

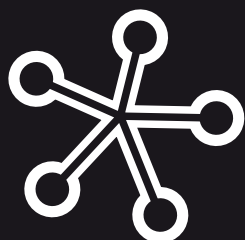


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Codebook and explanatory note on the EurOccupations dataset about the job content of 150 occupations

Kea Tijdens, Esther de Ruijter & Judith de Ruijter



Working Paper 11-107

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Reference to the EurOccupations data:

The data is available for free from the first author (k.g.tijdens@uva.nl)

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Abstract

Occupation is the key unit in matching vacancies and job seekers, and it is used for occupational choice and for career consultancy. Occupation is also a key variable in social research, particularly that which relates to the labour market, transitions from school to work, social stratification, gender wage gaps, occupational structures and skill requirements. Despite the fact that occupation is such an important concept, little is known about the similarity of occupations across EU member states. For this reason, the EU-funded FP6 project EurOccupations (2006-2009) aimed to build a freely available web-based database containing 1,500 to 2,000 of the most common occupations; and to test the similarity of job content, required skill level, and competency profiles for a selection of 150 occupations across the eight member states in the project (Belgium, France, Germany, Italy, Netherlands, Poland, Spain, and United Kingdom). This codebook explains the data collection methods used in the project and outlines the dataset collected for the detailed analysis of 150 occupations. Section 2 explains the selection of these 150 occupational titles from a provisional source list of 1,433 occupations. Four criteria were used for the selection, namely variation in skill level and ISCO major groups, variation in gender composition, the prevalence of the occupation amongst job-holders, and the extent to which an occupation might be considered ‘blurred’, with wide demarcation lines. Section 3 details the process used for testing the similarity of the selected occupations. Unique task descriptions (10-12 tasks) for all 150 occupations were drafted by means of desk research. A web-survey was designed with questions about the frequency of particular tasks and the required skill level for each occupation. Experts from all the study countries were recruited for survey completion. For a number of occupations, the goal of two completed expert questionnaires for each occupation in each country was not reached and the questionnaire was slightly adapted for completion by job holders. The job holders were recruited through teaser advertisements on the WageIndicator websites in the countries in question. Section 4 explains the structure of the dataset. The dataset can be freely accessed by sending an email with name and affiliate information to the first author, k.g.tijdens@uva.nl. The Appendix includes all questionnaires used for the survey, as well as the labels used for the education and occupation variables. This codebook and all project deliverables can be downloaded from the project website www.euroccupations.org

1. Introducing the EurOccupations project

Occupation is the key unit in matching vacancies and job seekers, and it is used for occupational choice and for career consultancy. Occupation is also a key variable in social research, particularly that which relates to the labour market, transitions from school to work, social stratification, gender wage gaps, occupational structures and skill requirements. The International Standard Classification of Occupations (ISCO) is the classification most commonly used, maintained by the United Nations' International Labor Office (ILO) in Geneva. It was recently updated to ISCO-08. The European statistical agency Eurostat uses ISCO for its employment statistics. Some EU member states have their own occupational classifications, using cross-over tables to ISCO. Some countries maintain an information system of occupational titles, among which Germany, France, United Kingdom, Poland, Netherlands and Belgium. The occupational information systems cover occupational titles in the entire or in a part of the labour market.

Regardless the fact that occupation is an important concept, little is known about the similarity of occupations across EU member states. For this reason, EurOccupations aimed at building a freely available web-based database with the 1,500-2,000 most frequent occupations in eight EU member states, to be used for comparative, multi-country data-collection, through the Internet or otherwise. The database should build on the ISCO classification. The eight countries were Belgium, France, Germany, Italy, Netherlands, Poland, Spain, and United Kingdom. Second, for a selection of 150 occupations, it aimed at testing the similarity regarding job content, required skill level, and competency profiles across the 8 member states. For this test, experts on occupations the participating countries would be utilised.

This codebook explains the data collection methods and details the dataset, collected for the EurOccupations similarity test of 150 occupations. Section 2 outlines the selection of occupations, section 3 details the data collection and section 4 provides information about the dataset. Section 5 presents a list of relevant deliverables of the EurOccupations project. This codebook and all deliverables can be downloaded from the project website www.euroccupations.org. The dataset is free available when sending an email with name & affiliate information to the first author, k.g.tijdens@uva.nl.

2. The selection of occupations

EurOccupations started in May 2006 and aimed at drafting an occupations database for the eight – at that time - largest EU member states, Belgium, France, Germany, Great Britain, Italy, the Netherlands, Poland, and Spain. The source list of occupations should fully correspond with ISCO-08. In September 2006 draft 3 of ISCO-2008 was published (ILO 2006). Its occupational units at 4-digit level were taken as the point of departure for the source list of occupations. Early 2007, the source list held 1,433 occupational titles. This list was translated by professional translators and carefully checked by the national EurOccupations project teams. The comments of translators and experts mostly related to occupational demarcation lines, e.g. two occupational titles in the source list were not considered distinct in the country at stake. In these cases, either one occupation was removed from the source list or one occupation was not included in the national list.

In Spring 2008, ILO published the final version of its ISCO-08 classification. Compared to the 2006 draft, the number of occupations was reduced and some occupations were assigned a different skill level. The source list was accordingly adapted and again critically reviewed with regard to internal consistency and suitability within the search tree. Finally, the source list was updated taken into account the results of the EurOccupations similarity test of 150 occupations. The final WISCO Database of Occupations source list counted 1,594 occupations, posted at www.eurooccupations.org.

The provisional EurOccupations source list of 1,433 occupations has been used to select 150 occupational titles for the similarity test of occupations, using the following criteria:

- variation in skill level and ISCO major groups
- variation in gender composition (male-dominated, mixed, female-dominated occupations)
- the most frequent occupations (i.e. volume argument)
- ‘blurred’ occupations (e.g. managers, process operators, waiters)

In order to structure and streamline the similarity test of 150 occupations, the work has been divided across the EurOccupations partners along the lines of eight clusters of occupations. EurOccupations partners were responsible for the work within their respective clusters.

The clusters were the following:

1. Care & welfare
2. Construction & cars
3. Education, research & personnel
4. Information, communication, finance & legal
5. Manufacturing: food, metal, oil, gas & mining
6. Clerks, staff, management & army/police
7. Trade & agriculture
8. Transport, logistics, travel & cleaning/garbage

For the investigations of the similarity of the 150 occupations, unique task descriptions (10-12 tasks) were drafted for each occupation. These task descriptions were developed by means of international desk research, following standardised EurOccupations procedures.¹ This work has been conducted by the EurOccupations partners responsible for the respective clusters. These task descriptions, as well as a brief description of these occupations, were checked and subsequently translated by the EurOccupations partners. The task descriptions are included in the data file.

1 De Ruijter et al, 2007

3. The data collection

For the similarity testing of occupations, a web-survey was designed. At the early stage of the project, it turned out that web-surveys are basically the only method to collect data on 10-12 tasks for 150 occupations. Other survey modes are more or less unable to cope with specific survey questions per occupation. For each occupation, a separate routing through the web-survey was designed in order to insert the task descriptions drafted per occupation.

The survey questions have been discussed in the project team. After agreement, the English source questionnaire has been translated into the languages of the eight countries where the survey was held. The full expert survey can be seen in Appendix A. The data collection started 2007/11 and ended on 2009/01.

Per occupation, the web survey had questions concerning:

- the frequency with which each of the tasks occurred
- the importance of each task
- the required skill level of the occupation
- the required competencies
- any additional occupational requirements
- the employment prospects

The project team aimed at survey completion by experts. Experts have been defined as individuals who were expected to have knowledge about occupations or groups of occupations in the countries involved in the EurOccupations project. Experts could be representatives of employers' or employees' organisations, professional organisations, interest groups, vocational training bodies or knowledge centres, supervisors, researchers in the field of occupations (either from universities or from statistical offices), informants from a wide variety of branches of industry, vocational advisors, HRD professionals, etc. For each occupation where they had knowledge about, the experts were asked to judge the 10-12 tasks on frequency and importance in the web survey.

The EurOccupations team undertook great efforts to recruit experts from all countries. Following the EurOccupations procedures for expert recruitment, the EurOccupations partners recruited experts by undertaking various actions. The main expert recruitment activities included:

- Asking (inter)national expert organisations (e.g., employer organisations, knowledge centres, education institutes) to assist in recruiting experts in their networks, e.g. by contacting relevant experts, placing banners on their website, publish articles in their journals (e.g., using the text from the EurOccupations flyer). Additionally, representatives of expert organisations were also asked to complete the web enquiry themselves.
- Asking individual experts to join the EurOccupations expert network and complete the questionnaires (in person, by phone, e-mail, mailings, etc.).
- Sending letters to relevant (expert) organisations to ask for their cooperation.
- Subscribing experts to the EurOccupations newsletter.
- Publishing articles in relevant journals (e.g., using the text from the EurOccupations flyer).
- Attending conferences, workshops, seminars etc. to distribute information about EurOccupations (presentations, distributing flyers etc.).
- Publishing banners on relevant websites.

The most efficient way to approach experts and expert organisations differed between the participating countries. Therefore, the focus of expert recruitment activities differed between the countries. For country-specific details, see *Deliverables D7b-D14b - National reports*. In total, 1,828 experts have been recruited. All experts were asked to complete the web-survey for the occupations they had knowledge of.

The project aimed to have at least two completed expert questionnaires for each occupation in each country. In two out of eight countries this aim was not fully reached. In total, the experts completed 2,950 questionnaires. On average, 2-3 experts responded per occupation per country.

For a number of occupations, the aim of two completed expert questionnaires for each occupation in each country was not reached. Therefore, the questionnaire was slightly adapted for completion by job holders, the so-called workers survey. The full workers survey can be seen in Appendix B.

For the recruitment of job holders in specific occupations, the questionnaire was posted on the *WageIndicator* websites (see www.WageIndicator.org) in the EurOccupations countries. Using a weekly changing teaser calling for a particular occupation, web-visitors in these occupations were asked to complete the workers questionnaire with a prize incentive. In total 1,247 questionnaires were completed.

For occupations for which it was extremely difficult to recruit experts or workers to complete the questionnaire, the national EurOccupations partners completed a so-called partner questionnaire, which was similar to the expert questionnaire. The full partner survey can be seen in Appendix C. The partners completed this questionnaire based on desk research. If possible, experts were asked to validate the answers. This partner questionnaire totalled 249 responses. Thus, the dataset holds in total 4,446 completed questionnaires for 150 occupations in eight countries.

4. The dataset

The dataset consists of a large excel file, called “finaldata eurocc 20090115 nomail dataset”. Note that this file is in Excel_2007, and conversion to Excel_2003 may lead to loss of data. The Excel file contains the following sheets:

- 1) expert registration, which contains the characteristics of the experts (except for personal details for privacy reasons)
- 2) expert, which contains the data of the expert survey
- 3) progrep expert, which contains the number of completed questionnaires per occupation
- 4) workers, which contains the data of the workers survey
- 5) partners, which contains the data of the partners survey
- 6) list2, which contains the expert questionnaire educational requirements
- 7) education, which contains a list of all educational categories used in the surveys
- 8) occupation, which contains a list of all occupations used in the surveys (OCKEY), including mappings to ISCO-88 and ISCO-08 codes
- 9) tasks, which contains the task descriptions of the occupations
- 10) labels expert survey
- 11) labels workers survey

Regarding the codes, the following applies:

- Missing = -1
- Dummy variable (when more than 1 answer is possible):
0 = not marked, 1 = marked

5. Downloadable relevant EurOccupations deliverables

- D01a1 Paper - Update of the underlying principles of the EurOccupations database (pdf 300 kB)
- D01b Note -The EurOccupations Database of Occupations (pdf 120 kB)
- D01b1 Tables - EurOccupations Database of Occupations for 8 countries (Excel 2003 4.3 MB)
- D01b1 Tables - EurOccupations Database of Occupations for 8 countries (Excel 2007 1.9 MB)
- D01c Note - Key occupations and cluster division (pdf 730 kB)
- D01d Frequency tables - Gender distributions at aggregated levels per country (pdf 150 kB)
- D01e Frequency tables - Education distributions at aggregated levels per country (pdf 270 kB)
- D01f Frequency tables - Age group distributions at aggregated levels per country (pdf 270 kB)
- D01g Tables - EurOccupations Job descriptions and job content for 8 countries (Excel 2003 2.3 MB)
- D01g Tables - EurOccupations Job descriptions and job content for 8 countries (Excel 2007 920 kB)
- D01h Tables - EurOccupations Results websurvey (Excel 2003 290 kB)
- D01h Tables - EurOccupations Results websurvey (Excel 2007 80 kB)
- D02 Screenshots - A facility to search the web-based database (pdf 1 MB)
- D03 Paper - A Toolkit for non-EurOccupations EU member states (pdf 990 kB)
- D05 Paper - Procedures expert data collectio (pdf 330 kB)
- D06 Paper - Web-survey for experts - Formats to classify key occupations, tick job content, skill level and competency profiles (pdf 380 kB)
- D7-D14 National reports:
 - België (Word 950 kB)
 - Belgique (Word 1.1 MB)
 - Deutschland (Word 1 MB)
 - España (Word 885 kB)
 - Italia (Word 300 kB)
 - Nederland (Word 1 MB)
 - Polska (Word 340 kB)
 - United Kingdom (Word 950 kB)
- D15b Cluster report - Care and welfare (pdf 3.7 MB)

- D16b Cluster Report - Education, Research and Personnel (pdf 5.3 MB)
- D17b Cluster report - Manufacturing (pdf 19.6 MB)
- D18b Cluster report - Construction and cars (pdf 6.5 MB)
- D19b Cluster report - Information communication finance legal occupations (pdf 4 MB)
- D19b Appendix - Frequency tabels IT cluster part1 20090420 (pdf 3 MB)
- D20b Cluster report - Transport (pdf 6 MB)
- D21b Cluster report - Trade and agriculture (pdf 2.1 MB)
- D22b Cluster report - Clerks- staff- management and army- police (pdf 1.8 MB)
- D23 Paper - Gender bias in the EurOccupations database (pdf 1.7 MB)
- D24 Paper - A test of the usefulness of the EUROCCUPATIONS database for self-administered computer-based questionnaires ((pdf 440 kB)
- D25 Manual - For surveys using the EurOccupations Database of Occupations (pdf 200 kB)
- D26 Paper - Development of associated software for EurOccupations database (pdf 720 kB)
- D35 State-of-the-art report - Occupational classifications in eight countries (pdf 20.4 MB)

Appendix A The expert questionnaire

Codebook expert questionnaire key occupations

This questionnaire includes questions on the content of the occupation [insert occupational title]. Some questions might be difficult to answer. If you do not know the answer to certain questions, you can mark the box 'I don't know'.

Short description of the occupation

[Insert short description]

L0

1. Do you currently work in this occupation?

☐ 1 Yes

☐ 2 No

2. If any, what alternative job titles are used in your country for [insert occupational title] (max. of 3 job titles, please include those most frequently used)?

1... *L2*.....
 2... *L3*.....
 3... *L4*.....

Below, the main tasks of this occupation are suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Suggested tasks:

[Insert task 1]
 [Insert task 2]
 [Insert task 3]
 [Insert task 4]
 [Insert task 5]
 [Insert task 6]
 [Insert task 7]
 [Insert task 8]
 [Insert task 9]
 [Insert task 10]
 [Insert task 11]
 [Insert task 12]

3. Are any key tasks missing in the task list?

1... *L17*.....
 2... *L18*.....
 3... *L19*.....

Room for comments on the task list

L20.....

4. Could you indicate for each of the tasks how frequently the task is performed (never or on a daily, weekly, monthly or yearly basis)?

| | Never <i>1</i> | Yearly <i>2</i> | Monthly <i>3</i> | Weekly <i>4</i> | Daily <i>5</i> | I don't know <i>6</i> |
|------------------------|-------------------|--------------------|---------------------|--------------------|-------------------|--------------------------|
| L27 [Insert task 1] | | | | | | |
| L28 [Insert task 2] | | | | | | |
| L29 [Insert task 3] | | | | | | |
| L30 [Insert task 4] | | | | | | |
| L31 [Insert task 5] | | | | | | |
| L32 [Insert task 6] | | | | | | |
| L33 [Insert task 7] | | | | | | |
| L34 [Insert task 8] | | | | | | |
| L35 [Insert task 9] | | | | | | |
| L36 [Insert task 10] | | | | | | |
| L36_b [Insert task 11] | | | | | | |
| L36_c [Insert task 12] | | | | | | |
| L37..... | | | | | | |
| L38..... | | | | | | |
| L39..... | | | | | | |

5. How important is competent performance of this task in this occupation?

| | Not at all important <i>1</i> | Of some importance <i>2</i> | Of major importance <i>3</i> | I don't know <i>4</i> |
|------------------------|----------------------------------|--------------------------------|---------------------------------|--------------------------|
| L40 [Insert task 1] | | | | |
| L41 [Insert task 2] | | | | |
| L42 [Insert task 3] | | | | |
| L43 [Insert task 4] | | | | |
| L44 [Insert task 5] | | | | |
| L45 [Insert task 6] | | | | |
| L46 [Insert task 7] | | | | |
| L47 [Insert task 8] | | | | |
| L48 [Insert task 9] | | | | |
| L49 [Insert task 10] | | | | |
| L49_b [Insert task 11] | | | | |
| L49_c [Insert task 12] | | | | |
| L50..... | | | | |
| L51..... | | | | |
| L52..... | | | | |

6. What is the required educational entry level for this occupation in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level. You can mark more than 1 box.

☐ country-specific education categories (**Dummy variables:** *L72_1* to *L72_25*)

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

L120

7a. Are there additional formal or legal requirements for this occupation?

☐ 1 Yes, namely:

- ☐ *L121_1* diploma (full educational programme) → question 14b
- ☐ *L121_2* certification (training / course) → question 14c
- ☐ *L121_3* working according to a professional code or protocol → question 14d
- ☐ *L121_4* other, please specify..... *L121_5*.....→ question 14e

☐ 2 No → question 15

☐ 3 I don't know

L73

7b. How are the additional diploma requirements established/laid down?

☐ 2 collective labour agreement

☐ 3 law/legal requirement

☐ 4 federal government

☐ 5 branch of industry

☐ 6 other, please specify.....*L74*.....

☐ 7 I don't know

L75

7c. How are the additional certification (training/course) requirements established/laid down?

☐ 2 collective labour agreement

☐ 3 law/legal requirement

☐ 4 federal government

☐ 5 branch of industry

☐ 6 other, please specify *L76*.....
.....

☐ 7 I don't know

L77

7d. How are the additional professional code or protocol requirements established/laid down?

☐ 2 collective labour agreement

☐ 3 law/legal requirement

☐ 4 federal government

☐ 5 branch of industry

☐ 6 other, please specify.....*L78*.....

☐ 7 I don't know

L79**7e. How are the additional other requirements established/laid down?**

- ☐ 2 collective labour agreement
- ☐ 3 law/legal requirement
- ☐ 4 federal government
- ☐ 5 branch of industry
- ☐ 6 other, please specify.....*L80*.....
- ☐ 7 I don't know

8. We want to know more about the transferability of skills. Therefore, we would like to know the relevance of the competencies mentioned below for this occupation.²

| | Not at all important <i>1</i> | Of some importance <i>2</i> | Of major importance <i>3</i> | I don't know <i>4</i> |
|--|-------------------------------------|-----------------------------------|------------------------------------|--------------------------|
| A <i>L86</i> Initiating action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B <i>L87</i> Instructing co-workers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C <i>L88</i> Supervising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D <i>L89</i> Co-operating with colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E <i>L90</i> Communicating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F <i>L91</i> Relating and networking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G <i>L92</i> Negotiating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H <i>L93</i> Reporting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I <i>L94</i> Applying know-how, professional expertise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J <i>L95</i> Problem solving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K <i>L96</i> Developing new procedures and working methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L <i>L97</i> Forming strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M <i>L98</i> Planning and organising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N <i>L99</i> Following instructions and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| O <i>L100</i> Dealing with contingencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P <i>L101</i> Coping with stressful situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q <i>L102</i> Commercial thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

L111**9. Do you expect the size of this occupation (how many people are working in the occupation) to decline, increase or remain stable in the next 5 years?**

- ☐ 1 Declining occupation size
- ☐ 2 Stable occupation size
- ☐ 3 Increasing occupation size
- ☐ 4 I don't know

L115**10. Do you have any additional comments?**

.....

Thank very much for your time and effort!

² The list of competencies is based on the SHL Competency Framework (Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. Journal of Applied Psychology, 90 (6): 1185-1203).

Part 1 of the questionnaire is now completed. We would like to ask whether you are willing to answer some additional questions concerning, for instance, the effort required to perform the occupation, relevant developments etc. Your cooperation will be highly valued.

Part 2 Expert questionnaire (Optional)

L66

11. How many subordinates do people working in this occupation, in general, formally supervise (EXCLUDING the coaching of less experienced co-workers, students or trainees)?

- ☐ 1 none
- ☐ 2 1 – 10 employees
- ☐ 3 11 – 100 employees
- ☐ 4 > 100 employees
- ☐ 5 I don't know

L67

12. How often does the work involve coaching or training of less experienced co-workers, students or trainees (EXCLUDING the subordinates that are formally supervised)?

- ☐ 1 Regularly
- ☐ 2 Occasionally
- ☐ 3 Never
- ☐ 4 It varies
- ☐ 5 I don't know

L68

13. How much physical effort is generally required in this occupation?

- ☐ 1 Not at all
- ☐ 2 Some
- ☐ 3 Much
- ☐ 4 I don't know

L69

14. How much mental effort is generally required in this occupation?

- ☐ 1 Not at all
- ☐ 2 Some
- ☐ 3 Much
- ☐ 4 I don't know

L70

15. Is organising part of the work in this occupation?

- ☐ 1 Yes, it involves the organisation of personnel/staff
- ☐ 2 Yes, it involves the organisation of equipment/material
- ☐ 3 Yes, it involves the organisation of both personnel/staff and equipment/material
- ☐ 4 No
- ☐ 5 I don't know

L71**16. Which of these categories best describes the use of computers required in this occupation?**

- ☐ Not at all
- ☐ Routine (e.g., word processing, spreadsheets and/or e-mail)
- ☐ Complex (e.g., for gathering/analysing information, design)
- ☐ Advanced (e.g., programming, IT development)
- ☐ I don't know

L82**17. When can people start working in this occupation?**

- ☐ 1 Immediately after completing formal education
- ☐ 2 Via in-company dual-learning trajectories after completing formal education
- ☐ 3 Via apprenticeships
- ☐ 4 Other, namely.....*L83*.....
- ☐ 5 I don't know

L84**18. How long does it generally take, after completing the required formal education, to become competent in this occupation?**

- | | |
|---|--|
| <input type="checkbox"/> 1 Up to 1 week | <input type="checkbox"/> 5 6 months – 1 year |
| <input type="checkbox"/> 2 1 week – 1 month | <input type="checkbox"/> 6 1 – 5 years |
| <input type="checkbox"/> 3 1 – 3 months | <input type="checkbox"/> 7 ≥ 5 years |
| <input type="checkbox"/> 4 3 – 6 months | <input type="checkbox"/> 8 I don't know |

L85**19. How often do people working in this occupation have to update their knowledge and skills?**

- ☐ 1 Never
- ☐ 2 Yearly
- ☐ 3 Monthly
- ☐ 4 Weekly
- ☐ 5 Daily
- ☐ 6 I don't know

L103**20. Are you familiar with the European Qualification Framework?**

- ☐ 1 Yes → go to question 21
- ☐ 2 No → go to question 24

L104**21. Which of the following descriptions characterises the level of knowledge of this occupation best?³****Tick one box only. If you do not know the answer to this question, you can select the box 'I don't know'.**

This occupation requires:

- ☐ 1 ... basic general knowledge
- ☐ 2 ... basic factual knowledge of a field of work
- ☐ 3 ... knowledge of facts, principles, processes and general concepts, in a field of work
- ☐ 4 ... factual and theoretical knowledge in broad contexts within a field of work
- ☐ 5 ... comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge
- ☐ 6 ... advanced knowledge of a field of work, involving a critical understanding of theories and principles
- ☐ 7 ... highly specialised knowledge of a field of work and critical awareness of knowledge issues in a field and at the interface between different fields
- ☐ 8 ... knowledge at the most advanced frontier of a field of work and at the interface between fields
- ☐ 9 I don't know

L105

22. Which of the following descriptions characterises the skill level of this occupation best?⁴ Tick one box only. *If you do not know the answer to this question, you can select the box 'I don't know'.*

Definition:

Cognitive skills: use of logical, intuitive and creative thinking

Practical skills: involving manual dexterity and the use of methods, materials, tools and instruments

This occupation requires:

- ☐ 1 ... basic skills required to carry out simple tasks
- ☐ 2 ... basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
- ☐ 3 ... a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- ☐ 4 ... a range of cognitive and practical skills required to generate solutions to specific problems in a field of work
- ☐ 5 ... a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- ☐ 6 ... advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work
- ☐ 7 ... specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- ☐ 8 ... the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice
- ☐ 9 I don't know

L106

23. Which of the following descriptions characterises the level of responsibility and autonomy of this occupation best?⁵ Tick one box only. *If you do not know the answer to this question, you can select the box 'I don't know'.*

This occupation involves:

- ☐ 1 ... working under direct supervision in a structured context
- ☐ 2 ... working under supervision with some autonomy
- ☐ 3 ... taking responsibility for completion of tasks and adapting own behaviour to circumstances in solving problems
- ☐ 4 ... exercising self-management within the guidelines of work contexts that are usually predictable, but are subject to change and supervising the routine work of others, taking some responsibility for the evaluation and improvement of work activities
- ☐ 5 ... exercising management and supervision in work contexts where there is unpredictable change and review and develop performance of self and others
- ☐ 6 ... managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work contexts and taking responsibility for managing professional development of individuals and groups
- ☐ 7 ... managing and transforming work contexts that are complex, unpredictable and require new strategic approaches and taking responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- ☐ 8 ... demonstrating substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work contexts including research
- ☐ 9 I don't know

We now want to ask some questions about expected changes and developments in the occupation.

3 This question is based on the European Qualification Framework.

4 This question is based on the European Qualification Framework.

5 This question is based on the European Qualification Framework.

L107

24. Do you expect the content of this occupation to change within the next 5 years?

- ☐ 1 Yes, in the following way:.....L108.....
- ☐ 2 No
- ☐ 3 I don't know

L109

25. Do you expect the educational requirements for this occupation to change within the next 5 years?

- ☐ 1 Yes, in the following way....L110.....
- ☐ 2 No
- ☐ 3 I don't know

26. In your country, is the occupation typically performed in: (you can mark more than 1 box)

- ☐ L112_1 Small organisations and firms (≤ 10 employees)
- ☐ L112_2 Medium-sized organisations and firms (11 – 100 employees)
- ☐ L112_3 Large organisations and firms (> 100 employees)
- ☐ L112_4 I don't know

L113

27. In your country, is this occupation typically carried out in the public or private sector?

- ☐ 1 Public sector
- ☐ 2 Private sector
- ☐ 3 Both
- ☐ 4 I don't know

L115

28. Do you have any additional comments?

.....

Thanks very much for your time and effort!!!

Appendix B Occupational worker questionnaire

Codebook occupational worker survey

Below, a number of tasks of your occupation is suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Short description of the occupation

[Insert short description]

L1

1. Do you currently work in this occupation?

☐ 1 Yes

☐ 2 No

Suggested tasks:

Insert task 1
Insert task 2
Insert task 3
Insert task 4
Insert task 5
Insert task 6
Insert task 7
Insert task 8
Insert task 9
Insert task 10

1. Are any key tasks missing in the task list?

1...L3.....
2...L4.....
3...L5.....
4...L6.....

Room for comments on the task list

...L7 L8 L9 L10.....
.....
.....

2. Could you indicate for each of the tasks how frequently the task is performed (never or on a daily, weekly, monthly or yearly basis)?

| | Never <i>1</i> | Yearly <i>2</i> | Monthly <i>3</i> | Weekly <i>4</i> | Daily <i>5</i> | I don't know <i>6</i> |
|--|-------------------|--------------------|---------------------|--------------------|-------------------|--------------------------|
| <input type="checkbox"/> <i>L11</i> [Insert task 1] | | | | | | |
| <input type="checkbox"/> <i>L12</i> [Insert task 2] | | | | | | |
| <input type="checkbox"/> <i>L13</i> [Insert task 3] | | | | | | |
| <input type="checkbox"/> <i>L14</i> [Insert task 4] | | | | | | |
| <input type="checkbox"/> <i>L15</i> [Insert task 5] | | | | | | |
| <input type="checkbox"/> <i>L16</i> [Insert task 6] | | | | | | |
| <input type="checkbox"/> <i>L17</i> [Insert task 7] | | | | | | |
| <input type="checkbox"/> <i>L18</i> [Insert task 8] | | | | | | |
| <input type="checkbox"/> <i>L19</i> [Insert task 9] | | | | | | |
| <input type="checkbox"/> <i>L20</i> [Insert task 10] | | | | | | |
| <input type="checkbox"/> <i>L21</i> [Insert task 11] | | | | | | |
| <input type="checkbox"/> <i>L23</i> [Insert task 12] | | | | | | |
| <input type="checkbox"/> <i>L24</i> | | | | | | |
| <input type="checkbox"/> <i>L25</i> | | | | | | |
| <input type="checkbox"/> <i>L26</i> | | | | | | |
| <input type="checkbox"/> <i>L27</i> | | | | | | |

3. How important is competent performance of this task in this occupation?

| | Not at all important <i>1</i> | Of some importance <i>2</i> | Of major importance <i>3</i> | I don't know <i>4</i> |
|--|----------------------------------|--------------------------------|---------------------------------|--------------------------|
| <input type="checkbox"/> <i>L28</i> [Insert task 1] | | | | |
| <input type="checkbox"/> <i>L29</i> [Insert task 2] | | | | |
| <input type="checkbox"/> <i>L30</i> [Insert task 3] | | | | |
| <input type="checkbox"/> <i>L31</i> [Insert task 4] | | | | |
| <input type="checkbox"/> <i>L32</i> [Insert task 5] | | | | |
| <input type="checkbox"/> <i>L33</i> [Insert task 6] | | | | |
| <input type="checkbox"/> <i>L34</i> [Insert task 7] | | | | |
| <input type="checkbox"/> <i>L35</i> [Insert task 8] | | | | |
| <input type="checkbox"/> <i>L36</i> [Insert task 9] | | | | |
| <input type="checkbox"/> <i>L37</i> [Insert task 10] | | | | |
| <input type="checkbox"/> <i>L38</i> [Insert task 11] | | | | |
| <input type="checkbox"/> <i>L39</i> [Insert task 12] | | | | |
| <input type="checkbox"/> <i>L40</i> | | | | |
| <input type="checkbox"/> <i>L41</i> | | | | |
| <input type="checkbox"/> <i>L42</i> | | | | |
| <input type="checkbox"/> <i>L43</i> | | | | |

4. Is the task mainly performed under direct supervision of others or autonomous?

| | Mainly under direct supervision <i>1</i> | Mainly not under direct supervision <i>2</i> | I don't know <i>3</i> |
|---|---|---|--------------------------|
| <input type="checkbox"/> <i>L44</i> [Insert task 1] | | | |
| <input type="checkbox"/> <i>L45</i> [Insert task 2] | | | |
| <input type="checkbox"/> <i>L46</i> [Insert task 3] | | | |
| <input type="checkbox"/> <i>L47</i> [Insert task 4] | | | |
| <input type="checkbox"/> <i>L48</i> [Insert task 5] | | | |

4. Is the task mainly performed under direct supervision of others or autonomous?

| | | | |
|--|--|--|--|
| <input type="checkbox"/> <i>L49</i> [Insert task 6] | | | |
| <input type="checkbox"/> <i>L50</i> [Insert task 7] | | | |
| <input type="checkbox"/> <i>L51</i> [Insert task 8] | | | |
| <input type="checkbox"/> <i>L52</i> [Insert task 9] | | | |
| <input type="checkbox"/> <i>L53</i> [Insert task 10] | | | |
| <input type="checkbox"/> <i>L54</i> [Insert task 11] | | | |
| <input type="checkbox"/> <i>L55</i> [Insert task 12] | | | |
| <input type="checkbox"/> <i>L56</i> | | | |
| <input type="checkbox"/> <i>L57</i> | | | |
| <input type="checkbox"/> <i>L58</i> | | | |
| <input type="checkbox"/> <i>L59</i> | | | |

5.What is your educational level?

L60 COUNTRY SPECIFIC CODING SHEET (NB DIFFERENT CODING SHEET THAN EXPERT WEBSURVEY!!)

L61**6. Does your education level match the required education level?**

- ☐ 1 Yes → go to question 9
- ☐ 2 No → go to question 7
- ☐ 3 I don't know → go to question 8

7. What is the required educational entry level for this occupation in this country? You can mark more than 1 box.

Dummy variables: *L62_1* to *L62_40*

COUNTRY SPECIFIC CODING SHEET REQUIRED EDUCATION (NB SAME CODING SHEET AS EXPERT WEBSURVEY!!)

L63**8. Do you consider yourself under- or overqualified for the job?**

- ☐ 1 I am underqualified for the job
- ☐ 2 I am overqualified for the job
- ☐ 3 I don't know

L64**9. How important is labour experience for adequate performance of your job?**

- ☐ 1 Not at all important
- ☐ 2 Of some importance
- ☐ 3 Of major importance
- ☐ 4 I don't know

L65**10. Do you expect the content of this occupation to change within the next 5 years?**

- ☐ 1 Yes, in the following way:....*L66*.....
- ☐ 2 No
- ☐ 3 I don't know

Your career

L67

11. What year did you start your first job?

..... (year)

L68

12. How many times have you changed your employer since (including temporary jobs and self-employment)?

- ☐ 1 Never
- ☐ 2 1-2 times
- ☐ 3 3-4 times
- ☐ 4 5-6 times
- ☐ 5 7 times or more
- ☐ 6 I don't know

L69

13. In which year did you join your current employer or did you start your business? If the name of your company has changed, please include the period of time you spent with the company also when its name was different.

..... (year)

We are interested in your working conditions and the nature of your employment relationship. Therefore, we would like to ask you the following questions.

L70

14. In your job, do you mainly work in a team or mainly individually?

- ☐ 1 Mainly in a team
- ☐ 2 Mainly individually
- ☐ 3 It varies

L71

15. Are you an employee or self-employed?

- ☐ 1 Employee
- ☐ 2 Self-employed

L72

16. How are you paid?

- ☐ 1 Monthly salary plus performance
- ☐ 2 Monthly salary only
- ☐ 3 Weekly wage
- ☐ 4 Hourly paid
- ☐ 5 Piecework
- ☐ 6 Other, namely...L73.....

L74

17. Do you have a pay scale with increments, either automatic or performance related?

- ☐ 1 Yes
- ☐ 2 No
- ☐ 3 I don't know

L75

18. If you want to quit your job, how much notice do you have?

- ☐ 1 None
- ☐ 2 Less than 1 week
- ☐ 3 1 week or over but less than 1 month
- ☐ 4 1 month or more but less than 3 months
- ☐ 5 3 months or more
- ☐ 6 I don't know

L76

19. Who decides what time you start and leave work?

- ☐ 1 My supervisor decides
- ☐ 2 I decide without limitations
- ☐ 3 I decide with limitations

L77

20. Do you have opportunities for promotion or career developments either within your organisation or by changing employer?

- ☐ 1 Yes
- ☐ 2 No
- ☐ 3 I don't know

General

L78

21. What is your year of birth?

19.....

L79

22. What is your gender?

- ☐ 1 Male
- ☐ 2 Female

23. Do you have any additional comments?

...L80.....

L81

24. A number of prizes is offered in a drawing among the participants of this survey. Do you want to be enrolled in this drawing?

- ☐ 1 Yes, e-mail address:...L82.....
- ☐ 2 No

Thanks very much for your time and effort!!!

Appendix C Partner questionnaire

Partner questionnaire key occupation *[occupational title]*

This questionnaire includes questions on the content of the occupation *[insert occupational title]*. Some questions might be difficult to answer. If you do not know the answer to certain questions, you can mark the box 'I don't know'.

Short description of the occupation

[Insert short description]

1. If any, what alternative job titles are used in your country for *[insert occupational title]* (max. of 3 job titles, please include those most frequently used)?

- 1.....
- 2.....
- 3.....

Below, the main tasks of this occupation are suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Suggested tasks:

13. *[Insert task 1]*
14. *[Insert task 2]*
15. *[Insert task 3]*
16. *[Insert task 4]*
17. *[Insert task 5]*
18. *[Insert task 6]*
19. *[Insert task 7]*
20. *[Insert task 8]*
21. *[Insert task 9]*
22. *[Insert task 10]*
23. *[Insert task 11]*
24. *[Insert task 12]*

2. Are any key tasks missing in the task list?

- 1.....
- 2.....
- 3.....

Room for comments on the task list

.....

3. Could you indicate for each of the tasks how frequently the task is performed (never or on a daily, weekly, monthly or yearly basis)?

| | Never | Yearly | Monthly | Weekly | Daily | I don't know |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 32. [Insert task 1] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. [Insert task 2] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. [Insert task 3] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. [Insert task 4] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. [Insert task 5] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. [Insert task 6] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. [Insert task 7] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. [Insert task 8] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. [Insert task 9] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. [Insert task 10] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. [Insert task 11] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. [Insert task 12] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. How important is competent performance of this task in this occupation?

| | Not at all important | Of some importance | Of major importance | I don't know |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 32. [Insert task 1] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. [Insert task 2] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. [Insert task 3] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. [Insert task 4] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. [Insert task 5] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. [Insert task 6] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. [Insert task 7] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. [Insert task 8] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. [Insert task 9] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. [Insert task 10] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. [Insert task 11] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. [Insert task 12] | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. How many subordinates do people working in this occupation, in general, formally supervise (EXCLUDING the coaching of less experienced co-workers, students or trainees)?

- ☐ none
☐ 1 – 10 employees
☐ 11 – 100 employees
☐ > 100 employees
☐ I don't know

6. How often does the work involve coaching or training of less experienced co-workers, students or trainees (EXCLUDING the subordinates that are formally supervised)?

- ☐ Regularly
- ☐ Occasionally
- ☐ Never
- ☐ It varies
- ☐ I don't know

7. How much physical effort is generally required in this occupation?

- ☐ Not at all
- ☐ Some
- ☐ Much
- ☐ I don't know

8. How much mental effort is generally required in this occupation?

- ☐ Not at all
- ☐ Some
- ☐ Much
- ☐ I don't know

9. Is organising part of the work in this occupation?

- ☐ Yes, it involves the organisation of personnel/staff
- ☐ Yes, it involves the organisation of equipment/material
- ☐ Yes, it involves the organisation of both personnel/staff and equipment/material
- ☐ No
- ☐ I don't know

10 Which of these categories best describes the use of computers required in this occupation?

- ☐ Not at all
- ☐ Routine (e.g., word processing, spreadsheets and/or e-mail)
- ☐ Complex (e.g., for gathering/analysing information, design)
- ☐ Advanced (e.g., programming, IT development)
- ☐ I don't know

11 What is the required educational entry level for this occupation in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level. You can mark more than 1 box.

- ☐ *[insert country-specific education categories]*
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

12a Are there additional formal or legal requirements for this occupation?

- ☐ Yes, namely:
 - ☐ diploma (full educational programme) → *question 12b*
 - ☐ certification (training / course) → *question 12c*
 - ☐ working according to a professional code or protocol → *question 12d*
 - ☐ other, please specify → *question 12e*
- ☐ No → *question 13*
- ☐ I don't know

12b How are the additional *diploma requirements* established/laid down?

- ☐ collective labour agreement
- ☐ law/legal requirement
- ☐ federal government
- ☐ branch of industry
- ☐ other, please specify
- ☐ I don't know

12c How are the additional *certification (training/course) requirements* established/laid down?

- ☐ collective labour agreement
- ☐ law/legal requirement
- ☐ federal government
- ☐ branch of industry
- ☐ other, please specify
- ☐ I don't know

12d How are the additional *professional code or protocol requirements* established/laid down?

- ☐ collective labour agreement
- ☐ law/legal requirement
- ☐ federal government
- ☐ branch of industry
- ☐ other, please specify
- ☐ I don't know

12e How are the additional *other requirements* established/laid down?

- ☐ collective labour agreement
- ☐ law/legal requirement
- ☐ federal government
- ☐ branch of industry
- ☐ other, please specify
- ☐ I don't know

13 When can people start working in this occupation?

- ☐ Immediately after completing formal education
- ☐ Via in-company dual-learning trajectories after completing formal education
- ☐ Via apprenticeships
- ☐ Other, namely
- ☐ I don't know

14 How long does it generally take, after completing the required formal education, to become competent in this occupation?

- | | |
|---|--|
| <input type="checkbox"/> Up to 1 week | <input type="checkbox"/> 6 months – 1 year |
| <input type="checkbox"/> 1 week – 1 month | <input type="checkbox"/> 1 – 5 years |
| <input type="checkbox"/> 1 – 3 months | <input type="checkbox"/> ≥ 5 years |
| <input type="checkbox"/> 3 – 6 months | <input type="checkbox"/> I don't know |

15 How often do people working in this occupation have to update their knowledge and skills?

- | | |
|---|--|
| <input type="checkbox"/> Never <input type="checkbox"/> Yearly <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily <input type="checkbox"/> I don't know | |
|---|--|

16 We want to know more about the transferability of skills. Therefore, we would like to know the relevance of the competencies mentioned below for this occupation.⁶

| | Not at all important | Of some importance | Of major importance | I don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A Initiating action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B Instructing co-workers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C Supervising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D Co-operating with colleagues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E Communicating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F Relating and networking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G Negotiating | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H Reporting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I Applying know-how, professional expertise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J Problem solving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K Developing new procedures and working methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L Forming strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M Planning and organising | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N Following instructions and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| O Dealing with contingencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P Coping with stressful situations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q Commercial thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17 Are you familiar with the European Qualification Framework?

- | |
|---|
| <input type="checkbox"/> Yes → go to question 18 <input type="checkbox"/> No → go to question 21 |
|---|

18 Which of the following descriptions characterises the level of knowledge of this occupation best?⁷ Tick one box only. If you do not know the answer to this question, you can select the box 'I don't know'.

- | |
|--|
| This occupation requires: <input type="checkbox"/> ... basic general knowledge <input type="checkbox"/> ... basic factual knowledge of a field of work |
|--|

6 The list of competencies is based on the SHL Competency Framework (Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. Journal of Applied Psychology, 90 (6): 1185-1203).

7 This question is based on the European Qualification Framework.

- ☐ ... knowledge of facts, principles, processes and general concepts, in a field of work
- ☐ ... factual and theoretical knowledge in broad contexts within a field of work
- ☐ ... comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge
- ☐ ... advanced knowledge of a field of work, involving a critical understanding of theories and principles
- ☐ ... highly specialised knowledge of a field of work and critical awareness of knowledge issues in a field and at the interface between different fields
- ☐ ... knowledge at the most advanced frontier of a field of work and at the interface between fields
- ☐ I don't know

19 Which of the following descriptions characterises the skill level of this occupation best?⁸ Tick one box only. If you do not know the answer to this question, you can select the box 'I don't know'.

Definition:

Cognitive skills: use of logical, intuitive and creative thinking

Practical skills: involving manual dexterity and the use of methods, materials, tools and instruments

This occupation requires:

- ☐ ... basic skills required to carry out simple tasks
- ☐ ... basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
- ☐ ... a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- ☐ ... a range of cognitive and practical skills required to generate solutions to specific problems in a field of work
- ☐ ... a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- ☐ ... advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work
- ☐ ... specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- ☐ ... the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice
- ☐ I don't know

20 Which of the following descriptions characterises the level of responsibility and autonomy of this occupation best?⁹ Tick one box only. If you do not know the answer to this question, you can select the box 'I don't know'.

This occupation involves:

- ☐ ... working under direct supervision in a structured context
- ☐ ... working under supervision with some autonomy
- ☐ ... taking responsibility for completion of tasks and adapting own behaviour to circumstances in solving problems
- ☐ ... exercising self-management within the guidelines of work contexts that are usually predictable, but are subject to change and supervising the routine work of others, taking some responsibility for the evaluation and improvement of work activities
- ☐ ... exercising management and supervision in work contexts where there is unpredictable change and review and develop performance of self and others
- ☐ ... managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work contexts and taking responsibility for managing professional development of individuals and groups
- ☐ ... managing and transforming work contexts that are complex, unpredictable and require new strategic approaches and taking responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- ☐ ... demonstrating substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work contexts including research

⁸ This question is based on the European Qualification Framework.

⁹ This question is based on the European Qualification Framework.

☐ I don't know

We now want to ask some questions about expected changes and developments in the occupation.

21 Do you expect the content of this occupation to change within the next 5 years?

- ☐ Yes, in the following way:
- ☐ No
- ☐ I don't know

22 Do you expect the educational requirements for this occupation to change within the next 5 years?

- ☐ Yes, in the following way:
- ☐ No
- ☐ I don't know

23 Do you expect the size of this occupation (how many people are working in the occupation) to decline, increase or remain stable in the next 5 years?

- ☐ Declining occupation size
- ☐ Stable occupation size
- ☐ Increasing occupation size
- ☐ I don't know

24 In your country, is the occupation typically performed in: (you can mark more than 1 box)

- ☐ Small organisations and firms (≤ 10 employees)
- ☐ Medium-sized organisations and firms (11 – 100 employees)
- ☐ Large organisations and firms (> 100 employees)
- ☐ I don't know

25 In your country, is this occupation typically carried out in the public or private sector?

- ☐ Public sector
- ☐ Private sector
- ☐ Both
- ☐ I don't know

26 Is the information provided in this questionnaire validated by an expert?

- ☐ Yes
- ☐ No

Thanks very much for your time and effort!!!

27 Do you have any additional comments?

.....

.....

Appendix D Expert questionnaire educational requirements

Expert questionnaire educational requirements

This questionnaire includes question on the educational requirements of occupations. Earlier, you have indicated your areas of expertise.

1. For how many occupations in your area(s) of expertise are you willing to indicate the required educational entry level?

- ☐ 5
- ☐ 10
- ☐ 15
- ☐ 20
- ☐ 25

Experts will answer the question below for a random selection of occupations in their area(s) of work, the number based on their answer to the question above.

2. What is the required educational entry level for these occupations in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level.

COUNTRY SPECIFIC CODING SHEET

Thanks very much for your time and effort!!!

Appendix E List of occupations

| | ockey | occupation |
|--------|-------|---|
| L15_1 | 1 | EMPTY |
| L15_2 | 2 | Midwifery professional |
| L15_3 | 3 | Dietician |
| L15_4 | 4 | Carer for the disabled |
| L15_5 | 5 | Carer for the elderly |
| L15_6 | 6 | Personal carer instit elderly |
| L15_7 | 7 | Personal carer instit handicapped |
| L15_8 | 8 | Personal carer in private homes |
| L15_9 | 9 | Community or social service worker |
| L15_10 | 10 | Scanning equipment operator |
| L15_11 | 11 | Medical laboratory technician |
| L15_12 | 12 | Dental hygienist |
| L15_13 | 13 | Physician assistant |
| L15_14 | 14 | General Practitioner GP |
| L15_15 | 15 | Surgeon |
| L15_16 | 16 | Charge nurse |
| L15_17 | 17 | Hospital nurse |
| L15_18 | 18 | Nursing aid |
| L15_19 | 19 | Health service manager |
| L15_21 | 21 | Dental prosthesis technician |
| L15_22 | 22 | Optician |
| L15_23 | 23 | Garage supervisor |
| L15_24 | 24 | Electrical mechanic or fitter |
| L15_25 | 25 | IT systems administrator |
| L15_26 | 26 | Electrical engineer |
| L15_27 | 27 | Building structure engineer |
| L15_28 | 28 | Civil engineering technician |
| L15_29 | 29 | Mechanical engineering technician |
| L15_30 | 30 | Car mechanic |
| L15_31 | 31 | First line supervisor mechanics, installers, or repairers |
| L15_32 | 32 | Climatologist / metereologist |
| L15_33 | 33 | Building architect |
| L15_34 | 34 | Building construction helper |
| L15_35 | 35 | Construction bricklayer |
| L15_36 | 36 | Carpenter |
| L15_37 | 37 | Refrigeration or air-conditioning equipment erector |
| L15_38 | 38 | Refrigeration or air-conditioning equipment mechanic |
| L15_39 | 39 | House painter |
| L15_40 | 40 | Interior decorator |
| L15_41 | 41 | Tile setter, tile layer |
| L15_42 | 42 | Plumber |
| L15_43 | 43 | Roofer |
| L15_44 | 44 | Roofer bituminous operator |
| L15_45 | 45 | Master technician cars |

| | | |
|--------|----|---|
| L15_46 | 46 | Concrete steel worker |
| L15_47 | 47 | Road paviour, jack hammer operator |
| L15_48 | 48 | Child care service manager |
| L15_49 | 49 | child carer |
| L15_50 | 50 | Nursery school teacher |
| L15_51 | 51 | Speech therapist |
| L15_52 | 52 | Education advisor |
| L15_53 | 53 | Post-secondary education teacher |
| L15_54 | 54 | Primary school teacher |
| L15_55 | 55 | Primary school principal |
| L15_56 | 56 | University professor |
| L15_57 | 57 | University researcher |
| L15_58 | 58 | Secondary education teacher |
| L15_59 | 59 | Secondary school principal |
| L15_60 | 60 | Vocational education teacher |
| L15_61 | 61 | Human Resource manager |
| L15_62 | 62 | Personnel clerk |
| L15_63 | 63 | Psychologist |
| L15_65 | 65 | Database designer |
| L15_66 | 66 | Web designer |
| L15_67 | 67 | IT applications programmer |
| L15_69 | 69 | Telecommunication equipment installer or repairer |
| L15_70 | 70 | Accountant |
| L15_71 | 71 | Bank clerk |
| L15_72 | 72 | Financial institution branch manager |
| L15_73 | 73 | Mortgage clerk |
| L15_74 | 74 | Financial clerk |
| L15_75 | 75 | Estate agent |
| L15_76 | 76 | Policy adviser |
| L15_77 | 77 | Judge |
| L15_78 | 78 | Lawyer |
| L15_79 | 79 | Tax inspector |
| L15_80 | 80 | Marketing manager |
| L15_81 | 81 | Journalist |
| L15_82 | 82 | Musical instrument maker |
| L15_83 | 83 | Portrait, wedding or other events photographer |
| L15_84 | 84 | Printing machine operator |
| L15_85 | 85 | Beverage production process operator |
| L15_86 | 86 | First line supervisor manufacturing workers |
| L15_87 | 87 | Confectionery maker |
| L15_88 | 88 | Meat processing machine operator |
| L15_89 | 89 | Quality assurance inspector |
| L15_90 | 90 | Assembling helper |
| L15_91 | 91 | First line supervisor assembly line workers |
| L15_92 | 92 | Lathe or turning machine tool setter-operator |
| L15_93 | 93 | Metal molder or metal molding machine setter-operator |
| L15_94 | 94 | Plant maintenance mechanic |
| L15_95 | 95 | CNC operator |
| L15_96 | 96 | Machine tool operator |
| L15_97 | 97 | Metal production process operator |

| | | |
|---------|-----|--|
| L15_98 | 98 | Sheet-metal worker |
| L15_99 | 99 | Welder |
| L15_100 | 100 | Sewer, seamstress |
| L15_101 | 101 | Wood processing plant operator |
| L15_102 | 102 | Boring machine operator |
| L15_103 | 103 | Pipe fitter |
| L15_104 | 104 | Power production plant operator |
| L15_105 | 105 | Aircraft mechanic or service technician |
| L15_106 | 106 | Administrative services department manager |
| L15_107 | 107 | Filing clerk |
| L15_108 | 108 | Payroll clerk |
| L15_109 | 109 | Post sorting or distributing clerk |
| L15_110 | 110 | Receptionist |
| L15_111 | 111 | Executive secretary |
| L15_112 | 112 | Legal secretary |
| L15_113 | 113 | Secretary (general) |
| L15_114 | 114 | Cashier |
| L15_115 | 115 | Non-commissioned officer armed forces |
| L15_116 | 116 | Ambulance attendant |
| L15_117 | 117 | Soldier, military operations crew member |
| L15_118 | 118 | Seaman, military operations crew member |
| L15_119 | 119 | Fire fighter |
| L15_120 | 120 | Security guard |
| L15_121 | 121 | Local police officer |
| L15_122 | 122 | Police inspector |
| L15_123 | 123 | Doorkeeper, concierge |
| L15_124 | 124 | Company director, chief executive 10-50 employees |
| L15_125 | 125 | Logistics manager |
| L15_126 | 126 | Field crop or vegetable grower |
| L15_127 | 127 | Livestock farm helper |
| L15_128 | 128 | Mixed crop farm manager |
| L15_129 | 129 | Non-farm animal caretaker |
| L15_130 | 130 | Vermin control worker |
| L15_132 | 132 | Florist |
| L15_133 | 133 | Horse riding instructor |
| L15_134 | 134 | First line supervisor landscaping, lawn service, or groundskeeping workers |
| L15_135 | 135 | Gardener |
| L15_136 | 136 | Veterinarian |
| L15_137 | 137 | Agricultural advisor |
| L15_138 | 138 | Food science technician |
| L15_139 | 139 | Display decorator |
| L15_140 | 140 | Beautician |
| L15_141 | 141 | Hairdresser |
| L15_142 | 142 | Sales clerk |
| L15_143 | 143 | Sales representative other products |
| L15_144 | 144 | Butcher or fishmonger in retail |
| L15_145 | 145 | Surgical footwear maker |
| L15_146 | 146 | Shoemaker, leather repairer |
| L15_147 | 147 | Shop sales assistant |
| L15_148 | 148 | Inland waters fisherman |

| | | |
|---------|-----|---|
| L15_149 | 149 | Department store manager |
| L15_150 | 150 | Cloak room attendant |
| L15_151 | 151 | Restaurant cook |
| L15_152 | 152 | Waiter or waitress |
| L15_153 | 153 | Hotel manager |
| L15_154 | 154 | Kitchen helper |
| L15_155 | 155 | Swimming instructor |
| L15_156 | 156 | Travel agency clerk |
| L15_157 | 157 | Flight attendant |
| L15_158 | 158 | International truck driver |
| L15_159 | 159 | Taxi driver |
| L15_160 | 160 | Sailor |
| L15_161 | 161 | Ship mechanic |
| L15_162 | 162 | Transport clerk |
| L15_163 | 163 | Cleaner in offices, schools or other establishments |
| L15_164 | 164 | First line supervisor cleaning workers |
| L15_165 | 165 | Asbestos removal worker |

Appendix F List of educations (Expert & Workers Survey)

| COUNTRY | CODE | LABEL |
|--------------|------|---|
| Belgium - NL | 1 | No educational requirements |
| Belgium - NL | 2 | Primary education |
| Belgium - NL | 3 | 1e graad A-stroom |
| Belgium - NL | 4 | 1e graad B-stroom |
| Belgium - NL | 5 | 2e graad ASO |
| Belgium - NL | 6 | 2e graad KSO/TSO |
| Belgium - NL | 7 | 2e graad BSO |
| Belgium - NL | 8 | Deeltijds beroepsonderwijs |
| Belgium - NL | 9 | SYNTRA/middenstandsopleiding |
| Belgium - NL | 10 | 3e graad secundair ASO |
| Belgium - NL | 11 | 3e graad secundair KSO/TSO |
| Belgium - NL | 12 | 3e graad secundair BSO |
| Belgium - NL | 13 | 4e graad BSO |
| Belgium - NL | 14 | Hoger onderwijs 1e cyclus/professional BA |
| Belgium - NL | 15 | Hoger onderwijs 2e cyclus/academische BA of MA |
| Belgium - NL | 16 | Universiteit/Master |
| Belgium - NL | 17 | Post-universitair/ doctoraat |
| Belgium - NL | 18 | Dont know |
| Netherlands | 26 | No educational requirements |
| Netherlands | 27 | Primary education |
| Netherlands | 28 | Lager beroepsonderwijs (bijv. LBO, VBO, LTS, ambachtsschool, huishoudschool, leerlingwezen) |
| Netherlands | 29 | VMBO |
| Netherlands | 30 | HAVO |
| Netherlands | 31 | VWO |
| Netherlands | 32 | MBO |
| Netherlands | 33 | Post-MBO |
| Netherlands | 34 | Bachelor (HBO) |
| Netherlands | 35 | Bachelor (universiteit) |
| Netherlands | 36 | Master (HBO) |
| Netherlands | 37 | Master (universiteit) |
| Netherlands | 38 | Promotie/PhD |
| Netherlands | 39 | Dont know |
| Germany | 51 | Ohne allgemeinen Schulabschluss, ohne beruflichen Abschluss |
| Germany | 52 | Hauptschulabschluss ohne berufliche Ausbildung |
| Germany | 53 | Hauptschulabschluss und berufliche Ausbildung |
| Germany | 54 | Mittlere Reife und berufliche Ausbildung |
| Germany | 55 | Mittlere Reife ohne berufliche Ausbildung |
| Germany | 56 | Fachhochschulreife/Abitur ohne berufliche Ausbildung |
| Germany | 57 | Fachhochschulreife/Abitur und berufliche Ausbildung |
| Germany | 58 | Meister-/Technikerausbildung, Abschluss einer 2-3 jährigen Schule des Gesundheitswesens, Abschluss einer Fachakademie oder einer Berufsakademie, Abschluss einer Verwaltungsfachhochschule, Abschluss der Fachschule der ehemaligen DDR |

| | | |
|----------------|-----|--|
| Germany | 59 | Fachhochschulabschluss |
| Germany | 60 | Hochschulabschluss |
| Germany | 61 | Promotion |
| Germany | 62 | Dont know |
| Poland | 76 | Podstawowe |
| Poland | 77 | Gimnazjalne |
| Poland | 78 | Zasadnicze zawodowe |
| Poland | 79 | Średnie ogólnokształcące |
| Poland | 80 | Średnie zawodowe (technikum) |
| Poland | 81 | Średnie uzupełniające (ogólnokształcące) |
| Poland | 82 | Średnie uzupełniające (technikum) |
| Poland | 83 | Policealne |
| Poland | 84 | Wyższe niepełne (licencjat) |
| Poland | 85 | Wyższe (inżynier) |
| Poland | 86 | Wyższe (magister) |
| Poland | 87 | Doktorat |
| Poland | 88 | Dont know |
| United Kingdom | 101 | Basic literacy, numeracy |
| United Kingdom | 102 | Basic vocational |
| United Kingdom | 103 | Compulsory schooling only |
| United Kingdom | 104 | Vocational (Level 1, Foundation) |
| United Kingdom | 105 | Vocational (Level 2, Intermediate) |
| United Kingdom | 106 | GCSE/SCE Standard |
| United Kingdom | 107 | Vocational (Level 3, Advanced) |
| United Kingdom | 108 | A level, SCE Higher, Baccalaureate |
| United Kingdom | 109 | Vocational (Level 4, HND) |
| United Kingdom | 110 | Degree or equivalent (incl. Masters level) |
| United Kingdom | 111 | PhD |
| United Kingdom | 112 | Dont know |
| France | 126 | Fin de scolarité obligatoire |
| France | 127 | Premier niveau de l'enseignement professionnel – BEP, CAP (niveau V) |
| France | 128 | Baccalauréat professionnel, brevet de technicien, brevet professionnel (niveau IV) |
| France | 129 | Baccalauréat général ou technologique (niveau IV) |
| France | 130 | Brevet de technicien supérieur, Diplôme universitaire de technologie (Niveau III) |
| France | 131 | Diplômes professionnels spécialisés post baccalauréat (Niveau III) |
| France | 132 | Diplômes universitaires de premier cycle (DEUG, DUES...) |
| France | 133 | Licence professionnelle |
| France | 134 | Licence |
| France | 135 | Maîtrise, doctorats, écoles d'ingénieurs |
| France | 136 | Dont know |
| Spain | 151 | Educación primaria |
| Spain | 152 | Educación General Básica (EGB) (former system) |
| Spain | 153 | Educación Secundaria Obligatoria (ESO) |
| Spain | 154 | Bachillerato (former system) |
| Spain | 155 | Curso Orientación Universitaria (COU) (former system) |
| Spain | 156 | Bachillerato |
| Spain | 157 | Ciclos formativos de grado medio |
| Spain | 158 | Ciclos formativos de grado superior |
| Spain | 159 | Formación Profesional FP I (former system) |

| | | |
|------------|-----|--|
| Spain | 160 | Formación Profesional FP II (former system) |
| Spain | 161 | Diploma Escuela Universitaria |
| Spain | 162 | Licenciatura |
| Spain | 163 | Doctorado |
| Spain | 164 | Dont know |
| Italy | 176 | nessun titolo |
| Italy | 177 | licenza elementare |
| Italy | 178 | licenza media |
| Italy | 179 | istruzione artistica (istituto d'arte (I ciclo)) |
| Italy | 180 | istruzione artistica (accademia nazionale di danza) |
| Italy | 181 | istruzione artistica (conservatorio e istituto di musica pareggiato) |
| Italy | 182 | qualifica professionale (scuola magistrale (3 anni)) |
| Italy | 183 | qualifica professionale (istituto professionale (I ciclo)) |
| Italy | 184 | diploma (di istruzione secondaria superiore) istituto professionale (II ciclo) |
| Italy | 185 | diploma (di istruzione secondaria superiore) istituto tecnico |
| Italy | 186 | diploma (di istruzione secondaria superiore) scuola/istituto magistrale (incl. anno integrativo) |
| Italy | 187 | diploma (di istruzione secondaria superiore) liceo |
| Italy | 188 | diploma (di istruzione secondaria superiore) istituto d'arte (II ciclo)/liceo artistico (incl. anno integrativo) |
| Italy | 189 | formazione professionale / corsi di formazione professionale (successivi al diploma di maturità) |
| Italy | 190 | diploma extra-universitario / accademia di belle arti |
| Italy | 191 | diploma extra-universitario / istituto superiore di industrie artistiche |
| Italy | 192 | diploma extra-universitario / accademia nazionale di arte drammatica |
| Italy | 193 | diploma extra-universitario / conservatorio musicale e istituto musicale pareggiato |
| Italy | 194 | diploma extra-universitario / accademia di danza |
| Italy | 195 | diploma extra-universitario / scuola superiore per interprete e traduttore |
| Italy | 196 | diploma extra-universitario / scuola di archivistica, paleografia e diplomatica |
| Belgium-fr | 201 | Fin de scolarité obligatoire |
| Belgium-fr | 202 | Enseignement primaire |
| Belgium-fr | 203 | 1e degré flux A |
| Belgium-fr | 204 | 1e degré flux B |
| Belgium-fr | 205 | 2e degré ESG |
| Belgium-fr | 206 | 2e degré ESA/EST |
| Belgium-fr | 207 | 2e degré ESP |
| Belgium-fr | 208 | Enseignement professionnel à temps partiel |
| Belgium-fr | 209 | IFAPME/formation des classes moyennes |
| Belgium-fr | 210 | 3e degré ESG |
| Belgium-fr | 211 | 3e degré ESA/EST |
| Belgium-fr | 212 | 3e degré (ou supérieur) ESP |
| Belgium-fr | 213 | 4e degré ESP |
| Belgium-fr | 214 | Enseignement supérieur de 1e cycle/BA professionnel |
| Belgium-fr | 215 | Enseignement supérieur de 2e cycle/BA ou MA universitaire |
| Belgium-fr | 216 | Université/Master |
| Belgium-fr | 217 | Etudes post-universitaires/doctorat |
| Belgium-fr | 218 | Dont know |

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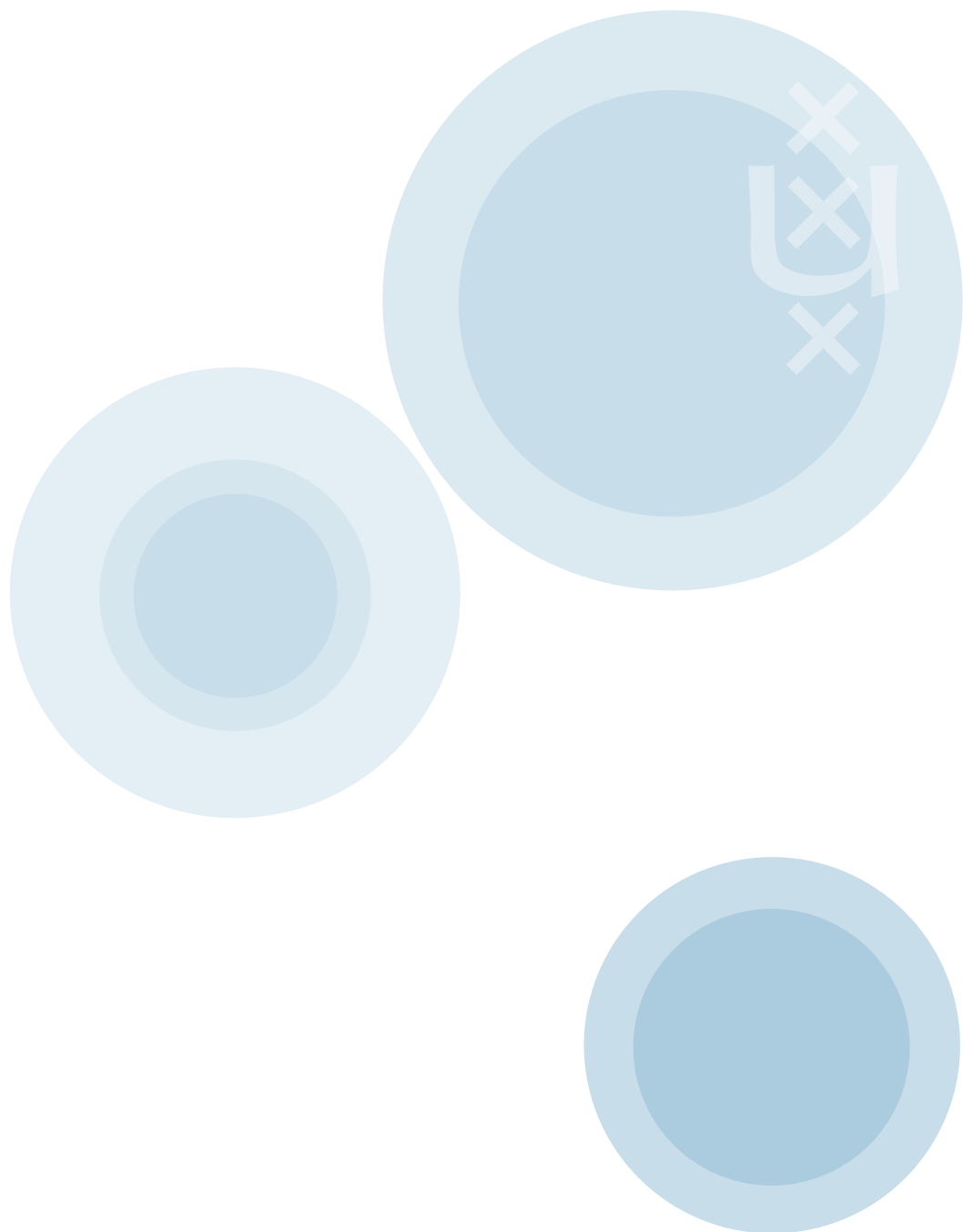
Information about AIAS

AIAS is a young interdisciplinary institute, established in 1998, aiming to become the leading expert centre in the Netherlands for research on industrial relations, organisation of work, wage formation and labour market inequalities. As a network organisation, AIAS brings together high-level expertise at the University of Amsterdam from five disciplines:

- Law
- Economics
- Sociology
- Psychology
- Health and safety studies

AIAS provides both teaching and research. On the teaching side it offers a Masters in Comparative Labour and Organisation Studies and one in Human Resource Management. In addition, it organizes special courses in co-operation with other organisations such as the Netherlands Centre for Social Innovation (NCSI), the Netherlands Institute for Small and Medium-sized Companies (MKB-Nederland), the National Centre for Industrial Relations ‘De Burcht’, the National Institute for Co-determination (GBIO), and the Netherlands Institute of International Relations ‘Clingendael’. AIAS has an extensive research program (2004-2008) on Institutions, Inequalities and Internationalisation, building on the research performed by its member scholars. Current research themes effectively include:

- Wage formation, social policy and industrial relations
- The cycles of policy learning and mimicking in labour market reforms in Europe
- The distribution of responsibility between the state and the market in social security
- The wage-indicator and world-wide comparison of employment conditions
- The projects of the LoWER network



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