
	Total		100%			100%
	Full-Time					
	Men:		Or		Or	
	Women:		Or		Or	
	Part-Time					
	Men:		Or		Or	
	Women:		Or		Or	

In order for us to measure the use of skills, we would like to ask questions about the breakdown of total employment at this establishment by each occupation. GIVE **SHOW CARD #3**

Specify the information for the establishment for each of these categories of occupation (respond by adding or thinking of full-time, part-time, permanent and seasonal/temporary workers).

M1.04	Occupation Types	YES	1	Do you have any persons working in each of these <b>occupation types</b> in your establishment?	How many workers are currently in this establishment?	If YES			How many workers did you have in each category 12 months ago (including any of your present workers)	How many workers do you expect to have in each category in 12 months time (including present workers)
		NO	2			of which how many	are female	are foreign		
				Y/N						
	Managers									
	Professionals									
	Technicians and associate professionals									
	Clerical and support workers									
	Service workers									
	Sales workers									
	Skilled agricultural, forestry, and fishery workers									
	Construction, Craft and related trades workers									
	Plant and machine operators, and assemblers, Drivers									
	Elementary occupations									

## STEP SKILLS MEASUREMENT FULL EMPLOYER SURVEY IN THE REPUBLIC OF KENYA 2016

Now we would like to ask questions about any hiring that your establishment has attempted over the past 3 years or since the firm began operations if less than 3 years. Please respond even if you did not finally hire a person.

<b>M1.05 Occupation Types</b>	In the past 3 years (or since the firm began operations if less than 3 years) have you <i>tried</i> to hire any persons in these occupation types?	If Yes									
										YES	1
										NO	2
		Y/N	Y/N	Did you encounter any of the following problems?						Y/N	If YES (specify)
		Did you receive female applications?	There were no or few applicants	Applicants lacked required skills	Applicants expected wages higher than we can offer	Applicants did not like working conditions	Applicants lacked required work experience	Other			
		Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
Managers											
Professionals											
Technicians and associate professionals											
Clerical and support workers											
Service workers											
Sales workers											
Skilled agricultural, forestry, and fishery workers											
Construction, Craft and related trades workers											
Plant and machine operators, and assemblers, Drivers											
Elementary occupations											

**INTERVIEWER:** Look at the responses to M1.04. For each type of occupation, check if the establishment has that type of worker, and indicate yes or no.

01	Occupation Number	Occupation Type	Yes	No
	1	• Manager		
	2	• Professional		
	3	• Technicians and associate professionals		

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

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

Selection Type A	Occupation Type A Occupation Number	Occupation Type

**INTERVIEWER:** Now you are going to choose Worker Type B. Look at the responses to Q.1.16 in the table. For each type of position below, check if the establishment had that type of worker, and check yes or no.

02	Occupation Number	Occupation Type	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 operations, assemblers		
	10	• Elementary occupation		

**INTERVIEWER:** You will now choose ONE of these occupation types above to ask the establishment about as Occupation Type B. (1) Look at the right hand column of the sticker, which has the B type occupations. (2) Follow the same steps as above to determine the Occupation Type B. (3) Write the Occupation Number and Occupation Type below.

Selection Type B	Occupation Type B Occupation Number	Occupation Type

Now we would like to ask some questions about the importance of certain worker characteristics to your establishment. **Please think of the selected occupation types when responding.** For each of the following, please answer questions first for **Occupation Type A** and then for **Occupation Type B**:

		Occupation Type A:		Occupation Type B:	
		Yes	No	Yes	No
M2.01	Do you recruit from the following sources?				
	• Public Employment Services				
	• Private Employment Services				
	• Job Fairs				
	• Offers to experienced people in other firms				
	• Direct contact with public educational institutions, schools, training centers, universities, etc.				
	• Direct contact with non-public educational institutions, schools, training centers, universities, etc.				
	• Internet posting				
	• Other media advertisements/postings (not including internet)				
	• Informal channels (personal contacts, people recommended by others)				
	• Other				
		<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
M2.02	Did you hire in the past 3 years?				
<b>If YES,</b>					
	What percentage of the applicants were male and female?	%-M	%-F	%-M	%-F
	Over the past <b>3 years</b> , on average, how many days does it take to fill a position from the time the position becomes open or is created?	DAYS		DAYS	
M2.03	For the <u>most recently hired person</u> : What is their <b>education level</b> ? (See Table 2.03a)				
	What is their gender? (See Table 2.03b)				
	What is their <u>average monthly gross compensation</u> over the past 6 months (or the months since hiring if hired less than 6 months ago)	KES		KES	
		<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
	Is the compensation noted above for a part-time position?				
M2.04	Is the salary negotiable at the moment of hiring?				

2.03a Education level			
1	No education or Pre-primary education	5	Post-secondary non-tertiary (technical and industrial vocational education training (TIVET))
2	Primary, standards 1 to 6	6	First stage of tertiary education (Bachelor, Master, Primary teacher training college programme, Teacher training college diploma programme, National polytechnics programmes)
3	Primary, standards 7 to 8	7	Second stage of tertiary education (Doctorate)
4	Secondary (Forms 1-4, youth polytechnics programme)		

2.03b Gender	
1	Male
2	Female

		Occupation Type A:			Occupation Type B:		
M2.05	What are the three most important personal characteristics that you are looking for when deciding which employee should be hired? (See table 2.05)	<b>Characteristics</b>	(See table Age category and Gender)		<b>Characteristics</b>	(See table Age category and Gender)	
	1 <sup>st</sup> most Important		If Age, specify which category:  If Gender, specify:			If Age, specify which category:  If Gender, specify:	
	2 <sup>nd</sup> most important						
	3 <sup>rd</sup> most important						

		Occupation Type A:		Occupation Type B:	
		Yes	No	Yes	No
M2.06	Does occupation type [A or B] regularly involve or require...				
	• reading? (e.g. letters, sales orders, receipts, official communication, financial reports, operation guides etc., either in paper or computer)				
	• writing using correct spelling and grammar?				
	• math that is adding, subtracting, multiplying or dividing numbers- using a calculator or computer if necessary?				
	• solving problems that take 30 minutes or more to come up with a good solution?				
	• speaking a language other than English or Swahili?				
	• making formal presentations to clients or colleagues to persuade them of a point of view?				
	• interacting with a team of co-workers?				
M2.07	What is the highest level of computer use involved in each occupation type? (See Table 2.07)				

2.05 Personal Characteristics	
1	Age
2	Gender
3	Family relations/ personal ties
4	Ethnicity
5	None of these personal characteristics matter

Age Category	
1	15-24 years
2	25-44 years
3	45-64 years

Gender	
1	Male
2	Female

2.07 Level of computer use			
1	<b>NONE</b>		
2	<b>STRAIGHTFORWARD</b> (Examples: data entry, sending and receiving emails; printing out an invoice in a shop, posting items in accounting software)	4	<b>COMPLEX</b> (Examples: analysing information or design, including aided design, or analysis with accounting software, using statistical analysis package, writing macros in Excel, etc.)
3	<b>MODERATE</b> (Examples: using Word or other processing, or Excel or other spreadsheet, making PowerPoint presentations)	5	<b>SPECIALIZED</b> (Examples: software programming; managing computer networks)

Now think of a **TYPICAL WORKER** in each of these occupations. Let's talk about the typical worker in Occupation Type A first, and then we'll talk about the typical worker in Occupation Type B.

		Occupation Type A:		Occupation Type B:	
M3.01	Thinking of the last month, how <b>frequently</b> did the worker arrive at work on time (within 15 minutes)? (See Table 3.01)				
M3.02	What is the average monthly gross compensation over the last 12 months for this worker? (or since hiring, if less than 12 months). INCLUDE OVERTIME, BONUSES, COMMINSSIONS, PER DIEMS, ETC.	KES		KES	
	Is the compensation noted above for a part-time position?	Yes	No	Yes	No
M3.03	How long has it been since the last promotion (increase in job responsibility, change in job title, salary increase) for this worker?	MONTHS		MONTHS	
M3.04	What is the highest <b>education level</b> this worker has completed? (See Table 3.04)				
		Yes	No	Yes	No
M3.05	Does this worker have a technical or vocational certificate, diploma, or degree?				
M3.06	Are you satisfied with the education level of this worker?				
M3.07	What is the average age of this worker?	YEARS			YEARS
M3.08	What is the <b>gender</b> of this worker? (See Table 3.08)				

3.04 Education level	
1	No education or Pre-primary education
2	Primary, standards 1 to 6
3	Primary, standards 7 to 8
4	Secondary (Forms 1-4 youth polytechnics programme)
5	Post-secondary non-tertiary (technical and industrial vocational education training (TIVET))
6	First stage of tertiary education (Bachelor, Master, Primary teacher training college programme, Teacher training college diploma programme, National polytechnics programmes)
7	Second stage of tertiary education (Doctorate)

3.08 Gender	
1	Male
2	Female

3.01 Frequency	
1	Less than half
2	About half
3	More than half

M3.09	YES 1 NO 2 Skill not required 3  For each of the following skills:	FOR OCCUPATION TYPE A:				FOR OCCUPATION TYPE B:			
		Is there a difference between what is required for this occupation type and the current level of this skill	If YES			Is there a difference between what is required for this occupation type and the current level of this skill	If YES		
			How different are current skills from required skills?				How different are current skills from required skills?		
			Level of difference				Level of difference		
SKILLS	Yes/ No/ Skill not required	Small	Medium	Large	Yes/ No/ Skill not required	Small	Medium	Large	
1	Can do calculations and work with numbers								
2	Can read and write in English								
3	Can read and write in a foreign language								
4	Can find new and better ways to do things								
5	Can stay on a long and difficult task until it is finished								
6	Can be relied on to get things done								
7	Can work well with others and listens to others' views								
8	Can work well in very busy or difficult situations								
9	Can continue in the face of challenging situations at work								
10	Can easily adapt to new tasks or changes in the establishment								
11	Can use a computer for basic work processing tasks, email and internet searches								
12	Can use a computer for making presentations and/or other advanced purposes like creating and managing databases, or using specialized computer programs, etc.								
13	Can demonstrate specific technical skills								

		For Occupation Type A: Please select the 3 most important skills you consider when retaining workers after a period of probation (See Table 4.01)	For Occupation Type B: Please select the 3 most important skills you consider when retaining workers after a period of probation (See Table 4.01)
M4.01	1 <sup>st</sup> most Important		
	2 <sup>nd</sup> most Important		
	3 <sup>rd</sup> most important		

4.01 Skills			
1	Can do calculations and work with numbers	8	Can work well in very busy or difficult situations
2	Can read and write in English	9	Can continue in the face of challenging situations at work
3	Can read and write in a foreign language	10	Can easily adapt to new tasks or changes in the establishment
4	Can find new and better ways to do things	11	<b>ONLY TYPE B:</b> Can use a computer for basic work processing tasks, email and internet searches
5	<b>ONLY TYPE A:</b> Can stay on a long and difficult task until it is finished	12	<b>ONLY TYPE A</b> Can use a computer for making presentations and/or other advanced purposes like creating and managing databases, or using specialized computer programs, etc.
6	Can be relied on to get things done	13	Can demonstrate specific technical skills
7	Can work well with others and listens to others' views		

M4.02	In your opinion, is there usually a difference in the following skills between a female and a male employee? (See Table 4.02)	
	• Doing calculations and working with numbers	
	• Reading and writing in English	
	• Reading and writing in a foreign language	
	• Finding new and better ways to do things	
	• Staying on a long and difficult task until it is finished	
	• Being relief on to get things done	
	• Working well in with others and listening to others' views	
	• Working well in very busy or difficult situations	
	• Continuing in the face of challenging situations at work	
	• Easily adapting to new tasks or changing in the establishment	
	• Using a computer for email, internet, word processing tasks and/or other advanced purposed like creating and managing databases, or using specialized computer programs, etc.	
• Demonstrating specific technical skills		

4.02 Potential difference in skills			
1	Yes, men are better equipped	3	No, there is no difference
2	Yes, women are better equipped		

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		Occupation Type A: _____		Occupation Type B: _____	
		Yes	No	Yes	No
M5.01	Does your establishment have regular contacts with educational or training institutions regarding these occupation types, for recruitment, training, work placement, or another reason?				
<b>If YES,</b>					
For what <b>purpose</b> does your establishment have these <b>contacts</b> , for these occupation types?					
• You use for Recruitment of staff					
• Your firm participates in testing of students					
• Your firm gives feedback to the institution for their Curriculum development					
• Your firm uses the institution for further training					
• Your firm provides work experience for students (internships and apprenticeships)					
• Other specify (A _____ ) (B _____ )					

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M5.02	YES	1	FOR OCCUPATION TYPE A:			FOR OCCUPATION TYPE B:		
	NO	2	_____			_____		
			Y/N			Y/N		
IN THE LAST YEAR, did the employees in this establishment receive any training not mandated by law?								If NO, SKIP TO M5.03
IF YES,								
Did the employees of these occupation types receive any on-the-job training?								
IF YES, what percentage of employees received on-the-job training?								
			%			%		
			Y/N			Y/N		
For each occupation type, did the employees of this establishment receive any other training, apart from on-the job?								
IF YES, for training carried out ON the firm's premises:								
What was the content of the longest training? (See table 5.02a)								
What was the duration in days of the longest training?								
			DAYS			DAYS		
Please indicate for each of the following: the percentage of employees that receive training and the average number of days a trainee received training			ON the firm's premises			ON the firm's premises		
			Y/N	%	Avg. # Days	Y/N	%	Avg. # Days
• Training by the firm's managers, technical persons, peers, etc.								
• Training by the firm's dedicated trainers								
• Training on the firm's premises with external trainers (consultants, private training companies, government institutions, etc.)								
• How much did your establishment spend on outside training providers when training ON your premises?			KES			KES		
For training carried out OUTSIDE the firm's premises, please indicate for each of the following: the percentage of employees that receive training and the average number of days a trainee received training			OUTSIDE your premises			OUTSIDE your premises		
			Y/N	%	Avg. # Days	Y/N	%	Avg. # Days
• Through public training providers								
• Through private training providers								
• Through equipment suppliers (for example, a company selling computers providing training on software)								
• NGOs or international organizations								
• Other (specify _____)								
• How much did your establishment spend paying outside providers for training when training OUTSIDE your premises?			KES			KES		
Thinking of the employees of these occupations in your establishment, did male employees receive more training, or did female employees receive more training, or did they have approximately equal training? (See table 5.02b)								

5.02a Content of longest training	
1	ICT Skills (including use of computers, internet and basic software such as a word processor)
2	Basic skills training (reading/ writing/ math)
3	Language training
4	Occupation-specific training
5	Personal development training (including working in a team, time-use, leadership, handling stress, etc.)
6	Other(Specify _____)

5.02b Receiving more training			
1	Males received more	3	They received equal training
2	Females received more	4	There is only one gender

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M5.03	In your opinion, do you agree or disagree with the following statements describing the training system or the public general education system in the Republic of Kenya? <i>(See Table 5.03)</i>	<b>Training system</b>	<b>Public general education</b>
	• Meets the skill needs of your business adequately		
	• Produces people with the skills you ranked as important		
	• Produces people with the up-to-date knowledge of methods, materials and technology		
	• Produces people with practical experiences that can be applied to their work		
	• Produces people with personal skills like time-management, reliability, ability to work with others, etc.		
M5.04	In your opinion, do you agree or disagree with the following statements regarding hiring decisions for female applicants: <i>(See Table 5.03)</i>	<b>Agree / Disagree</b>	
	• Women expect higher benefits than firms can offer (such as flexible hours)		
	• Women lack the required work experience		
	• Women lack the required skills		
	• Women are costlier to hire than men given labour regulations (such as maternity leave provisions)		
	• Women have competing time demands given family responsibilities		

5.03 Agree / Disagree	
Strongly disagree	1
Somewhat disagree	2
Neither agree or disagree	3
Somewhat agree	4
Completely agree	5

Now, I would like to ask a few background questions at the firm level (if the establishment is part of a larger firm, these questions pertain to the FIRM, not be limited to the establishment).

These questions will cover information on recent results of the firm and other expenditures such as Research and Development experience and expenditures. If necessary, these may be answered by an accounting/finance department representative or another knowledgeable person. In this case, please indicate, below the name and phone number of the person to contact. Otherwise, thank you for answering them.

M6.00		
	Name of the respondent (if different):	M6_resp
	Position:	M6_title
	Phone number:	M6_phone
	Email address:	M6_email
	Gender	M6_gender
	Age	M6_age

Age		Gender	
1	15-24 years	1	Male
2	25-44 years	2	Female
3	45-64 years		
4	65 or more years		

M6.01	What is the <b>legal status</b> of this firm? (See Table 6.01)		
M6.02	How would you best describe the <b>largest shareholder/owner</b> in your firm? (See Table 6.02)		
		<b>Shareholder 1</b>	<b>Shareholder 2</b>
	If the largest shareholders/owners have equal shares, what would best describe the two most influential of them? (See Table 6.02)		

1	Sole Proprietorship	6	Foreign
2	General Partnership	7	Socially Owned Enterprises
3	Limited Partnership	8	Agricultural Cooperative
4	Limited Liability Corporation (L.L.C.)	9	Public Enterprise
5	Joint Stock Company	10	Other (specify_ _)

1	Private Domestic Individuals, Companies or Organizations
2	Private Foreign Individuals, Companies or Organizations
3	Government or State
4	Other (specify_ _)

How would you describe...		
M6.03	<ul style="list-style-type: none"> <li>the <b>financial performance</b> of your firm in the last fiscal year? (See table 6.01)</li> </ul>	
	<ul style="list-style-type: none"> <li>the <b>growth prospects</b> for your firm in the coming three years? (See table 6.02)</li> </ul>	
	Who is the <b>main buyer</b> of your products or services? (See table 6.03)	

6.01 Financial performance	
1	Very poor (large losses over the last year)
2	Poor (some losses over the last year)
3	Stable (breaking even last year)
4	Good (some profits over last year)
5	Very good (large profits over the last year)

6.02 Growth prospect	
1	Very poor (strong contraction expected)
2	Poor (mild contraction expected)
3	Stable
4	Good (mild expansion expected)
5	Very good (strong expansion expected)

6.03 Main Buyer	
1	Individuals/ end users/ end consumers
2	Other companies
3	Government
4	NGOs or international organizations
5	Other (specify _____)

		Yes	No
M6.04	Does your firm have business contacts with entities in other countries?		
M6.05	In the <b>past 3 years</b> , has your firm introduced any...		
	<ul style="list-style-type: none"> <li>New or significantly improved products or services</li> </ul>		
	<ul style="list-style-type: none"> <li>New or significantly improved methods of manufacturing or producing goods and services</li> </ul>		
	<ul style="list-style-type: none"> <li>New or significantly improved procedure (logistics, delivery or distribution methods) or supporting activities for your processes (accounting, maintenance, or computing systems, etc.)</li> </ul>		
	<ul style="list-style-type: none"> <li>New or significantly improved organizational structures or management practices</li> </ul>		
M6.06	During the <b>last 3 years</b> , did your firm spend on formal research and development activities, either in-house or contracted with other companies?		

M6.07	Can you please indicate the extent to which each of the following factors presents a constraint to doing business to operate and to grow? (See Table 6.07)	
	<b>Business Climate Factors</b>	
1	Electricity	
2	Telecommunication, Transportation	
3	Access to Land	
4	Tax rates, Tax administration	
5	Customs and Trade Regulations	
6	Business Licensing and Operations Permits	
7	Access to Financing (e.g. collateral), Cost of Financing (e.g. interest rates)	
8	Political Uncertainty; Economic and Financial Instability (inflation, exchange rate)	
9	Corruption; Crime, theft and disorder	
10	Anti-competitive or informal practices; Legal system/ conflict resolution	
11	Labour Factors (for example, availability of labour, labour laws, high turnover, training, wage levels, etc.)	
	<b>Labour Factors</b>	
12	Employment protection legislation/ labour code laws	
13	Labour availability	
14	General education of workers	
15	Technical and vocational education and training of workers	
16	Finding workers with previous experience	
17	High job turnover	
18	Payroll taxes and social security contributions	
19	Overall wage level	

6.07 Constraint perception	
No constraint	0
Minor constraint	1
Moderate constraint	2
Major constraint	3
Very Severe constraint	4

M6.08	Please tell us the following for the <b>two</b> most recent year-end reports for this firm:	<b>2014</b>	<b>2015</b>
	Month of the year ending	Month	Month
	Average number of employees in the year		
		KES	KES
	Wage bill and compensation fund for workers		
	Operating expenses (rent, electricity, inventory maintenance) and Cost of goods sold and inputs		
	Sales		

M6.09	What percentage of currently employed permanent workers contribute to a pension plan?	%
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**INTERVIEWER:** Please complete these questions yourself after you have completed the interview. The questions below are designed to gather your impressions on the interview you have just completed.

M7.01	What is your impression of how well the respondent understood the questions being asked? <i>(See Table 7.01)</i>	
M7.02	What is your impression of how serious and candid the respondent was when answering questions? <i>(See Table 7.02)</i>	
M7.03	There can be many distractions during an interview: noise, people interrupting, phone calls, respondent feeling pressed for time, etc. What is your impression of how much distraction there was for the respondent when answering the questionnaire? <i>(See Table 7.03)</i>	
M7.04	How often did the respondent ask you (the interviewer) for assistance, clarification or examples? <i>(See Table 7.04)</i>	

Table 7.01	
1	Very well
2	Quite well
3	Not so well
4	Poorly
5	A lot of difficulty understanding

Table 7.02	
1	Very serious
2	Serious
3	Not very serious
4	Not serious at all

Table 7.03	
1	Very little or no distraction
2	Some distraction, not serious
3	Some distraction, bothering the respondent
4	A great deal of distraction

Table 7.04	
1	Very often in many question
2	Fairly often
3	Sometimes
4	Rarely

## SHOW CARD #1

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 motor 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 defence; compulsory social security	15
P	Education	16
Q	Human health and social work activities	17
R	Art, 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

**Show Card # 3**

CODE	OCCUPATION	CLASSIFICATION OF OCCUPATION
1	<b><u>Managers:</u></b>	Chief executive, 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, environment 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, dieticians Teaching professionals- all teachers Business and administration professionals, accountants, financial advisors Administration professionals, sales and marketing, public relations professionals Information and communication 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 Agriculture 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 communication technicians, such as user technicians, web technicians, broadcasting technicians
4	<b><u>Clerical support workers</u></b>	Office clerks, general secretaries, customer service clerks, bank tellers and clerks, debt-collectors Client information workers, such as travel consultants and clerks, telephone operators, receptionists, Travel consultants and clerks Data entry clerks, data entry operators Accounting and bookkeeping clerks, payroll clerks, stock clerks, mail carrier, filing clerks
5	<b><u>Service workers</u></b>	Travel attendants, conductors and guides Call center operators Cooks, waiters, bartenders Hairdressers, beauticians and related workers Building and housekeeping supervisors, building caretakers Domestic housekeepers, Cleaning and housekeeping supervisors in offices, hotels and other establishments Fortune tellers, undertakers, pet groomers, animal care workers, driving instructors Personal care health workers, health care assistants, child care workers, teachers' aides Firefighters, police officers, prison guards, security guards

6	<b><u>Sales workers</u></b>	Street and market salespersons, shopkeepers, shop supervisors, sales assistants, sales demonstrators Cashiers and ticket clerks Fashion and other models Door to door salespersons, contact center salespersons Service station attendants Food service counter attenders
7	<b><u>Skilled agricultural, forestry and fishery workers</u></b>	Market gardens and crop growers Animal and poultry producers, dairy products Market-oriented skilled forestry, fishery and hunting workers Subsistence farmers, 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 trade 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 trade 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, fornicators and other pest controllers
9	<b><u>Plant and machine operators, and assemblers, Drivers</u></b>	Mining, mineral and stone processing plant operators, miners Well drillers and borers and related workers Cement, stone and other mineral products machine operators Metal processing and finishing plant operators Chemical and photographic products machine operators Rubber, plastic and paper products machine operators Textile, fur and leather products machine operators Food and related products machine operators Wood processing and papermaking plant operators Other stationary plant and machine operators Assemblers Locomotive engine drivers and related workers Car, van and motorcycle drivers, bus drivers, lorry drivers Mobile plant operators such as earthmoving operators, crane operators Ships' deck crews and related workers
10	<b><u>Elementary occupation</u></b>	Domestic, hotel and office cleaners and helpers Vehicle, window, laundry and other hand cleaning workers Agriculture, 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