Employers' surveys as a tool for identification of skill needs:
core questions

Information inputs by Member States

based on the template prepared by Cedefop

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Austria

Reinhold Gaubitsch

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

    1. Most important (frequent) occupations and number of recruitments per year with regard to the occupations mentioned.
    2. Most important (frequent) occupations and future demand for the next year (more – equal – less) with regard to the occupations mentioned
    3. Most important occupations and skills and qualifications with regard to the occupations mentioned
    4. Occupations with noticeable more or less demand in the next year and skills and qualifications with regard to the occupations mentioned
    5. Subjects of internal and external vocational training which seems to be of importance for the future

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

    Skill gaps at present

Annexed documents:
- Questionnaire (in DE)

Belgium

Rik Huys

1.   If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?

1.   During 2006, had this establishment to cope with vacancies that were difficult to fill or could not be filled? If so, indicate the proportion of the total number of vacancies that were difficult to fill or could not be filled?

Vacancies are difficult to be filled when they are at least three months vacant. Cross and fill.

❑   1. No vacancies that are difficult to fill ☞ **GO TO QUESTION…**

❑   2.………% of the total number of vacancies that were difficult to fill or could not be filled in 2006?

2.   In which personnel categories are these vacancies that are difficult to fill or could not be filled situated in 2006?

Cross for each personnel category if there were vacancies that were difficult to fill or could not be filled during 2007?

Personnel category	Yes	No
1. Executing personnel	❑	❑
2. Supporting personnel	❑	❑
3. Managing personnel	❑	❑

3.   According to you, what were the reasons for the difficulties to fill vacancies in 2006?

Cross for each reason the appropriate answer.

Reason	Yes	No
1. The training level of applicants was too low.	❑	❑
2. The training level of applicants was too high.	❑	❑
3. The content of the training of applicants did not match with what was demanded.	❑	❑
4. The applicants did not dispose of the right motivation.	❑	❑
5. The applicants did not dispose of the demanded work experience.	❑	❑
6. We were looking for men, but they did not apply.	❑	❑
7. We were looking for women, but they did not apply.	❑	❑
8. We were looking for younger employees (< 35 years), but they did apply.	❑	❑
9. We were looking for older employees (> 35 years), but they did not apply.	❑	❑
10. The recruitment and selection procedure could have been improved.	❑	❑
11. Working circumstances were not attractive for applicants (e.g. physically burdensome, establishment difficult to reach, …).	❑	❑
12. Working times did not match to the wishes of applicants.	❑	❑
13. Financial conditions did not match to the wishes of applicants.	❑	❑
14. There were not enough guarantees for job security.	❑	❑
15. Nobody applied.	❑	❑

4. What measures has this establishment taken in 2006 in order to solve the problem of difficult to fill vacancies?

   Place a cross. Multiple answers are possible.

   - ❑   1. Vacancies were not filled, work was outsourced.
   - ❑   2. Vacancies were not filled, work was automated.
   - ❑   3. Vacancies were not filled, employees worked overtime.
   - ❑   4. Vacancies were not filled, temporary workers were used.
   - ❑   5. Vacancies were not filled, the organisation of work was adapted.
   - ❑   6. Vacancies were filled internally through retraining or extra training.
   - ❑   7. Someone was recruited who did not dispose of the demanded qualifications but was trained to be able to do the job.
   - ❑   8. Additional recruitment activities were undertaken, e.g. more intensive search, use of other recruitment channels, recruitment in a wider region,…
   - ❑   9. The demands that were made to do the vacant job were lowered or changed.
   - ❑   10. Other categories of applicants were approached (e.g. women instead of men, other age categories, …).
   - ❑   11. The content of the job has been adapted in order to realise a better rapport with available applicants.
   - ❑   12. Job conditions and / or circumstances were adapted.
   - ❑   13. Other, namely:

5. What practices has this establishment applied in order to support the sharing of knowledge and information? Indicate whether such a practice is applied. If applied, indicate approximately the share of employees concerned by the practice.

   Place a cross. For each practice only one answer is possible.

	Not applied	Applied for … % of employees				
		1-20%	21-40%	41-60%	61-80%	+80 %
1. The use of group test in selection (e.g. role-play, group discussion, …)	❑	❑	❑	❑	❑	❑
2. The use of formal suggestion systems to provide ideas that can improve work.	❑	❑	❑	❑	❑	❑
3. A meticulous prepartion of the succession or replacement of valuable employees ('succession planning')	❑	❑	❑	❑	❑	❑
4. The assignment of a mentor or coach to employees new to their job.	❑	❑	❑	❑	❑	❑
5. The organisation of systems of task rotation or job rotation.	❑	❑	❑	❑	❑	❑
6. The use of systems to promote knowledge sharing (e.g. internet platform, knowledge database, comptetence portfolios, notes,…)	❑	❑	❑	❑	❑	❑
7. The provision of a formal introduction programme to break in new employees.	❑	❑	❑	❑	❑	❑
8. The provision of career trajectories crossing the borders of different functional domains (e.g. marketing, production, sales,…).	❑	❑	❑	❑	❑	❑
9. The provision of training in learning skills or willigness to learn.	❑	❑	❑	❑	❑	❑
10. Rewarding the results or performance of teams or groups (e.g. group bonus, gain sharing)	❑	❑	❑	❑	❑	❑

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

For the largest occupational group in this establishment, what are the three qualities most looked for during recruitment?
- The level of training / education
- Motivation
- Polyvalency
- Mobility
- The capacity to integrate
- Availability
- Professional experience
- The ability to work in groups
- The feeling for making contact
- Another quality, namely:

Annexed documents:
- PASO - Panel Survey of Organisation Flanders

Bulgaria

Reneta Palova

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

   1. Clarifying of the selection process for employment - What are the input requirements of the employers?

   - CV, interview, testing in work environment

   2. How the employers evaluate the importance of soft skills and key competences and what skills they require and assess?

   - Communicational, organizational skills, team work, adaptability, flexibility etc.

   How they test these skills?

   - During conversation; by assigning a concrete task and time for accomplishing.

   3. Is prior experience necessary for employment, and what employers evaluate as more important - education or experience? Do employers have relations or partnership with educational institutions?

   4. Do employers plan additional trainings for the staff and do they have strategy for development of human recourses?

   5. Motivational mechanisms for keeping the employees at the companies after employers have been qualified and trained in the company - social partners assistance; cluster agreements at political level

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

   Currently, training and skill need analysis and policy measures for identification of skill needs are still not introduced at systematic level in Bulgaria. At this stage there are project researches and experience only at national, regional and local level for integrating skill and competence needs of the labour market into VET provision. Introduction of such national analysis is forthcoming.

Bulgaria

Czech Republic

Jiri Branka

In case of the Czech Republic, it is necessary to provide a background for answers. Currently, there is no regular employer survey aimed at identification of skill needs on national or regional level. Therefore an example of one ad-hoc survey: "Identification of skill gaps on the Czech labour market" is used. This project was carried out by National Training Fund for Ministry of Labour and Social Affairs. Survey consisted of several parts aimed at

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**
   1. In which occupational groups did you have difficulties filling job vacancies 3 years ago and during the last year? (close-ended question, possible answers based on ISCO-88, see yellow section of attached questionnaire)
   2. Are the difficulties in filling vacancies more related to a low number of applicants or to their poor quality? Only the relevant categories marked in question B12.
   3. In which specific occupations are you facing most difficulties when looking for suitable employees with the relevant knowledge and skills? (write a maximum of 5 most important specific occupations or qualifications)
   4. The shortages of the occupations you mentioned (in the previous question) are caused by (please mark all relevant options):

	1	2	3	4	5
Limited educational provision					
Inappropriate quality of educational institutions					
Insufficient mobility of the workforce					
Remuneration terms					
Limited career development opportunities					
Work environment					
Speed of changes in the given field					
Nature of work					
Lower prestige of the field					
Other (please specify)					

   5. Which of the skills stated below do you miss in the specific occupations you have mentioned?

Skills	1	2	3	4	5
Basic technical skills					
Inter-personal/communication skills					
Computer / IT skills					
Management / foreman skills					
Foreign languages					
Creativity/Initiative					
Teamwork					
Information management / work with information					
Learning skills					
Problem-solving skills					
Manual dexterity					
Versatility/capacity to fill in for absent workers					
Business and entrepreneurial skills					
Honesty/integrity/loyalty					
Reliability/precision					
Willingness to work overtime/flexitime					
None					
I don't know					
Other…………………………………………………………					

2. Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?

6. Do you think that market development in your sector is changing and that this change may influence your demand for qualified labour force?

7. If the answer for previous question was yes – can you tell how your demand for qualified labour force can change?

8. What shortages do you expect in labour supply in next year based on your opinion on labour market development?

Note: I see these questions useful for comparison – what employers perceive as a problem based on their view on labour market situation and their skill needs - and what experts see as possible future threat to labour market and employers.

Annexed documents:
- Questionnaire

Finland

Satu Ågren

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

    1. **Please estimate how many persons it will be recruited to your company during the year of 2008 distributed by education area end education level. Please estimate also will the recruitment need degrees, stays the same or increases during the years of 2008-2010.**

        Technics

        - Vocational education (number of persons)
        - Polytechnics (number of persons)
        - University (number of persons)

        Logistics

        - Vocational education (number of persons)
        - Polytechnics (number of persons)
        - University (number of persons)

        Information Technology

        - Vocational education (number of persons)
        - Polytechnics (number of persons)
        - University (number of persons)

        Business and Administration

        - Vocational education (number of persons)
        - Polytechnics (number of persons)
        - University (number of persons)

        Tourism, Hotel and Restaurant Services

        - Vocational education (number of persons)
        - Polytechnics (number of persons)
        - University (number of persons)

        Social and Health Services

        - Vocational education (number of persons)
        - Polytechnics (number of persons)
        - University (number of persons)

        Some Other, what

        - Vocational education (number of persons)
        - Polytechnics (number of persons)
        - University (number of persons)

        No Education (number of persons)

2. **Let us know which foreign language skills your company emphasizes as a recruitment criterion. Please number as many foreign languages as needed to an order of importance.**

English, Swedish, French, Russian, Spanish, China, German, Italian, Some other language, what?

3.

4.

5.

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

During the last few years we have included only a few questions of skill needs in to our questionnaires. Instead of that we have tried to identify future skill needs for example by interviewing different kind of experts in our long-term forward-looking anticipation projects (2006).

Most important future skill needs we did identify in our anticipation projects were Business Competence, Technological Competence, Responsible Business, Management of Multiculturalism, Design Competence, Creativity and Innovation Network Competence.

I think it would interesting to ask for a larger group of companies to estimate importance of these skill needs during the next few years. Will the importance of these seven competence areas degrees, stays the same or increases.

Annexed documents:
- Education Intelligence Final Report
- Education Intelligence Final Report (in FI)
- Questionnaire HENKO 2007

France

Greece (2 submissions)

Elias Kikilias

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

    1. **Which departments in your company (a) experiences the largest increase in skills requirements and (b) the largest skills shortages? (0=lowest, 10=highest)**

	largest increase in skills requirements	largest skills shortages
Management and Administration		
Marketing & Sales		
Customer Service		
Logistics		
Financial		
IT		
Human Resources		
Production		
R&D		

    2. **Which of the following skills areas (a) experiences the largest increase in requirements and (b) the largest shortages? (0=lowest, 10=highest**). *Note: skills list is illustrative*

	largest increase in requirements	largest shortages
Basic Skills		
Process Skills		
Social Skills		
Complex Problem Solving Skills		
Technical Skills		
System Skills		
Resource Management Skills		
Foreign Language Skills		
Basic ICT Skills		
High level or specific ICT Skills		
Work Experience		
Attitude, motivation or personality		

    3. **Referring to recruitment difficulties, are these difficulties due to:**

        1. Low quality of applicants, due to:
           (a) lack of technical skills
           (b) lack of professional expertise
           (c) lack of basic ability to build upon
           (d) poor attitude, motivation or personality
           (e) lack of qualifications
           (f) lack of work experience
           (g) Weak communications and presentation skills
           (h) Lack of commercial understanding and awareness

(i) Other (specify)

2. Low number of applicants, due to:
   (a) Not able to payhigh enough salary
   (b) Competition from other employers in the area
   (c) Work seen as unattractive/unpleasant
   (d) Work requirements very/too specialised
   (e) Lack of suitable qualified people
   (f) Location of company unattractive to graduates
   (g) Other (specify)

4. **How capable or adequate have the job seekers of different education levels proved to be in recent years in the following areas: (1=inadequate, 5=very adequate).** Note: skills list is illustrative

	ISCED 0_2	ISCED 3_4	ISCED 5_6
Basic Skills			
Process Skills			
Social Skills			
Complex Problem Solving Skills			
Technical Skills			
System Skills			
Resource Management Skills			
Foreign Language Skills			
Basic ICT Skills			
High level or specific ICT Skills			
Work Experience			
Attitude, motivation or personality			

5, **If you are seeking more graduates, what would you say are the main reasons for?**

1. Many jobs becoming more difficult and technically demanding
2. Graduates have better analytical and problem solving skills than non-graduates
3. Graduates are more adaptable than non-graduates
4. Graduates are better able to handle responsibilities than non-graduates
5. Graduates are better at absorbing and processing information
6. Degrees are now a professional requirement
7. Customers expect to deal with graduates
8. Expansion of company/specific department
9. Diversification of business
10. Graduates good value for money as compared to non-graduates
11. Graduates are 'more available'' (large supply)
12. Shortage of competent people with qualifications below graduate level
13. Other (specify)

Annexed documents:
- Questionnaire for entreprises (in GR)
- Study on the employment conditions for holders of higher education diplomas (in GR)

Olympia Kaminioti

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

   1. Vacancies by occupation and time the vacancy exists

   2. Reasons for vacancies existing for more than 6 months

   3. Skill shortages by occupation

   4. Preferred method for diminishing skill shortages by occupation

   5. Changes in the occupational profile by occupation in occupations with skill shortages

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

It would interesting to ask the same questions about skill needs and training needs both to employers/human research managers and to employees themselves. This way, we would have answers from both sides: employers and employees. It would be interesting if their opinions are the same or not. An analysis of possible differences would be interesting both from a methodological point of view and from a policy point of view.

Annexed documents:
- Labour market needs questionnaire (in GR)
- Second phase questionnaire on private companies needs (in GR)
- Employment observatory core questions

Hungary

Magdolna Benke

I focus on the SME survey.

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

   1. Who is responsible for managing human resources at the company?
      - the chief manager
      - all managers
      - independent fellow inside the company
      - an expert out of the company
      - independent department
      - other: …

   2. Do human resource managers apply performance indicators for the assessment of internal human services?   (Yes, No)

   3. Does the company possess formal guidelines for education and further training of the employees? (Yes, No)

   4. To what extent do the given factors stimulate employees in participating in training?

      Separately asked for the present stimulative power and for the one planned to be achieved in the future, for manager and for staff, rated in a scale from 1 to 5.
      - money incentive
      - promotion
      - better work-conditions
      - empowerment
      - interest
      - higher quality living
      - change of the everyday environment
      - social/work environment
      - need for changing information and meeting with other experts
      - working hours redaction

   5. What is the efficiency of the given methods and opportunities in supporting personal development in the company?

      Separately asked for the present efficiency and for the one planned to be achieved in the future, for manager and for staff, rated in a scale from 1 to 5.
      - carrier planning, guidance
      - mentoring
      - study contract
      - in-company training / skill development
      - flexible working hours for trainees
      - membership fee in professional organisations

- conference participation fee paid by company
- language training
- company library

2. Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?

1. Does the company benchmark it's HRD and training activity to other companies?

   Yes, No.
   If yes, how can the given company's performance be rated in a scale from 1-to 5?

2. To what extent does the company own the required instruments to be able to specify the future skills needs of the company?
   (Graded in a scale from 1 - to 5).

Ireland

Italy

Emilio Colombo

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

    1. Number of hirings over the next year (of which how many due to contingent motives

    2. Occupation

    3. Level of education

    4. Years (or type of experience)

    5. Difficulty in finding the correct match

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

None, probably there are too many questions in the survey!

Annexed documents:
- Excelsior Information System
- Excelsior Questionnaire for enterprises
- Excelsior tables

Latvia

Gunta Kinta

There are not developed traditions of researches on skill needs in Latvia. On national level data on skill needs is collected partly, but not systematically. A few sector analyses and research on the changing labour market have been conducted in recent years to provide information for planning education provision. In some regions or sectors employers' surveys are conducted by employment services to identify short-term annual needs.

It is worth mentioning the project *The Ministry of Welfare Researches* in the frameworks of ESF National Programme project *Labour Market Researches*, in which totally 13 themes linked with labour market were explored.

The other example is sectoral research with ESF support on *Human resources potential determination in mechanical engineering and metalworking industries of Latvia and strategy creation to involve new specialists using advertising and motivation in the industry* (2005), which main questions will be discussed below and which was conducted by Association of Mechanical Engineering and Metalworking Industries of Latvia.

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

    1. What specialists are required at moment within mechanical engineering and metalworking industries?

    2. How many and what specialists of mechanical engineering and metalworking industries will be required during the period 2005-2014?

    3. What are the main factors for progress and motivation of young people?

    4. To what extent state policy and support are efficient and available in the regions?

    5. Are there obstacles and administrative barriers harming increase in human resources at enterprises?

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

    Since our institution did not participate in the research, we cannot evaluate the questionnaire objectively.

Links to research results:
> http://sf.lm.gov.lv/esf/?main_page_id=5&page_type=d_cat&second_page_id=31&doc_id=7
> http://www.masoc.lv/index.php?id=23&lang=1
> Unfortunately, the questionnaire is not available.

Lithuania

Giedre Beleckiene & Lina Vaitkute

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

　　1. Have you have vacancies over the last 6 months?

　　2. In your experience, what vacancies have been difficult to fill?

　　3. What were the reasons causing these difficulties?:

　　　　a) lack of candidates;

　　　　b) sufficient number of candidates, but their qualification was not relevant;

　　　　c) candidates wished to receive larger salary;

　　　　d) other

　　4. What changes are going to shape the future of the sector? Please specify in each category:

　　　　a) the market (e.g. clients expectations, legal regulations and etc.);

　　　　b) employees (supply, productivity and etc.);

　　　　c) manufacturing (technologies, working methods, IT and etc.);

　　　　d) production (materials, quality and etc.).

　　5. Which of the changes from mentioned will have the biggest impact on the staff development? What occupations will these changes impact upon? Please describe how functions and skills will change.

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

No specific questions

Annexed documents:
- Employers survey (in LT)

Portugal

Ana Fernandes

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

   1. Skill shortages

      1.1. To be solved by training the present staff – in which fields of training, with what skill level, by which training provider

      1.2. To be solved by hiring new employees – with which field of training/ISCED/Qualification

   2. Difficulties in recruiting – in which field of training/ISCED/Qualification

   3.

   4.

   5.

   The national questionnaire (2000/2002) structure (in annex) is as follows:

   - Economic characterization of the enterprise
   - Situation towards Vocational Training (they have VT needs, existence of a VT plan, needs of external VT financing)
   - Reasons for not providing VT (have enough, have recently provided VT, employees are not available, difficulty in accessing the needs, etc.)
   - If there are needs, how does the enterprise intend to fill those needs:
     - By providing VT to the present staff, employees;
     - Hire new employees and then train them;
     - Hire new employees already with the needed skills;
     - Through the Apprenticeship System.
   - For each of the situations above, the short and medium term needs, the fields of training and/or the occupation, the modality of VT and the number of persons needed
   - What are the VT providers the enterprise intends to use to train their employees (the present staff and the staff to hire and train).

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**
   Questions relating to:
   - the skill level/Qualification for training of the present internal staff
   - ISCED/field of training of the people to hire
   - Difficulties in recruitment in which field of training/ISCED/Qualification

Annexed documents:
- NEC 2000-2002

Romania (2 submissions)

Cristina Mocanu / Ana Zamfir

Source:
Consulting Services for a Comprehensive Labour Demand Survey project, developed by the Romanian National Institute for Labour and Social Protection for the Romanian Ministry of Labour, Family and Equal Opportunities with World Bank financial support. It consists in a national representative survey carried on 1150 companies.

1.   **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

   1.   For which occupations do you currently have vacancies?

   2.   Please indicate the number of vacancies for each occupation.

   3.   For how many months have the positions at stake been vacant? *(For less than 1 month, enter "0")*

   4.   Why do you think this position is still unfilled?
      1. Nobody applied for this position
      2. There were job seekers which applied, but they did not fulfilled the required level of qualification
      3. There were job seekers which applied, but they did not fulfilled the required work experience
      4. There were job seekers which applied, but they refused the proposed working conditions
      5. Other. Please specify _____
      6. Not applicable for vacancies available for less than 1 month
      8. DNK / NA

   5.   From your previous experience, how difficult is to find adequate personnel for this occupation?
      1. very difficult
      2. rather difficult
      3. rather easy
      4. very easy
      8. DNK / NA

2.   **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

   1.   **For each occupation mentioned to 1.1., please specify additional skills and knowledge that you require for this occupation (use the list provided below):**

      a. Key skills
      A1 Communication
      A2 Problem solving
      A3 Team working
      A4 IT skills
      A5 Application of numbers
      A6 Ability to improve personal learning and performance

      b.   Other skills and knowledge
      B1 Foreign languages
      B2 Decision making
      B3 Initiative

B4 Creativity
B5 Capacity to work under stress
B6 Capacity to work autonomous
B6 Scheduling work
B7 Management skills
B8 Driving license

2. **Considering your current employees, which skills do you think are lacking or need to be better developed? (use the list provided to 2.1)**
   1. for those with low education
   2. for those with medium education
   3. for those with higher education

3. **What consequences did the "hard to fill" vacancies incur? (Multiple answer)**
   1. Loss of business deal and order
   2. Decrease in production/provision of services
   3. Difficulties in achieving the demanded quality standard
   4. Delays of the planned deadlines
   5. Postponement of the planned development
   6. Postponement of the planned implementation of new technologies
   7. The employees had to work harder
   8. Other. Specify _____
   9. There was no notable impact
   10. DNK/NA

Annexed documents:
- Questionnaire on the demand of skilled workers

Lucian Voinea

1.   **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

1.1 Do you consider the skills acquisition as a … (mark all the answers that you consider appropriate)

A cost, rather than a benefit for the company	1
A responsibility of the company as employer	2
A responsibility of the government	3
A responsibility of the employee	4
Other situation, name it	5

1.2. The employers mentioned several reasons for which they want the training of the workforce. We kindly ask you to mention how important are for you the following ones:

	Very important	Quite important	Not at all important	I do not know
Enlargement of the portfolio activities of the company	1	2	3	98
Fulfilment of the conditions imposed by the legislative acts	1	2	3	98
Improvement of the employees loyalty	1	2	3	98
Actualization of the existent skills				
Improvement of the quality standards	1	2	3	98
Fulfilment of the client's demands	1	2	3	98
Implementation of new technology/ies	1	2	3	98
Implementation of an organizational change	1	2	3	98
Other reason; which one?	1	2	3	98

1.3. In the case of occupations for which you noticed a serious lack of personnel, which are the most requested skills ? (mark all the competences in this situation)

	Occupational groups and/or Occupational areas								
Skills	1	2	3	4	5	6	7	8	9
Basic skills									
Technical skills									
Communication/interpersonal skills									
IT skills									
Foreign languages skills									
Creativity / initiative taking skills									
Teamwork skills									
Management skills									
Client relations skills									
Total quality management skills									
Total production controll skills									
E-commerce skills									
Other, which one? …………………..									

1.4. Which are your sources of information in order to find out which will be the skills need in the following years? (institutions / documentary sources)

1.5. Which are the most efficient methods that you use in order to improve the skills of your employees?

----

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

2.1 Which are the skills that have a key-role within your company (by occupation groups / occupational areas)?
- Multiple/poli-qualification;
- Teamwork / internal communication;
- Client / public relations;
- Accommodation to chenges;
- Initiative taking / work authonomy.

2.2 *Which are the methods that you use in your company for skill needs identification?*

2.3 Which are the skills that have to be developed / improved at your employees by their level of education? (by occupation groups and operational areas)

2.4 Which are the skills that you consider that are the most important for the good performance of your company? (by occupation groups)

2.5 What suggestions do you have in order to improve the legislation regarding training and human resources development?

Annexed documents:
- Questionnaire on the skills (in RO)
- Skills audit survey Romania

Slovakia

Juraj Vantuch / Eneke Hanzelova

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

Here are examples taken from Institute for Labour and Family Research (ILFR) questionnaire (attached below) and SIOV questionnaire submitted to CEDEFOP earlier

1. Announce number of vacancies according to ISCO classification (9 classes to choose) . (ILRF)

2. Announce number of vacancies appropriate for graduates according to ISCED classification (SIOV)

3. Announce number of vacancies appropriate for graduates according to study programmes classification (SIOV)

4. Key competences match or mismatch (8 key competences for LLL 1) communication in the mother tongue; 2) communication in foreign languages; 3) competences in maths, science and technology; 4) digital competence; 5) learning to learn; 6) interpersonal, intercultural and social competences, and civic competence; 7) entrepreneurship; 8) cultural expression.) (SIOV)

5. Skills match or mismatch (RILSAF see below)

Please try to assess match or mismatch with regard to items (features) listed below between vacancy requirements and skills of job seekers *(MARK ONLY ONE OPTION 1, 2 OR 3 PER ITEM)* **Features**	**Match**	**Mismatch**	*Can not assess*
a) level of education	1	2	3
b) professional (practical) skills	1	2	3
c) basic skills (reading, writing, calculation)	1	2	3
d) basic digital skills (WORD, EXCEL, INTERNET, OUTLOOK EXPRESS or equivalent)	1	2	3
e) specific digital skills (position specific SW)	1	2	3
f) communication skills (oral and written)	1	2	3
g) team working skills	1	2	3
h) foreign language skills	1	2	3
i) problem solving	1	2	3
j) administrative skills	1	2	3
k) managerial skills	1	2	3
l) specific technical skills	1	2	3
m) Other skills (please specify)	1	2	3

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

Classification of vacancies according to main reason of origin, level of education (ISCED), ISCO, NACE, by required practice-experience, occupation according to classification of occupation

Classification of requirements-vacancies	main reason of origin*	level of education**	ISCO	NACE	Practice-experience***	classification of occupation****		Number of positions
Requirement Type No 1	1-9	1-8	1-9	A-U	1-4	Code		
Requirement Type No 2								

Note: If more positions are of same vacancy type (with the same numbers-codes in all six following cells) please do not repeat the line and indicate the total number of positions in the last column, if there is only one position of this type please enter 1

Explanations
*Main reason of origin- Please enter one of numbers 1-9

1. Replacement - Notice to quit by employee
2. Replacement - Retirement
3. Replacement - Maternity leave
4. Replacement - Temporary contract termination
5. Replacement - Notice to quit by employer
6. Newly created positions due to expansion
7. Newly created positions due to innovation
8. Others (which one)
9. Not identified

**Level of education - Please enter one of ISCED codes 1-6 from the line below
ISCED1or less, ISCED2, ISCED 3C, ISCED 3A, ISCED 4, ISCED 5B, ISCED 5A, ISCED 6

***Practice-experience Please enter one of numbers 1-4 (please specify the number of years in the bracket, if relevant)

1. No experience, fresh graduate accepted
2. Some experience
3. Medium experience
4. High experience

****Classification of occupation - Enter the code according to the measure of the Statistical Office of the Slovak Republic NO 16/2001 Coll

Annexed documents:
- The most recent questionnaire is attached in a separate file. The questionnaire has been developed by the Research Institute of Labour, Social Affairs and Family and inquiry administered by specialised agency. Results are not yet available. Preliminary results will be presented in June 2008 and can be obtained from Eneke Hanzelova from RILSAF

Slovenia

Mojca Cek

We do not have any survey on identification of skill needs on the national level. Questioners are made for sectoral needs, as you will see below for example for catering industry. In Slovenia, surveys are not done on regular basis, surveys are just basis for vocational standards and consequently for educational programmes. The surveys are not methodologically correct as they are prepared "ad hoc", to received just first impression about situation in the sector. I would not call these surveys long term predictions, however surveys are the basis for preparation of educational programme.

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

    1. Please could you tell us what changes do you plan in the future in the field of technology?

    2. Please could you tell us what changes do you plan in the field of regulations?

    3. Please could you tell us what changes will happen in the market / in the consumer demand?

    4. What will be changes in the organisation culture?

    5.

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

Annexed documents:
- example of the sectoral questionnaire (in SI)

Spain

Jordi Planas

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

    1. What has been the level and speciality of education of the people contracted by your enterprise the last year?

    2. What kind of changes in the educational criteria wish you introduce for new recruitments acceptance?

    3. Why?

    4. What are the main lacks on continuing training are you identified in the past?

    5. What kind of lacks (level and speciality) will you identify for the future?

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

More information on the level and speciality contracting practices of the firms, past and futures.

United Kingdom (3 submissions)

Rob Wilson (England)

Survey chosen: **National Employer skills Survey for England**

1.   **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

1.   Detailed question on the current occupational structure of employment

2.   Detailed question on the current qualification structure of employment

3.   Detailed question on the current key and generic skills requirements

4.   Current recruitment difficulties, especially skill shortage vacancies

5.   Current skill gaps amongst existing workforce

2.   **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

Detailed analysis of occupational structure within employment. NESS currently only distinguishes 1 digit occupations.

Annexed documents:
- National employers skills survey 2007: key findings
- National employers skills survey 2007: main report

Tracy Mitchell (England)

1.   **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

I've detailed six as can't split some of the questions

Core question 1

D2 How many of your …….. existing …….. would you regard as fully proficient at their job*?*
Managers and senior officials
Professional occupations
Associate professional and technical occupations
Administrative and secretarial occupations
Skilled trades occupations
Personal service occupations
Sales and customer service occupations
Process, plant and machine operatives
Elementary occupations

Core question 2

D3. I want to ask about two of the categories where you say not all staff are proficient. What are the main causes of some of your (*OCCUPATION*) not being fully proficient in their job…?
Failure to train and develop staff
Recruitment problems
High staff turnover
Inability of workforce to keep up with change
Lack of experience or their being recently recruited
Staff lack motivation
Any other cause (WRITE IN)
DO NOT READ OUT: No particular causes
DO NOT READ OUT: Don't Know

Core question 3

D4a Thinking about your (OCCUPATIONS) who are not fully proficient which, if any, of the following skills do you feel need improving… ?
D4b. And which of these skills that are lacking for [occupation] is having the greatest negative impact on the establishment?
General IT user skills
IT professional skills
Oral communication skills
Written communication skills
Customer handling skills
Team working skills
Foreign language skills
Problem solving skills
Management skills
Numeracy skills
Literacy skills
Office admin skills
Technical, practical or job-specific skills
Any other skills (WRITE IN)
No particular skills difficulties
No individual skills having the greatest impact (D4b only)
Don't know

Core question 4

C5. How many of your vacancies for … are proving hard-to-fill*?*
  Occupation 1 – insert no.
  Occupation 2 – insert no.
  Occupation 3 – insert no.
  Occupation 4 – insert no.
  Occupation 5 – insert no.
  Occupation 6 – insert no.

Core question 5

C5a What are the main causes of having a hard to fill vacancy for …. (occupation with hard to fill vacancy) *DO **NOT** READ OUT*
  Occupations with hard-to-fill vacancies

	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
Too much competition from other employers Not enough people interested in doing this type of job Poor terms and conditions (e.g. pay) offered for post Low number of applicants with the required skills Low number of applicants with the required attitude, motivation or personality Low number of applicants generally Lack of work experience the company demands Lack of qualifications the company demands Poor career progression / lack of prospects Job entails shift work/unsociable hours Seasonal work Remote location/poor public transport Other (WRITE IN) No particular reason Don't know						

Core question 6

C6a. Can I just check, are you finding ….. this vacancy for ….. hard to fill because… ?

	Occ 1	Occ 2	Occ 3	Occ 4	Occ 5	Occ 6
The skills you look for **The qualifications you look for** **The work experience that you require** **Or do applicants tend to have poor attitudes, motivation and/or personality** DO NOT READ OUT: Don't know						

2.   Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?

Exact skills lacking

We've tried to ask this before, although the responses received were unusable.

Annexed documents:
  • National employers skills survey 2007: questionnaire
  • National employers skills survey 2007: key findings
  • National employers skills survey 2007: main report

Mark Spilsbury (UK)

1. If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?

    1.   Existence of hard-to-fill vacancies

    2.   Nature of HTFVs

    3.   Reason for HTFVs

    4.   Existence of skill gaps

    5.   Nature of skill gaps

    6.   Reason for skill gaps

(These are effectively two sets of questions about two issues – so has to be six rather than 5!)

2. Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?

Issue with NESS (and similar UK-based surveys) is they focus on recruitment difficulties and skills gaps amongst the existing workforce – evidence of skills mis-match. These affect only relative minorities of employers, and so the surveys give us only information on the margins. There is a need to widen the scope to include what skills are used in different occupations, how these are used and how these are changing.

(Main current surveys managed by the LSC, so presume they will send the questionnaire, reports, etc)

PES Vacancy Monitor Project in cooperation with DG Employment

Ronald van Bekkum / Germana Di Domenico

I will not answer the questions of this template from the perspective of my country, the Netherlands. I suppose that Frank Cörvers will take that approach. I will contact him in the coming days.

I would like to give some reflections from the viewpoint of the European PES Vacancy Monitor (EPVM) project, that – subsidised and encouraged by DGEMPL of the European Commission – is running since 2001 and presently has built up time series of quarterly vacancy data (stocks and flows) of around 20 European PESs, which are dating back to 2003 and are broken down to the ISCO-3-D level of occupations.

How to collect information on FUTURE skills needs

The only viable way to collect information on the future is through collecting information on the current state of things and the history of that state of things. From there, we can try to forecast by extrapolating visible trends in the objects of our interest over time, complemented with similar trend information on circumstantial factors that will influence the objects of our interest. As regards the latter, demographic data and data on school participation will be among the most reliable ones. We do know something about their future. Also we know something about the past relationship between economic growth (business cycle etc) and the object of our interest. This enables articulation of some scenarios, in which we assume levels and patterns of economic growth in the future (which by themselves are not known at all). Finally, we do know something about historic changes in the composition of labour and skills demand under influence of technology, changing patterns in consumer preferences and changing patterns in international competition and in international division of labour.

While we do have some knowledge about these circumstantial factors in past and present (some of which we can extrapolate more or less reliably over some period of future time and some of which we can use to construct hypothetic scenario's), the first task still remains to develop reliable information on the PRESENT and PAST of the object of our interest itself: skills needs of employers. This entails:

a)   information about the volume of skills demanded by employers in different parts of the economy and in different functional parts of the production process itself;

b)   information about the difficulties that employers have in satisfying this demand;

c)   interventions (by employers and by the larger community) that can help in easing the filling of the observed demand.

When we talk about skills demand, the most immediate focus is on staffing the specific production tasks to be executed. This is first of all a phenomenon within enterprises (regardless of them being public or private organisations). Employers have many possible interventions available, of which recruitment on the external labour market (national and international) is only one. Think of outsourcing, change in jobs design, retraining of already employed staff, etc., etc.

We may hypothesise, that a firm relationship exists between the recruitment on external labour markets and the development of the staffing activities. The nature of this relationship will change over time, and particularly also in connection with the specific stage of the business cycle (relatively more external recruitment efforts in the booming phase of the business cycle). Also there is a relationship between the number of vacancies launched into the market and the actual hiring of people. Hiring events are much more numerous and less volatile over time than the number of traceable explicit vacancies.

Whatever the exact relationship between vacancies, hiring and staffing may be, it is clear that part of the story to be constructed is a good information on the present and past development of the visible explicit vacancy market.

Relationship between enterprise surveys and observation instruments for acquiring information about developments in the vacancy market

Information on the vacancy market can nowadays at European level, or at least an steadily increasing part of the European territory, be collected via a number of observation instruments that each of them have certain specific virtues and shortcomings. The third bulletin of the EPVM-project, of which a digest was also made available to the CEDEFOP skills-net, describes this. Via the EPVM-project, if sufficiently guided and supported by DGEMPL, all available information on vacancies can be collected and analysed.

Information on vacancies at a European level is at present stepwise expanding, and also the content of this information can be gradually enriched by several initiatives. Among them:

1. Getting Eurostat vacancy surveys also collect information on vacancy flows, next to vacancy stocks. The Dutch practice shows how this is possible and also how stock-flow-analysis can than give a better idea about development of recruitment difficulties (lengthening duration of vacancy filling, etc.). Also the European vacancy surveys might, just like the Dutch survey does, collect direct information in the proportion of difficult to fill vacancies by adding a question of the kind into the questionnaire.
2. Developing collaboration with Monster in order to further develop their Monster Employment Index (MEI) that shows monthly development in the vacancy advertising via internet sites. With some further encouragement Monster may become successful in expanding its MEI to all EU/EEA countries (which is already their plan since 2006).
3. Further developing the EPVM: expand from 20 to 30 countries (EU/EEA), add also data that are broken down to NACE sector, improve the comparability of data by constructing more precise methodological fiches per national PES.
4. Constructing from the improved EPVM data continuous time series on stock-flow ratio's for different occupational groups. Constructing also U/V ratio's per NUTS for aggregate volumes o0f vacancies and aggregate volumes of unemployed jobseekers registered for less then 6 months. Possibly also construction the latter U/V ratio's for some occupational segments.

It is of no use to try to add a new observation source on vacancies via the enterprise surveys that are now envisaged and developed by the CEDEFOP skills net. This survey should focus on the broader issue of staffing. I.e. skills needs as a concern within the domain of staffing efforts. Only, it might be useful to add some question about vacancies, to get a better insight into the relationship between staffing efforts and the use of one solution instrument, being external recruitment.

The enterprise survey itself

Existing enterprise surveys may serve a host of objectives. Information on staffing may be only one segment in them. I would like to know, to what extent the CEDEFOP skills net thinks that it can build its information on skills needs on such very heterogeneous existing national enterprise surveys.

Secondly, I think that establishing some relevant statements about future skills needs will hardly be achievable by directly asking employers about their future needs. The surveys should focus on the present needs and build a time series, plus also asking employers about how present needs relate to needs experienced in the past (one year ago, related to previous stage in the business cycle etc.).

Thirdly, I think that speaking about skills needs within the domain of staffing efforts should not immediately focus on occupations (NACE and NUTS already being given as characteristics of the sample composition). It should first focus on a more functional location of the experienced needs. Are they most heavily experienced in:

- Direct production activities
- Sales
- Purchases (raw material, equipment, semi-fabricated products, etc)
- Maintenance of equipment and buildings
- Developing and operating the IT system
- Financial administration,
- Stock management,
- R&D, design, planning, preparation
- HRM department
- Management (top/middle)
- Etc.

Thereafter, a choice can be made out of 400 ICO-4-digit occupations.

Fourth, a question should be asked about intensity of the skills need, its impact on the enterprise operations and the cause/reason for having difficulty to effectively respond to the need.

Fifth, a question should be asked about solutions attempted (by the enterprise itself) and needed (possibly interventions that require efforts/initiatives at a broader community level).

USA

George Stamas

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

    We do not conduct a survey that measure skill gap directly. If we did, I think we would want the following questions answered. Questions could apply to a specific occupation in a survey wave or for each type of job that the employer was trying to fill.

    1. What specific tasks were associated with each hard to fill position?

        A list of likely tasks could be provided if we were surveying for specific occupations.

    2. What wage or salary was offered? This might have to be requested as a range because different wages might be offered based on education and experience.

    3. How did you conduct the candidate search—

        Headhunter or placement firm

        Company web site

        Web classifieds

        Print classifieds

        Online resumes

        Job fairs

        Other _____

    4. What level of education, training and certification is required?

        No educational requirement

        High school or equivalent

        Vocational training

        Associate's degree

        Bachelor's degree

        Advanced degree

        Certificate _____

    5. How long did your candidate search last? Was the position filled?

2. **Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?**

As stated above, we do not do a survey to directly measure skills gaps. The Job Openings and Labor Turnover Survey (JOLTS) that we conduct does not collect information by occupation. JOLTS would require considerable increase in respondent burden to expand collection for occupations and to incorporate these questions. Several states do conduct occupational vacancy surveys, collecting information on the duration of the vacancy, education and experience requirements, wage level, and the benefits offered.

Kazakhstan

Oleskiy Ivaschenko

1. **If you had to reduce your existing questionnaire to only 5 core questions which could help to *identify skill needs*, which questions would you choose?**

1. Please specify all the vacancies (vacant positions) currently available at your firm:
(Please fill out the table given below)

> A position is considered vacant under the following three conditions: 1) the position is available (including full employment, part-time employment as well as temporary and seasonal employment); 2) one can commence work within 30 days, 3) your Company is actively seeking for employees to take the position.

Column (a): all position titles currently vacant should be entered.
Column (b): expected level of education should be entered.
Column (c): number of vacancies per position should be entered.
Column (d): proposed <u>monthly</u> salary rate (in local currency unit) per each vacant position should be entered.
Column (e): the period (in weeks) your firm has been in search of employees (as of the date a vacancy was posted) to fill the vacancy. If there are several vacancies for the same position, please indicate the average period of search.

Position title	Required education level: 1) elementary 2) incomplete secondary 3) secondary 4) secondary vocational 5) specialized secondary 6) higher	Number of vacancies	Proposed monthly salary (in tenge)	Period of search, weeks
(a)	(b)	(c)	(d)	(e)
1.TOTAL				
Of which by vacancy:				
1. _____	1 2 3 4 5 6			
2. _____	1 2 3 4 5 6			
3. _____	1 2 3 4 5 6			
4. _____	1 2 3 4 5 6			
5. _____	1 2 3 4 5 6			
6._____	1 2 3 4 5 6			

2. Based on your experience please specify how difficult it is to find skilled labor to fill vacancies at your firm in the following job categories.
(Please provide one answer per each item line reflecting types of jobs for which vacancies were / are available at your firm)

	Very difficult	It's rather difficult than easy	Don't know if it is difficult or not	It's rather easy than difficult	Very easy	Did not search	Variable name
Heads/reps of authority and all levels of authority	1	2	3	4	5	6	C3a
Highly qualified specialists	1	2	3	4	5	6	C3b
Average qualification specialists (Technicians, masters, average accountants, sale persons, cashiers, etc.)	1	2	3	4	5	6	C3c

Employees responsible for preparation of information, registration of documents, other registration and services	1	2	3	4	5	6	C3d
Skilled workers	1	2	3	4	5	6	C3e
Support staff (drivers, security guys, etc.)	1	2	3	4	5	6	C3f
Unskilled workers (including unskilled support staff like office cleaners, yard-keepers)	1	2	3	4	5	6	C3g

3. How important are the following causes of this shortage of skills in your opinion?
   Please use the following scale and circle in each row.

	Not important	Slightly important	Important	Very important	Extremely important	Variable name
Local institutions train insufficient number of students	1	2	3	4	5	C4a
Insufficient quality of local training	1	2	3	4	5	C4b
Staff leaving to work in other organizations	1	2	3	4	5	C4c
Emigration of skilled workers	1	2	3	4	5	C4d

4. Please indicate the importance of the following personal characteristics, basic skills and job-related skills that you look for in new employees. Please use the following scale and circle in each row.
   1. *Not important*
   2. *Slightly important*
   3. *Important*
   4. *Very important*
   5. *Extremely important*

D4 (A): Personal characteristics

	Vacancy 1	Vacancy 2	Vacancy 3	Variable name
Gender (preferably males)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Aa
Gender (preferably females)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ab
Age (preferably not older than 25)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ac
Age (preferably not older than 35-40)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ad
Nationality	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ae
Reliability	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Af
Punctuality	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ag
Commitment	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ah
Honesty	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ai
Personal appearance	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Aj
Other physical attributes (e.g. fitness)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ak
Stable family background	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Al
Modesty	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Am
Behaviour manner	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4An
Intellectual level demonstrated	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ao

D4 (B): Basic skills

	Vacancy 1	Vacancy 2	Vacancy 3	Variable name
Communication skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ba
English language skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bb
Russian language skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bc
Kazakh language skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bd
Literacy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Be
Mathematics (calculation) skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bf
Problem solving skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bg
Analytical thinking	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bh
Computer skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bi
Telephone conversation skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bj
Writing skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bk
Ability to work independently	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bl
Customer relations skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bm
Management skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bn
Time management skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Bo

D4 (C): Qualifications and work experience

	Vacancy 1	Vacancy 2	Vacancy 3	Variable name
Diploma/certificate on education/qualification relevant to the position	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ca
Availability of actual skills/education/qualification regardless of diploma relevant to the position	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Cb
Graduated university rate/prestige	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Cc
Availability of foreign degree (earned in developed countries)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Cd
Availability of additional degrees, qualifications, etc	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ce
Enclosure to the diploma showing education grades/exam results	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Cf
Previous work experience in the same/relevant field	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Cg
General experience in a workplace	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	D4Ch

5. D6. Have skill requirements in your firm increased over the last 2 years?

	D6	
Yes	1	Continue
No	2	
Don't know	99	Go to section E

D7. What, in your opinion, is the reason(s) for skill requirement in your firm to increase (please mark every reason from the table below that applies):

	Yes	No	Variable name
New technology	1	2	D7a
Change in workplace organization (e.g., more emphasis on personal skills, etc.)	1	2	D7b
Higher quality standards (for the firm's products or services)	1	2	D7c
More competitive business environment			D7d
Other (please specify)_____	1	2	D7e

2.   Which questions related to the identification of skill needs do you think are missing in your questionnaire(s) and you would add, if you had such an opportunity?

Managers/HR are usually reluctant to reveal information about how much they pay (salary) to a particular survey. It would be nice to match questions on skills from the firm survey with the firm's (or other source) records on salaries (as a reflection of the reward for a skill/productivity).

Annexed documents:
- Kazakhstan Firm Survey of Skills/Labor Demand and Job Vacancies
- Kazakhstan Firm Survey of Skills/Labor Demand and Job Vacancies (in RU)