

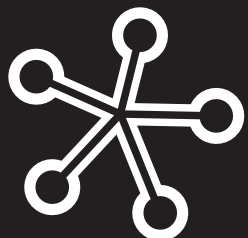


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Codebook and explanatory note on the EurOccupations dataset about the job content of 150 occupations

Kea Tijdens, Esther de Ruijter & Judith de Ruijter



Working Paper 11-107

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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 150¹ 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.

¹ Information was gathered for 10 additional key occupations as well. However, the EurOccupations team actively recruited experts for 150 ‘core’ key occupations (not for the 10 additional occupations). As a consequence, information about these 10 additional occupations may be lacking.

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.² 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.

2 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.³

	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!

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.

³ 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 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?

<input type="checkbox"/> 1 Never	
<input type="checkbox"/> 2 Yearly	
<input type="checkbox"/> 3 Monthly	
<input type="checkbox"/> 4 Weekly	
<input type="checkbox"/> 5 Daily	
<input type="checkbox"/> 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?⁴
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

4 This question is based on the European Qualification Framework.

L105

22. Which of the following descriptions characterises the skill level 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'.*

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?⁶ 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.

⁵ This question is based on the European Qualification Framework.

⁶ 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"/> L11 [Insert task 1]						
<input type="checkbox"/> L12 [Insert task 2]						
<input type="checkbox"/> L13 [Insert task 3]						
<input type="checkbox"/> L14 [Insert task 4]						
<input type="checkbox"/> L15 [Insert task 5]						
<input type="checkbox"/> L16 [Insert task 6]						
<input type="checkbox"/> L17 [Insert task 7]						
<input type="checkbox"/> L18 [Insert task 8]						
<input type="checkbox"/> L19 [Insert task 9]						
<input type="checkbox"/> L20 [Insert task 10]						
<input type="checkbox"/> L21 [Insert task 11]						
<input type="checkbox"/> L23 [Insert task 12]						
<input type="checkbox"/> L24.....						
<input type="checkbox"/> L25.....						
<input type="checkbox"/> L26.....						
<input type="checkbox"/> L27.....						

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"/> L28 [Insert task 1]				
<input type="checkbox"/> L29 [Insert task 2]				
<input type="checkbox"/> L30 [Insert task 3]				
<input type="checkbox"/> L31 [Insert task 4]				
<input type="checkbox"/> L32 [Insert task 5]				
<input type="checkbox"/> L33 [Insert task 6]				
<input type="checkbox"/> L34 [Insert task 7]				
<input type="checkbox"/> L35 [Insert task 8]				
<input type="checkbox"/> L36 [Insert task 9]				
<input type="checkbox"/> L37 [Insert task 10]				
<input type="checkbox"/> L38 [Insert task 11]				
<input type="checkbox"/> L39 [Insert task 12]				
<input type="checkbox"/> L40.....				
<input type="checkbox"/> L41.....				
<input type="checkbox"/> L42.....				
<input type="checkbox"/> L43.....				

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"/> L44 [Insert task 1]			
<input type="checkbox"/> L45 [Insert task 2]			
<input type="checkbox"/> L46 [Insert task 3]			
<input type="checkbox"/> L47 [Insert task 4]			
<input type="checkbox"/> L48 [Insert task 5]			

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

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

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)?	
<input type="checkbox"/> none <input type="checkbox"/> 1 – 10 employees <input type="checkbox"/> 11 – 100 employees <input type="checkbox"/> > 100 employees <input type="checkbox"/> 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.⁷

	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?⁸ 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 |

7 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).

- ... 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?⁹ 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?¹⁰ 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

8 This question is based on the European Qualification Framework.

9 This question is based on the European Qualification Framework.

- ... 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
- 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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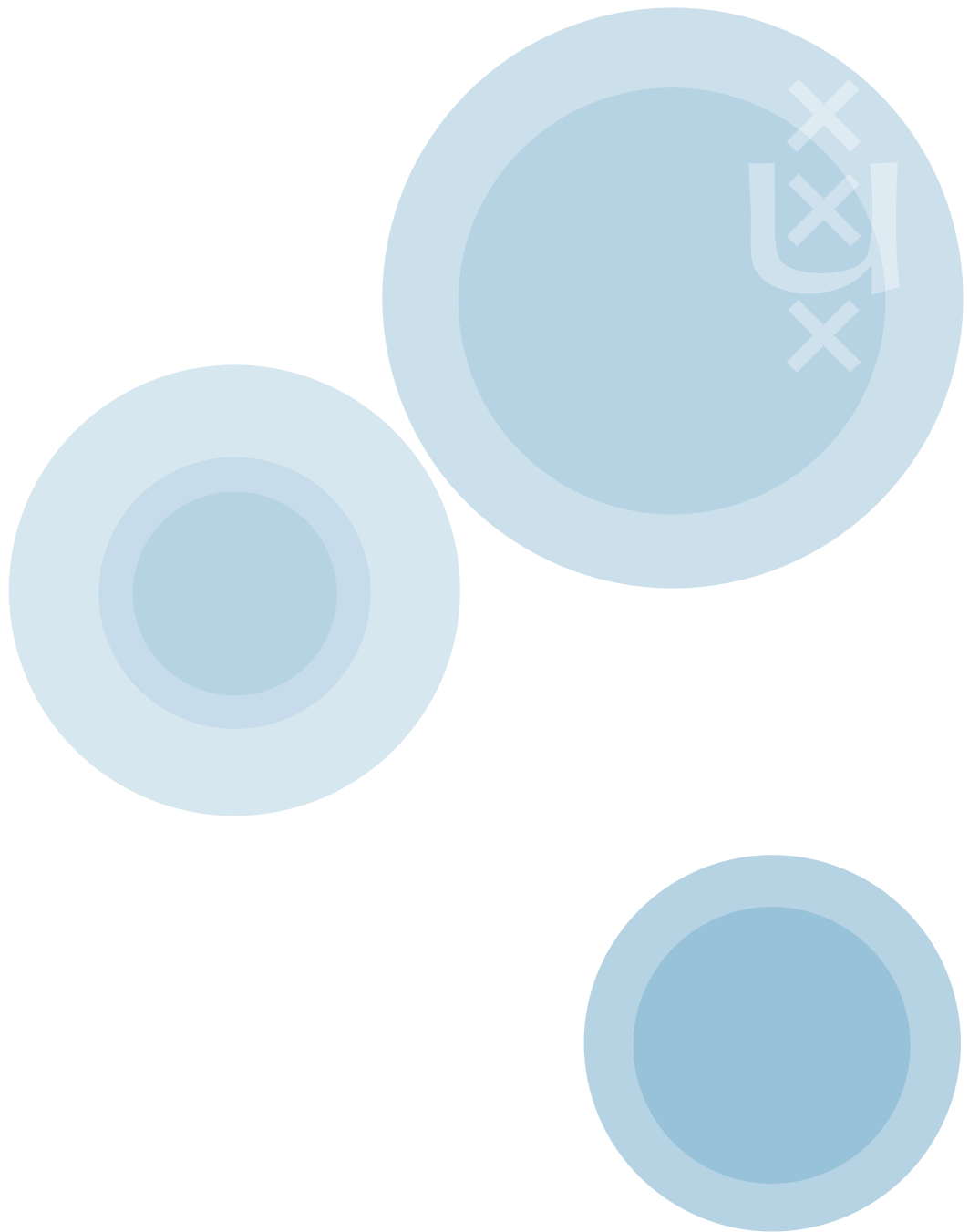
Information about AIAS

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

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- Wage formation, social policy and industrial relations
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