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**Cluster report
Information,
communication, finance
and legal occupations**

Third Reporting Period – D19b

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1. Introduction

1.1 Introduction of the EurOccupations project

How do occupations compare across countries? How can problems of incomparability of occupations be tackled? To answer these questions, 10 European universities and research institutes have joined their efforts to develop a European occupations database.

The EU funded project 'EurOccupations' aims to build a publicly available occupations database with approximately 1,600 most frequent occupations in 8 large EU member states (United Kingdom, Germany, France, Spain, Poland, Belgium, the Netherlands and Italy). The occupations cover the whole range of industries: varying from care & welfare to technology & manufacturing, from service occupations to agriculture & fishing, etc.

For all 1,600 occupations, the EurOccupations database includes occupational titles, ISCO-codes and educational levels. In addition, the database contains information about distribution of gender, education and age groups in each country for aggregate groups of occupations.

Expert research

For a selection of 150 key occupations¹, the EurOccupations database additionally includes information on skill levels, occupational content, occupational requirements and relevant social stratification measures. The information for these occupational dimensions was gathered through an expert research, in which occupational experts were asked to judge occupations of their expertise on these dimensions by means of an Internet enquiry.

Expert definition:

Experts are expected to have knowledge about occupations or groups of occupations within the countries involved in EurOccupations.

Experts are: 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.

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.

In addition: occupational workers enquiry

Additionally, occupational workers were also asked to complete an Internet enquiry for these 150 key occupations. This so called 'occupational worker enquiry' included questions that can be answered by practitioners and focused on the actual education levels of occupational workers (and how these relate to occupational requirements).

Clusters of occupations

In order to structure and streamline the development of the EurOccupations database, the occupation database is organised along the lines of eight clusters of occupations. The clusters of occupations are divided as follows:

Table 1 Overview of the division of 8 clusters of occupations

Cluster title
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

1.2 Introduction of the cluster 'information, communication, finance and legal occupations'

The 'information, communication, finance and legal occupations' cluster contains 5 areas of work, comprising 20 occupations.

1. Finances, bank, insurance

- Accountant
- Bank clerk
- Estate agent
- Financial clerk
- Financial institution branch manager
- Mortgage clerk

2. IT, automation, telecommunication

- Database designer
- IT applications programmer
- IT systems administrator
- Telecommunication equipment installer or repairer
- Web designer

3. Marketing, PR, advertising

- Marketing manager

4. Media, graphic, printing, culture, design

- Journalist
- Musical instrument maker
- Portrait, wedding or other events photographer
- Printing machine operator

5. Legal, administration, inspection, policy adviser

- Judge
- Lawyer
- Policy adviser
- Tax inspector

2. Data collection

2.1 The EurOccupations data collection

As was mentioned earlier, an expert research was conducted in order to gather the relevant occupational information for our 150 key occupations². In this expert research, experts were asked to judge these key occupations on the relevant dimensions by means of an Internet enquiry.

Expert definition:

Experts are expected to have knowledge about occupations or groups of occupations within the countries involved in EurOccupations.

Experts are: 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.

Expert Internet enquiry

Experts were asked to complete two types of Internet enquiries:

- **The occupation expert enquiry for 150 key occupations**

In this enquiry, questions were asked about skill levels, occupational content and relevant social stratification measures. The occupation questionnaire is included in Appendix B.

For each key occupation, unique task descriptions (10-12 tasks) were included in the questionnaire. These task descriptions have been developed by means of international desk research, following standardised EurOccupations procedures (see procedures expert data collection available on: <http://www.euroccupations.org/main/researchlab/deliverablesyr1>). Experts were asked to judge these tasks on frequency and importance. We aimed to have at least 2 completed expert questionnaires for each key occupation in each country. For some key occupations, only one or even no expert questionnaires were completed. For these key occupations, information was collected using different sources (see occupational worker enquiry and partner questionnaire, described below).

- **The education expert enquiry for 1,432 occupations³**

In this enquiry, experts were asked to provide the required educational level for a number of occupations in the area(s) of work of their expertise (random selection of occupations from the area of work). The education expert questionnaire is included in Appendix C.

² 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.

³ The education expert enquiry was based on the draft version of the extended list of occupations (containing 1,432 occupations). The final extended list of occupations contains 1,600 occupations.

2.1.1 Expert recruitment activities

In each of the countries, EurOccupations partners recruited experts by undertaking various actions (following the EurOccupations procedures for expert recruitment). 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 differs between the participating countries. Therefore, the focus of expert recruitment activities differed between the countries.

Expert recruitment France (Céreq)

Céreq (the French centre on Education, training and employment) is placed under the aegis of both the French ministry of education and the French ministry of employment. This allowed it to organise institutional partnership in order to involve experts:

- In the Ministry of Education, during some sectoral meetings called "Commissions professionnelles consultatives", associating social partners and experts in vocational fields of all economical sectors,
- In the Ministry of Employment, also during some sectoral meetings associating social partners and experts, and when associating the specialists having taken part to the last French dictionary of occupations, called the ROME (Répertoire Opérationnel des emplois et des métiers).

Then, it has associated both representatives from its statistical databases system (INSEE, Institut national de la statistique et des études économiques) and from its labor market analysis (DARES, Délégation générale à l'emploi et à la formation professionnelle), in the EurOccupations Steering Committee. Thus, many colleagues have accepted direct or phone interviews (for researchers located all around France) that were later keyboarded or captured in the computer.

Céreq also possesses interesting databases, such as a unique dictionary of industry representatives associated to the French MEDEF (Mouvement des entreprises de France), the biggest

employer organisation. It has used all its details for all economic sectors, from A to Z (aeronautics to civil engineering). They were usually reached first by telephone, then by e-mail, and it was all the more successful because many professional contacts were already well known from Céreq, and they had already heard about the Céreq role in France.

Céreq has also organised direct communication during some meetings (at the Ministry of Education and during internal meetings of its own experts), as well as two institutional communication through its publications such as the monthly "Céreq Bref", issued in 6.000 copies, and then published online⁴. It has also associated all its sectoral experts employed as "Chargés d'études" (researchers), coming from sociological or economical backgrounds but specialised in the various economical sectors and French occupations. Then, some more experts could be found during the EurOccupations international meeting organised in Marseilles, at Céreq's city location, that represented a great opportunity and was very well organised by the Dutch coordinator (especially the Erasmus University of Rotterdam and AO Consult).

The answering rate of experts is a witness of the success of the operation: 345, properly balanced between the 164 benchmarked occupations.

Expert recruitment United Kingdom (IER, University of Warwick)

Intensive efforts in the early stage of recruitment to attract experts in relevant organisations directly by email (sent from Professor Peter Elias' email address) proved largely ineffective, probably because of the high volume of email traffic that such recipients receive and the tendency of busy individuals to delete without reading any emails from individuals that they do not recognise. The decision was therefore made to adopt a more personal approach:

- in line with previous practice, relevant websites were explored in order to identify, where possible, appropriate individuals to contact;
- a telephone call to the identified experts was then made to seek their cooperation;
- a follow-up email was sent giving standard information, appropriately amended for individual circumstances and containing direct links to the online questionnaire for specific occupations.

This strategy was more effective, although response rates remained variable.

Organisations targeted

- A key focus for recruitment was the Sector Skills Council (SSC) relevant to each of the occupations. In some cases IER colleagues were able to recommend individuals in those Councils. Some SSCs responded directly, or recommended other useful contacts able to respond for a particular occupation in the sector.

⁴ - Translation of the EurOccupations flyer and dissemination with the project coasters.

- 2 Céreq Bref articles (mentioned in the previous dissemination reports);

- 1 Céreq electronic letter, September 2009: some issues about the EurOccupations meeting that hold in Marseilles in April 2009.

- For health-related occupations approaches were made to relevant sections within the UK National Health Service.
- Where appropriate, contact was with professional or trade associations.
- Professional contacts of the staff of the Institute for Employment Research were exploited, along with partner organisations in other projects conducted by the IER.
- The University of Warwick proved a useful source of experts across a range of the benchmarked occupations. Departments approached included: the Finance Office, Personnel Office and other central administrative functions; Sports Centre; Department of Psychology; Warwick Conferences; Estates Office.
- Contact was made with some lecturing staff in Colleges of Further Education involved in sectoral training programmes.

Other recruitment measures

- Dissemination of information about the project, via distribution of flyers, the EurOccupations banner and some text on the IER website, and a workshop organised in IER, were all aimed at promoting participation in the expert enquiry.
- Where continued difficulty was encountered in achieving expert recruitment via organisations as described in the previous sections, personal contacts with individuals working in an occupation were used in a few instances.
- For around 15 occupations where potential respondents were unable or reluctant to complete the questionnaire online, pre-completed questionnaires were sent to them for comment and amendment, and were then submitted from IER.
- Paper copies of the questionnaire were offered in one or two cases, but this approach did not work.
- Finally, the IER EurOccupations team completed partner questionnaires based on desk research and validated, where possible, by occupational experts.

Expert recruitment Germany (AWWW GmbH)

The main expert recruitment activities in Germany included:

- Setting up particular EurOccupations **web-sites** both in German and in English on the two main web-sites of the AWWW GmbH (awww.de / awww.eu).
- Placing information on EurOccupations and links to the online questionnaire on six thematic web-sites maintained by the AWWW GmbH.
- Asking **German expert organisations** (e.g., trade unions, employer organisations, chambers of commerce, ministries, research institutes, knowledge centres, education institutes) to assist in recruiting experts in their networks, e.g. by contacting relevant experts, placing banners on their website. 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.
- Sending **e-mails to relevant (expert) organisations** to ask for their cooperation. The e-mails included the relevant direct links to the according occupations covered by the organisation, links to the AWWW GmbH web-sites, and the EurOccupations flyer as PDF attachment.
- Attending conferences, workshops, seminars etc. to distribute information about EurOccupations (presentations, distributing flyers etc.).

Expert recruitment The Netherlands (AO Consult)

In order to recruit sufficient experts to complete our expert web survey, we undertook different types of actions:

- We approached expert organisations (e.g., knowledge centres, branch organisations, large companies, vocational advise agencies). We found these organisations within our network of organisations or through the Internet. We contacted these organisations by telephone and organised a personal meeting with a representative to discuss how they could assist us in recruiting experts in their networks. Usually, these organisations asked employees, members or external contacts to complete EurOccupations questionnaires (occupation questionnaire and education questionnaire). In addition, some organisations placed a banner on their website including a link to our questionnaire (depending on the type of website visitors) and/or published articles in their newsletter or journal. In some cases, organisations also placed banners on their website linking to the occupational worker survey. If the response stayed behind, we contacted organisations again to ask whether they could undertake additional action in order to obtain a sufficient number of completed questionnaires. In total, we organised personal meetings with 47 representatives of expert organisations and additionally had telephone contact with 66 representatives.
- We asked individual experts to complete the questionnaires by telephone, e-mail or in person. For instance, we asked network contacts, colleagues, acquaintances, friends or family who are experts on specific occupations to complete questionnaires. All employees of Arbeid Opleidingen Consult mobilised their network in order to recruit as many experts as possible.
- We sent a large mailing to 430 expert organisations in November 2007, including a letter asking them to participate in our data collection and a number of flyers and business cards.
- We sent a large mailing to 68 occupation advisors in February 2008, including a letter asking them to participate in our data collection and a number of flyers and business cards.
- We presented the EurOccupations project at 9 conferences and (expert) meetings, asking participants to complete questionnaires about the occupations of their expertise.
- We sent a press release to 71 specialist journals.
- We placed EurOccupations-banners on our website (www.aiconsult.nl).
- Paper copies of the questionnaire were offered to experts upon request.
- Finally, partner questionnaires were completed based on desk research and validated, where possible, by occupational experts.

Expert recruitment Spain (CIREM)

- Introduction of information and invitation to participate (with a banner in order to facilitate it) in the web of CIREM Foundation. And also in the review "Herramientas", of the Foundation.
- Two great mailings (of about 500 e-mails in April and 200 in October 2008, and others little).
- Relations with the National Institute of Qualifications, in order to invite its expert teams to participate. The contacts included several meetings and the delivery of reports and flyers.
- Contacts and invitations with occasion of a National Conference on the occupations of the cluster on Education (in Madrid, April 2008), and the Marseille Conference (May 2008).
- Information and invitation to about 120 experts: directly, by telephone and by e-mail. Since November 2008 we have even helped about 15 experts in wide occupations fields to record the answers.

Expert recruitment Belgium (HIVA, Katholieke Universiteit Leuven)

For Belgium, complementary to the general recruitment strategy, following recruitment actions were taken.

- Professional organizations were contacted, and asked if they had some sort of communication to their members. Were they had one, we tried to have information on Eurooccupations included. E.g.: the Association of engineers publish a magazine, and included a small article and a call for experts. The meteorologists put information and a call for experts on their website. Etc.
- Intermediate organizations on the labor market were contacted, mainly employment agencies. For example, the Flemish government employment agency (VDAB) have a special research cell on occupational and competency profiles (VDAB – COBRA). This team agreed to input their knowledge in our project, and also helped us finding other people at VDAB with a broad knowledge on certain occupations.
- As a part of the Flemish social and economic council (SERV), the Flanders Technology Foundation (STV) has a team of people working around occupational and competency profiles. SERV agreed to input their knowledge into our project as well, by filling out questionnaires on over 40 occupations.
- Contact was established with the National Statistics office, who were in a review phase of the NOC. A mutual trade of knowledge and ideas has been established since then.
- We presented the project to the point of support concerning Work and Social economy, who supply end-users with information on labor market topics (in a broad sense) and have done important work on the harmonization of socio-economic administrative data, including occupation.
- Trade union involvement came about through the reactions of numerous trade unionists who reacted to the first calls for experts in the project, and direct contact with the information departments of the major trade unions.
- We attended to job-information fares on a regular basis, to get in contact with people promoting or informing about certain occupations.

- We screened which international professional organizations were based in Brussels, and visited some of them who reacted to our mails on the project. This resulted, a.o. in the cooperation of the European Accountants Federation.
- We had topics on occupational harmonization put on the topic list for the master dissertations at the University .

Expert recruitment Poland (Poznan University of Economics)

The main expert recruitment activities in Poland included:

- preparing the contact list included 717 organisations,
- sending e-mails to the expert organisations from the mailing list (January 2008), asking them to participate in data collection,
- phones and e-mails to the employees of Labour Ministry and National Statistic Office, who were involved in preparation of actual Polish occupational classification,
- phones, e-mails and meetings with members of Polish Human Resources Association (PSZK) to promote the idea of EurOccupation project among employees of HR departments and consulting company owners,
- contacts with employer organisations (Business Centre Club – BCC) and trade unions representatives (NSZZ Solidarnosc), asking them to participate in the project,
- inviting University employees, through the mailing list, to get interested in the proect,
- asking individual experts (using network of personal contacts) to complete the questionnaires(by telephone, in person or e-mailing them direct link to specific expert questionnaire),
- EurOccupation presentations during Polish Human Resources Association (PSZK) meetings and seminars at the Poznan University of Economics,
- flyers dissemination at the trade union meetings and at the different conferences,
- banners and links at the web pages of expert organisations and at the professional portals,
- interview in regional Poznan TV,
- cooperation with HR Students Association at the Poznan University of Economics,
- looking for the additional funds to support the EurOccupation project, that enable to hire the pollsters - after the bureaucratic procedure we got the money from Polish government. In November 2008 we hired the pollsters to gather the expert questionnaires (paper version). Pollsters hired in Poznan, contacted individual experts and organizations in Poland, conducted the interviews (during the interview questionnaires were completed) and transferred the answers to the questionnaires at the web. This method enabled us to gather more than 300 questionnaires.

We found that the most successful method of expert recruiting were: contacts with individual experts by sending them links to the selected questionnaires and cooperation with pollsters, who reached the experts asking them to fill in the paper questionnaires.

2.1.2 Additional data collection

Occupational worker enquiry

Additionally, occupational workers were also consulted in order to gather additional occupation information and to obtain insight in differences between actual and required educational levels. The occupational worker questionnaire is included in Appendix D. The occupational workers were recruited by means of weblinks on the WageIndicator websites (see www.WageIndicator.org) and additional recruitment activities by the EurOccupations partners.

Partner questionnaire

For occupations for which it was extremely difficult to recruit experts to complete occupation questionnaires, our national EurOccupations partners completed a partner questionnaire (see Appendix E). They completed this questionnaire based on desk research. If possible, experts were asked to validate the answers.

2.2 Expert response rates for the cluster 'information, communication, finance and legal occupations'

Table: Response rates of the EurOccupations expert Internet enquiry for the clusters of '**information, communication, finance and legal**' occupations in the 8 participating countries

Cluster of occupations	BE	SP	FR	GE	IT	NL	PO	UK	Total
Information, communication, finance, legal (20 key occupations)	15	55	41	72	4	57	71	35	350

Table 2.3 Response rates of the EurOccupations occupational worker enquiry for '**information, communication, finance and legal**' occupations in the 8 participating countries

cluster	BE	SP	FR	GE	IT	NL	PO	UK	Total
Information, communication, finance, legal (20 key occupations)	63	39	1	15	21	44	34	24	241

Table: Response rate of the partner inquiry

	UK	NL	Total
Accountant	1	1	2
Bank clerk	1	1	2

Database designer		1	1
Estate agent	1	1	2
Financial clerk		1	1
Financial institution branch manager	1	1	2
IT applications programmer		1	1
IT systems administrator		1	1
Journalist	1	1	2
Judge	1	1	2
Lawyer	1	1	2
Marketing manager	1	1	2
Mortgage clerk	1		1
Policy adviser	1	1	2
Portrait, wedding or other events photographer	1	1	2
Printing machine operator		1	1
Tax inspector	1	1	2
Telecommunication equipment installer or repairer	1	1	2
Web designer		1	1
	13	18	31

3. Analyses EurOccupations data 'information, communication, finance and legal occupations'

In this section we discuss the results of the expert inquiry for each occupation. For the occupational profile we will present the main opinion as reflected in the data. Specific country differences will be contrasted to this main opinion where necessary.

Tasks from the tasks profiles are structured following their frequency. The importance of each task is indicated by a symbol system:

- ++ = major importance
- + = some importance
- 0 = not at all important

The detailed tables can be found in a separate section in this report, behind the occupational profiles.

3.1. Accountant

For the occupation Accountant, the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)⁵.

Tasks

Daily:

- Prepare, examine, or analyze accounting records, financial statements, or other financial reports to assess accuracy, completeness, and conformance to reporting and procedural standards. ++
- Compute taxes owed and prepare tax returns, ensuring compliance with payment, reporting or other tax requirements. ++ (*some importance in France and the Netherlands*)
- Establish tables of accounts and assign entries to proper accounts. (Poland doubts between daily or weekly) ++ to +

⁵ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

- Develop, implement, modify, and document recordkeeping and accounting systems, making use of current computer technology. + to ++
- Prepare forms and manuals for accounting and bookkeeping personnel, and direct their work activities. (experts in the Netherlands indicate this not being a task of an accountant) + to ++

Monthly:

- Analyze business operations, trends, costs, revenues, financial commitments, and obligations, to project future revenues and expenses or to provide advice. (some respondents tend to daily) ++ (but slight tendency to + noticeable)
- Report to management regarding the finances of establishment. ++
- Develop, maintain, and analyze budgets, preparing periodic reports that compare budgeted costs to actual costs (monthly is main trend in the answers, but also daily and weekly are present; Poland is divided between monthly and yearly) ++
- Survey operations to ascertain financial needs and to recommend, develop, or maintain solutions to business and financial problems. (monthly is median, but expert responses vary from daily over weekly to monthly) ++
- Advise management about issues such as resource utilization, tax strategies, and the assumptions underlying budget forecasts. (in Poland and Germany this would rather be a yearly task) ++

Additional formal requirements

Additional diploma is said to be necessary for accountants in France, Germany, the Netherlands and Poland. Certification needed in UK, Germany and Poland. Professional code or protocol in the Netherlands and Poland.

Competencies

Most competencies we questioned are found of major importance by the experts.

However, 'relating and networking' is found not at all important in Spain and the Netherlands; 'negotiating' is found little to not important in most countries, and plain unimportant in Spain; the same goes for 'Developing new procedures and working methods' and 'forming strategies'. 'Coping with stressfull situations' is found of major importance in general, except for Spain where this competency is considered not at all important. A majority of French experts considers 'commercial thinking' no competency for an accountant, while other countries indicate this skill to be of at least some importance.

Evolution in size of occupation

The size of the occupation is expected to remain stable of increase.



Data tables

3.2. Bank clerk

For the occupation Bank clerk, the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)⁶.

Tasks

Daily:

- Answer customers' questions, and explain available services such as deposit accounts, bonds, and securities. ++
- Compile information about new accounts, enter account information into computers, and file related forms or other documents ++
- Refer customers to appropriate bank personnel to meet their financial needs (in Germany this is indicated by experts to be more of a weekly task) + to ++
- Interview customers to obtain information needed for opening accounts or renting safe-deposit boxes (in Germany experts indicate a monthly frequency for this task, the UK expert states this isn't a task at all for bank clerks in the UK). ++ to +
- Inform customers of procedures for applying for services such as ATM cards, direct deposit of checks, and certificates of deposit ++
- Collect and record customer deposits and fees, and issue receipts using computers (the Dutch experts are not unanimous whether this is a bank clerk task or not). ++
- Perform teller duties as required (again, the Dutch experts are not unanimous whether this is a bank clerk task or not). ++ to +
- Execute wire transfers of funds. ++

Monthly:

- Obtain credit records from reporting agencies (in France and Poland this is considered a daily task). ++ to +

Weekly

⁶ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

- Investigate and correct errors upon customers' request, according to customer and bank records (there is a tendency towards considering it a daily task in most countries, except for Germany where it would rather be a monthly task and Poland, where it is clearly daily). ++ to +

Additional formal requirements

The Dutch experts indicate that additional certification is needed to be a bank clerk, and that there is a professional code or protocol. Certification is also required for bank clerks in Germany.

Competencies

Major importance

- Initiating action
- Communicating (some for Spain)
- Relating and networking (though the picture is not entirely clear, Spanish experts consider this competency of no importance, Dutch experts are undecided, and for France this has only some importance)
- Negotiating (some importance in Spain and the Netherlands)
- Applying know-how, professional expertise (some in France)
- Problem solving
- Following procedures and instructions
- Dealing with contingencies (not at all in the UK)
- Coping with stressful situations (Not at all in Spain, some importance in UK and France)
- Commercial thinking

Some importance

- Instructing co-workers (though the Dutch experts feel this is not a competency for bank clerks at all)
- Supervising (not at all in UK and the Netherlands)
- Co-operating with other colleagues (opinions are spread somewhat, but a majority of the Spanish experts says it's no competency for Spanish bank clerks at all)
- Reporting
- Planning and organising (not at all important in UK and Spain)

Not at all

- Developing new procedures and working methods (some importance in France, Poland and Germany)
- Forming strategies (some importance in France and Poland, major importance in Germany)

Evolution in size of occupation

The expert answers to this question do not create a clear picture of the future evolutions. Both among experts within countries as between countries there is no accordance in views on this topic.

Data tables

3.3. Estate agent

For the occupation Bank clerk, the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)⁷.

Tasks

Daily

- Prepare and present purchase offers to sellers for consideration, using e.g. detailed descriptions of the properties. ++
- Ensure that terms and conditions of purchase agreements are met before closing dates (weekly in the UK) ++
- Interview clients to determine what kinds of properties they are seeking. ++ (only + in Belgium and France)
- Prepare documents such as representation contracts, purchase agreements, closing statements, deeds and leases (weekly in the UK).
- Prepare documents such as representation contracts, purchase agreements, closing statements, deeds and leases. ++
- Coordinate property closings, overseeing signing of documents and disbursement of funds (weekly in the UK, unclear in Poland). ++ (only + in Spain)
- Negotiate between buyers and sellers, generally representing one or the other. ++ (only + in Poland)
- Promote sales of properties through advertisements, open houses, participation in multiple listing services, or other methods. ++ (only + in France)
- Compare a property with similar properties that have recently sold to determine its competitive market price. ++ (only + in Spain)
- Coordinate appointments to show homes to prospective buyers. ++ (only + in Belgium and France)

Weekly

- Generate lists of properties that are compatible with buyers' needs and financial resources. + (but ++ in Germany, the Netherlands and Poland).

⁷ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

Additional formal requirements

An additional diploma, certification is required in the Netherlands and Poland. A professional code or protocol is in order in these two countries too, as well as in France.

Competencies

Major importance

- Initiating action (some importance in France and Spain)
- Co-operating with colleagues (not at all in Belgium, Spanish experts are undecided)
- Communicating (some importance in Spain)
- Relating and networking (not at all in Spain)
- Negotiating
- Reporting (not at all in Spain)
- Applying know-how, professional expertise
- Problem solving
- Planning and organising (not at all important in Spain)
- Coping with stressful situations (not at all important in Spain)
- Commercial thinking

Some importance

- Instructing co-workers (not at all important in Belgium)
- Supervising (not at all important in Belgium - though some experts in other countries feel the same but are never the majority)
- Developing new procedures and working methods (not at all in Belgium)
- Forming strategies (not at all important in Spain)
- Following instructions and procedures (not at all important in Belgium)
- Dealing with contingencies (major importance in Germany, the Netherlands and Poland)

Evolution in size of occupation

The experts are not at all unanimous in their opinion on the future evolution of this occupation within the different countries. In general most experts think the size of this occupation will remain stable over the next few years.

Data tables



3.4. Financial clerk

For the occupation 'Financial clerk', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)⁸.

Tasks

Daily

- Check figures, postings, and documents for correct entry, mathematical accuracy, and proper codes. ++ (in Poland +)
- Operate computers programmed with accounting software to record, store, and analyze information (weekly in Poland). ++
- Debit, credit, and total accounts on computer spreadsheets and databases, using specialized accounting software (monthly in Poland). ++
- Classify, record, and summarize numerical and financial data to compile and keep financial records, using journals and ledgers or computers (monthly in the Netherlands, unclear in UK and Poland) ++
- Classify, record, and summarize numerical and financial data to compile and keep financial records, using journals and ledgers or computers. ++
- Compile statistical, financial, accounting or auditing reports and tables pertaining to such matters as cash receipts, expenditures, accounts payable and receivable, and profits and losses (monthly in the Netherlands and Poland, unclear in the UK) ++
- Code documents according to relevant procedures. ++ (not at all important in Poland)
- Access computerized financial information to answer general questions as well as those related to specific accounts (weekly in France). ++

Additional formal requirements

A specific diploma is required to be a financial clerk in France and Germany. You need to be certified to work as a financial clerk in Poland.

Competencies

Major

- Co-operating with colleagues (only some importance in France)
- Reporting
- Applying know-how, professional expertise

⁸ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

- Problem solving
- Planning and organising (not at all in Spain)
- Following instructions and procedures

Some importance

- Initiating action
- Instructing co-workers (not at all important in the Netherlands)
- Supervising (not at all in France and the Netherlands)
- Communicating
- Relating and networking (but very unclear overall picture for this competency)
- Developing new procedures and working methods (not at all important in the Netherlands and in Spain)
- Forming strategies (not at all in the Netherlands and Spain)
- Dealing with contingencies
- Coping with stressful situations (not at all in Spain)
- Commercial thinking (not at all in the Netherlands)

Not at all important

- Negotiating (major importance in Poland)
-

Evolution in size of occupation

Experts think the size of this occupation will remain stable or increase.

Data tables

3.5. Financial institution branch manager

For the occupation 'Financial institution branch manager', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)⁹.

Tasks

Daily

- Plan, direct and coordinate the activities of staff in the branch or department. ++ (only + in France)
- Establish and maintain relationships with individual and business customers. ++ (only + in France)
- Provide assistance with customers' problems, such as heritage matters, changes in law that affect customers, etc (monthly in the Netherlands and Poland, never in the UK). +
- Provide assistance with customers' problems, such as heritage matters, changes in law that affect customers, etc (weekly in the UK and the Netherlands). ++ (only + in France, Germany and the Netherlands)
- Monitor credit extension decisions (weekly in the UK and Poland). ++ (only + in France and Germany)
- Conduct financial investigations (monthly in the Netherlands, overall a quite scattered response pattern for all countries). ++ (not at all in Germany, only + in France and the Netherlands)
- Oversee the flow of cash and financial instruments, and prepare financial and regulatory reports. ++ (only + in France)
- Approve or reject, or coordinate the approval or rejection of, lines of credit and commercial, real estate and personal loans. ++ (only + in France, Germany and the Netherlands)
- Coordinate the cooperation with the other branches of the company (yearly in the UK, weekly in Spain). + (in UK ++)

Monthly

- Recruit staff members, evaluate their performance, and coordinate training programmes (yearly in the Netherlands and Poland). ++ (only + in France and the Netherlands)

Additional formal requirements

⁹ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

The French and Dutch experts mention that a specific additional diploma is needed for this occupation. For the Netherlands a certification is needed as well, the same goes for Germany. In Poland there is mentioning of a professional code or protocol for people in this occupation.

Competencies

Major importance

- Initiating action (some in France)
- Supervising (some in Spain and France)
- Communicating (some in Spain and France)
- Relating and networking (some in Spain and France)
- Applying know-how, professional expertise (some in the Netherlands)
- Problem solving
- Forming strategies
- Planning and organising
- Following instructions and procedures
- Coping with stressful situations (not at all in Spain)
- Commercial thinking (some in France)

Some importance

- Instructing co-workers (major in the UK and the Netherlands)
- Co-operating with colleagues (major in the UK and the Netherlands)
- Negotiating (major in UK and the Netherlands)
- Developing new procedures and working methods (major in Germany, not at all in Spain and the Netherlands)
- Following instructions and procedures (major in UK and Poland)

Evolution in size of occupation

Experts think the size will remain stable or decline.

Data tables

3.6. **Mortgage clerk**

For the occupation 'Mortgage clerk', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹⁰.

Tasks

1. Verify and examine information and accuracy of loan application and closing documents.	Daily	++
2. Interview loan applicants in order to obtain personal and financial data, and to assist in completing applications.	Daily	++ (only + in France)
3. Assemble and compile documents for loan closings, such as title abstracts, insurance forms, loan forms, and tax receipts.	Daily	++ (only + in France)
4. Answer questions and advise customers regarding loans and transactions.	Daily	++ (only + in France)
5. Contact customers concerning acceptance or rejection of applications, e.g. by mail, telephone, or in person.	Daily	++ (only + in France)
6. Record applications for loan and credit, loan information, disbursements of funds or other relevant information, e.g. using computers.	Daily (weekly in Spain and Poland)	++ (only + in France)
7. Prepare and type loan applications, closing documents, legal documents, letters, forms, government notices, checks or other documents, in written or using computers.	Daily to weekly	++ (only + in France and Spain)
8. Present loan and repayment schedules to customers.	Daily (weekly in the Uk and Poland)	Major to some

¹⁰ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

<p>9. Calculate, review, and correct errors on interest, principal, payment, closing costs or any other necessary information, using e.g. computers or calculators.</p>	Daily	Major
<p>10. Check value of customer collateral, such as a house or property, to be held as loan security, e.g. by appointing an expert for estimation.</p>	Daily to weekly	++ (only + in France)

Additional formal requirements

See data tables

Competencies

Initiating action	Major to some importance
Instructing co-workers	Some
Supervising	Some (not at all in the Uk and the Netherlands)
Co-operating with colleagues	Major (some in Spain and France)
Communicating	Major to some
Relating and networking	Some to major (not at all in Spain)
Negotiating	Some
Reporting	Some
Applying know-how, professional expertise	Major
Problem solving	Major to some
Developing new procedures and working methods	Some to not at all
Forming strategies	Not at all (major in Poland, some in France)
Planning and organising	Major (not at all in Spain)
Following instructions and procedures	Major
Dealing with contingencies	Some to major
Coping with stressful situations	Some to major (not at all in Spain)
Commercial thinking	Major



Evolution in size of occupation

The experts in all the countries involved say that according to them the size of this occupation will remain stable over the next five years.

Data tables

3.7. Database designer

Tasks

Daily

- Program databases in computer languages such as Structured Query Language (SQL). ++
- Testrun databases (weekly in the Netherlands, monthly in UK and Poland) ++
- Develop ways to disclose the data for users, for example by programming internet applications (monthly in UK and the Netherlands) ++ to +
- Maintain and adapt existing databases following changing needs of users, or changing possibilities in programming (monthly in UK, Netherlands and Poland). ++

Weekly

- Make reports based on the data in the database (daily in France and Germany). +

Yearly

- Draw up a database structure (logical datamodel) to meet the needs and expectations of future users (daily in Spain, France and Germany; monthly in the Netherlands) ++
- Perform an ICT-projectstudy to assess the feasibility and/or cost of a database (daily in Spain and Germany). ++

Not at all

- Provide data for the database: in five out of eight countries experts indicate this is never a task for a database designer (daily in France, weekly in Spain) + to ++

Additional formal requirements

In Poland additional certification is said to be needed.

Competencies

Major importance

- Applying know-how, professional expertise
- Problem solving
- Planning and organising (though opinions are scattered and some experts find this competency not at all important for this occupation)
- Following instructions and procedures (some in France and Germany)

Some importance

- Initiating action (major in Germany)
- Instructing co-workers (though in for countries experts indicate this is not a competency for this occupation in their opinion)
- Supervising (not at all in UK and Netherlands)

- Co-operating with colleagues
- Communicating
- Relating and networking (not at all in Spain)
- Developing new procedures and working methods (in UK not at all important)
- Reporting
- Dealing with contingencies
- Commercial thinking (not at all important in Belgium and Spain)

Not at all

- Negotiating (major importance in Germany)
- Forming strategies (major in Belgium and Germany)
- Coping with stressful situations (some in Belgium, major in Germany)

Evolution in size of occupation

The majority of experts in all countries expect the size of this occupation to increase over the next five years. Some think it will remain stable. No single expert expects a decrease.

Data tables

3.8. **IT applications programmer**

For the occupation 'IT applications programmer', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹¹.

Tasks

1. Develop application software specifically for individual users.	Daily (monthly in Germany)	Major importance
2. Consult with users about software system design and maintenance.	Weekly (monthly UK and Belgium; daily in Germany)	Major
3. Confer with systems analysts, engineers, programmers and others to design system and to obtain information on project limitations and capabilities, performance requirements and interfaces.	weekly	major
4. Analyze user needs and software requirements to determine feasibility of design within time and cost constraints.	Weekly (though scattered response pattern)	major
5. Modify, adapt, extend, integrate existing software solutions including standard software.	daily	major
6. Test and implement developed programs.	daily	major
7. Improve application software with regard to functionality, security and economic viability.	Daily (weekly in Poland, yearly in the Netherlands)	major
8. Draw up program documentations, such as step-by-step-guides.	monthly	Some (not at all in Poland)
9. Guide, train and qualify users.	monthly	some

¹¹ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

Additional formal requirements

See data tables

Competencies (importance)

Initiating action	some
Instructing co-workers	Some
Supervising	some
Co-operating with colleagues	major
Communicating	major
Relating and networking	some
Negotiating	Not at all
Reporting	some
Applying know-how, professional expertise	major
Problem solving	major
Developing new procedures and working methods	major
Forming strategies	Some (not at all in Spain, Germany and the Netherlands)
Planning and organising	some
Following instructions and procedures	some
Dealing with contingencies	Some
Coping with stressful situations	Some (not at all in Spain)
Commercial thinking	Not at all

Evolution in size of occupation

In important part of the experts expects the size of this occupation to increase over the next five years

Data tables

3.9. **IT systems administrator**

For the occupation 'IT systems administrator', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹².

Tasks

1. Diagnose hardware and software problems, and replace defective components.	weekly	++
2. Perform data backups and disaster recovery operations.	daily	++
3. Maintain and administer computer networks and related computing environments including computer hardware, systems software, applications software, and all configurations.	daily	++
4. Plan, coordinate, and implement network security measures to protect data, software, and hardware.	Weekly	++
5. Operate master consoles to monitor the performance of computer systems and networks, and to coordinate computer network access and use.	Daily	++
6. Perform routine network startup and shutdown procedures, and maintain control records.	Daily	+
7. Design, configure, and test computer hardware, networking software and operating system software.	Monthly	++

¹² http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

8. Recommend changes to improve systems and network configurations, and determine hardware or software requirements related to such changes.	Monthly	+	
9. Confer with network users about how to solve existing system problems.	Daily	+	
10. Programming in scripting languages (such as Javascript, PERL, CGI, Vbscript, ...)	Daily	+	

Additional formal requirements

See data tables

Competencies (importance)

Initiating action	Some
Instructing co-workers	Some
Supervising	Some
Co-operating with colleagues	Some to major
Communicating	Some to major
Relating and networking	Some (not at all in Spain)
Negotiating	Not at all to some
Reporting	Some
Applying know-how, professional expertise	Major
Problem solving	Major
Developing new procedures and working methods	Some
Forming strategies	Some
Planning and organising	Some to major
Following instructions and procedures	Some
Dealing with contingencies	Major
Coping with stressful situations	Major
Commercial thinking	Not at all to some

Evolution in size of occupation

A vast majority of the experts in all countries think that the size of this occupation will increase over the years to come



Data tables

3.10. Telecommunication equipment installer or repairer

For the occupation 'Telecommunication equipment installer or repairer, the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see Appendix B .

Tasks

1. Place cable funnels, install cabling and connect them to a switchboard	Daily	++
2. Install communication systems	Daily	++
3. Inspect equipment on a regular basis in order to ensure proper functioning.	Daily	++
4. Test circuits and components of malfunctioning telecommunications equipment to isolate sources of malfunctions, e.g. using test meters, circuit diagrams, polarity probes, and other hand tools.	Daily to weekly	++
5. Test repaired, newly installed, or updated equipment to ensure that it functions properly and conforms to specifications, using test equipment and observation.	Daily	++
6. Repair or replace faulty equipment such as defective and damaged telephones, wires, switching system components, and associated equipment.	Daily to weekly	++ to +
7. Remove and remake connections in order to change circuit layouts, following work orders or diagrams.	Daily to monthly	++
8. Demonstrate equipment to customers and explain how it is to be used, and respond to any inquiries or complaints.	Daily to weekly	++ (UK and France) to + (Spain and Poland)
9. Determine equipment repair needs and required repair methods, e.g. by analysing test readings, computer printouts, and/or trouble reports.	Daily to monthly	++ to +

10. Adjust or modify equipment to enhance equipment performance or to respond to customer requests.

Weekly to yearly

++ to +

Additional formal requirements

See data tables

Competencies

Initiating action	Some importance (not at all in the Netherlands)
Instructing co-workers	Some (not at all in the Netherlands and France)
Supervising	Not at all (some in Spain and Poland)
Co-operating with colleagues	Some (not at all in the Netherlands and France)
Communicating	Major to some
Relating and networking	Some to not at all
Negotiating	Not at all (some in the UK, major in France)
Reporting	Some
Applying know-how, professional expertise	Major
Problem solving	Major
Developing new procedures and working methods	Some to not at all
Forming strategies	Not at all
Planning and organising	Major to not at all
Following instructions and procedures	Major
Dealing with contingencies	Major to some
Coping with stressful situations	Major to not at all
Commercial thinking	Some

Evolution in size of occupation

Experts expect the size of this occupation to increase over the next five years

Data tables

3.11. Web designer

For the occupation 'Telecommunication equipment installer or repairer', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see Appendix B .

Tasks

1. Draw up a design plan, incorporating technical considerations, such as budgets, equipment, performance requirements, or legal issues including accessibility and privacy, and analyse user needs to determine technical requirements.	Daily to yearly	++
2. Create web site structure.	Daily (yearly in the UK and Poland)	++
3. Develop system interaction or sequence diagrams.	Daily (yearly in the UK and Poland)	++
4. Select programming language(s)	Daily to yearly (never in the UK)	++ to +
5. Build web sites using authoring or scripting languages, content creation tools, management tools and digital media.	Daily (monthly in Poland)	++
6. Write, design and edit web page content.	Daily	++
7. Direct others who produce web content.	Daily	++ to +
8. Research, document, rate and select alternatives for web architecture or technologies.	Daily to monthly	++
9. Implement and test web sites.	Daily	++
10. Maintain web sites.	Daily	++ to +

Additional formal requirements

See data tables

Competencies

Initiating action	Some to major importance
Instructing co-workers	Some
Supervising	Not at all (some in Spain)
Co-operating with colleagues	Some to major
Communicating	Major to some
Relating and networking	Some to major (not at all in Spain and the Netherlands)
Negotiating	Not at all (some in the UK and France)
Reporting	Some
Applying know-how, professional expertise	Major
Problem solving	Major
Developing new procedures and working methods	Major to some (not at all in France)
Forming strategies	Major to not at all
Planning and organising	Major to some
Following instructions and procedures	Some to major
Dealing with contingencies	Some to major
Coping with stressful situations	Major to some (not at all in Spain)
Commercial thinking	Major to some (not at all in Spain)

Evolution in size of occupation

A clear majority of experts thinks the size of this occupation will increase.

Data tables

3.12. Marketing manager

Tasks

1. Identify, develop marketing strategies based on knowledge of establishment objectives, market characteristics, and cost and markup factors.	Daily to weekly	++
2. Evaluate the financial aspects of product development, such as budget cost efficiency and effectiveness, expenditures, research and development appropriations, and return-on-investment and profit-loss projections.	Daily (monthly in the Uk and Poland)	++
3. Prepare and give presentations to e.g. management, clients or press about marketing strategy	Monthly (weekly in Germany and the Netherlands)	++
4. Translate the marketing strategy into action by developing operational marketing activities and policies to promote products and services.	Daily	++
5. Implement the operational marketing plans.	Daily	++
6. Develop and implement communication, promotion and activation plans.	Daily (weekly in Spain, monthly in Poland)	++ (only + in France and Poland)
7. Coach coworkers, though actions such as teambuilding, work evaluation, motivation, etc.	Daily	++ (only + in the UK and France)
8. Manage (partner) agencies for the implementation of marketing activities.	Daily	++
9. Confer with other departmental heads (such as design, personnel, packaging, etc.) to coordinate activities.	Daily to weekly	++ (only + in the UK, Spain and France)
10. Develop distribution strategies (e.g. explore new distribution channels, assess the best channels in function of strategy, etc.).	Monthly (daily to German)	++

Additional formal requirements

See data tables

Competencies

Initiating action	Major importance
Instructing co-workers	Major to some
Supervising	Major (not at all in Spain, some in France)
Co-operating with colleagues	Major to some
Communicating	Major
Relating and networking	Major (not at all in Spain)
Negotiating	Major to some
Reporting	Major to some
Applying know-how, professional expertise	Major
Problem solving	Major to some
Developing new procedures and working methods	Major to some (not at all in Spain)
Forming strategies	Major
Planning and organising	Major
Following instructions and procedures	Major to some
Dealing with contingencies	Major
Coping with stressful situations	Major to some
Commercial thinking	Major

Evolution in size of occupation

The majority of experts estimates that over the next five years this occupation will remain stable or increase in size.

Data tables

3.13. Journalist

For the occupation 'Journalist', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹³.

Tasks

1. Select, write and report (on) current stories for publication, broadcast and/or narrowcast, describe and illustrate detail as well as background.	daily	++
2. Review copy and correct errors in content, grammar and punctuation, adhere to editorial style, formats, possibilities and limitations of different media.	daily	++
3. Gather information online and offline, through (desk) research, interviews, field experience and attendance at social events and public functions.	daily	++
4. Make the significant interesting and relevant to a target audience, keep the news comprehensive and proportional under pressure of a deadline.	daily	++
5. Analyze audiences and their interests, present different sides to a (conflicting) story, use multiple original sources, verify before going public.	Daily (monthly in Poland)	++ (in Spain and France +)
6. Stay abreast of trends and issues, know who's who and how to reach them, recognize newsworthy issues zooming in from a helicopter view of society.	Daily	++ (only + in Spain and the Netherlands)

¹³ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

7. Consult the persons who decide on the selection of stories (such as editors or program directors) and technical personnel (e.g. audiovisual operators) for support, if needed.	Daily (weekly in UK, Spain and the Netherlands)	++ (only + in Spain and France)
8. Act in correspondence with journalist ethics: e.g. maintain independence, withstand pressure, bribes or presents from interested parties, abstain from topics involving own personal interests, credit and protect sources, avoid plagiarism.	Daily	++
9. Provide a forum for public opinion and stimulate it through editorials, columns and reviews.	Daily	+
10. Respond to, interact with individuals and target audiences through the media at your disposal.	Daily	+ (in Germany and the UK ++)

Additional formal requirements

See data tables

Competencies

Initiating action	Major importance
Instructing co-workers	Some
Supervising	Some
Co-operating with colleagues	Major
Communicating	Major
Relating and networking	Major
Negotiating	Some
Reporting	Major
Applying know-how, professional expertise	Some (major in UK and Germany)
Problem solving	Some
Developing new procedures and working methods	Not at all

Forming strategies	Some
Planning and organising	Major (some in France)
Following instructions and procedures	Some
Dealing with contingencies	Major (some in UK, Spain and France)
Coping with stressful situations	Major (some in France)
Commercial thinking	Some

Evolution in size of occupation

The majority of the experts think the size of this occupation will remain stable over the next five years.

Data tables

3.14. Musical instrument maker

The eurooccupations partners only managed to find two Spanish instrument makers prepared to fill out our questionnaire. The occupational profile for Spain is available in the dataset, but will not be presented here, because the exact aim of the research is cross-country comparability.

3.15. Portrait, wedding or other events photographer

For the occupation 'Portrait, wedding or other events photographer', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹⁴.

Tasks

1. Determine desired images and picture composition.	Daily	++
2. Discuss the approach (e.g. picture composition) with the customer.	Daily to weekly (monthly in Belgium)	++ to +
3. Select and adjust subjects, equipment, and lighting to achieve desired effects.	Daily	++
4. Create artificial light, using flashes and reflectors.	Daily	++ (only + in Spain and France)
5. Test equipment prior to use to ensure that it is in good working order.	Daily	++
6. Make travel and hotel arrangements for shoots on location, e.g. book flights, find out driving directions, etc.	Daily to monthly	+
7. Take pictures of individuals, families and groups, either in studio or on location.	Daily	++ (only + in France)
8. Develop and print photographs and/or scan them into computers for editing, storage and electronic transmission.	Daily (weekly in the UK)	++
9. Review sets of photographs to select the best work, and/or make photo albums.	Daily to weekly	++ (only + in Spain)
10. Maintain and/or repair photographic equipment	Daily to monthly	+ (in Germany, the Netherlands and Poland ++)
11. Manipulate and enhance scanned or digital images to create desired effects using computers and specialised software.	Daily	++

¹⁴ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

12. Follow up requests of (re)prints.

Daily to weekly

++ to +

Additional formal requirements

See data tables

Competencies

Initiating action	Major importance (some in the UK)
Instructing co-workers	Some (not at all in the Netherlands)
Supervising	Some to not at all
Co-operating with colleagues	Not at all (some in France, major in Poland)
Communicating	Major
Relating and networking	Major to some (not at all in Spain)
Negotiating	Major to some
Reporting	Not at all (some in France, major in Germany)
Applying know-how, professional expertise	Major
Problem solving	Major to some
Developing new procedures and working methods	Major to some (not at all in Spain and the Netherlands)
Forming strategies	Some
Planning and organising	Major (some in France)
Following instructions and procedures	Major to some
Dealing with contingencies	Major to some
Coping with stressful situations	Major
Commercial thinking	Major to some

Evolution in size of occupation

Most experts think the size of this occupation will remain stable in the next five years.

Data tables

3.16. Printing machine operator

Tasks

1. Read the printing instructions to determine job details, such as quantity, delivery date, materials needed to execute the printing order.	Daily	++
2. Select and install printing equipment and materials, such as printing plates, rollers, feed guides, gauges, screens, stencils, type, dies, and cylinders in machines according to specifications, using hand tools.	Daily	++
3. Perform a testrun.	Daily	++
4. Make adjustments if necessary.	Daily	++
5. Monitor feeding, printing quality, and racking processes of presses in order to maintain specified operating levels and to detect malfunctions during print.	Daily	++
6. Make any necessary adjustments during printing.	Daily	++
7. Collect and store printed materials.	Daily	++ to +
8. Prepare and package printed materials for shipping or transport.	Daily (never in Poland)	++ to +
9. Maintain and clean printing equipment.	Daily	++
10. Make reports of the printing processes in order to enable invoice making for printing orders.	Daily to weekly	++ to +

Additional formal requirements

See data tables

Competencies

Initiating action	Major importance (some in the UK)
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Instructing co-workers	Major to some importance
Supervising	Some
Co-operating with colleagues	Major
Communicating	major to some
Relating and networking	Some to not at all
Negotiating	Not at all
Reporting	Some
Applying know-how, professional expertise	Major
Problem solving	Major to some
Developing new procedures and working methods	Not at all to some
Forming strategies	Not at all to some
Planning and organising	Major to some (not at all in Spain)
Following instructions and procedures	Major to some
Dealing with contingencies	Major to some
Coping with stressful situations	Major to some (not at all in Spain)
Commercial thinking	Some to not at all

Evolution in size of occupation

A majority of the experts thinks the size of this occupation will decline in the near future. A probable consequence of progressing image digitalisation.

Data tables

3.17. Judge

For the occupation 'Judge', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹⁵.

Tasks

1. Look for and analyse evidence in a case.	Daily	Major importance
2. Preside over hearings and listen to allegations made by plaintiffs to determine whether the evidence supports the charges.	Daily	Major
3. Interpret and enforce rules of procedure or establish new rules in situations where there are no procedures already established by law.	Daily	Major (some in france)
4. Check if the evidences presented in the case were collected in accordance with the law.	Daily	Major (some in france)
5. Monitor proceedings to ensure that all applicable rules and procedures are followed.	Daily	Major (some in France)
6. Advise relevant others, e.g. attorneys, juries, litigants, and/or court personnel regarding conduct, issues, and proceedings.	Daily (weekly in the Netherlands)	Some
7. Determine a sentence based on all evidence using the law.	Daily	Major
8. Prepare the sentences evaluations.	Daily	Major
9. Organize and follow-up on the execution of the sentence.	Daily (weekly in the UK and Spain, never in the Netherlands)	Major (some in France)

¹⁵ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

10. Research legal issues and write opinions on the issues.	Daily (yearly in Spain and the UK, yearly or never in het Netherlands)	Some
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Additional formal requirements

See data tables

Competencies

Initiating action	Major importance (some in France)
Instructing co-workers	Some
Supervising	Some (not at all in Germany)
Co-operating with colleagues	Some
Communicating	Major (some in Spain and France)
Relating and networking	Some (not at all in the Netherlands)
Negotiating	Not at all (some in UK and France, major in Germany)
Reporting	Some
Applying know-how, professional expertise	Major
Problem solving	Major
Developing new procedures and working methods	Not at all (some in France and the Netherlands)
Forming strategies	Not at all (some in France and the Netherlands)
Planning and organising	Some
Following instructions and procedures	Major
Dealing with contingencies	Major
Coping with stressful situations	Major
Commercial thinking	Not at all

Evolution in size of occupation

The Eurooccupations see the size of this occupation remaining stable, or increase in the next five years.



Data tables

3.18. Lawyer

For the occupation 'Judge', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹⁶.

Tasks

1. Advise clients concerning legal issues, such as claim liability, advisability of prosecuting or defending lawsuits, or legal rights and obligations.	Daily	++
2. Examine legal data to determine advisability of defending or prosecuting lawsuit.	Daily	++
3. Make up legal advices for individuals and businesses by interpreting laws, rulings and regulations.	Daily	++
4. Draw up legal documents and certificates necessary for trial procedures.	Daily	++
5. Present and summarize cases to relevant persons, e.g. judges and/or juries.	Daily to weekly	++
6. Evaluate findings and develop strategies and arguments in preparation for presentation of cases.	Daily	++
7. Meet with clients in order to confer about the proceedings of a case.	Daily	++
8. Gather evidence to formulate defense or to initiate legal actions, by such means as interviewing clients and witnesses to ascertain the facts of a case.	Daily	++

¹⁶ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

9. Represent clients in court or before government agencies.	Daily (to weekly)	++
10. Assist clients after their case has been ruled.	Daily	++ to +

Additional formal requirements

See data tables

Competencies

Competency	Major importance
Initiating action	Major importance
Instructing co-workers	Some
Supervising	Some
Co-operating with colleagues	Some
Communicating	Major
Relating and networking	Major
Negotiating	Major
Reporting	Major to some
Applying know-how, professional expertise	Major
Problem solving	Major
Developing new procedures and working methods	Some
Forming strategies	Major to some
Planning and organising	Major
Following instructions and procedures	Major
Dealing with contingencies	Major to some
Coping with stressful situations	Major
Commercial thinking	Major to some

Evolution in size of occupation

The experts expect the size of this occupation to either stay stable or increase over then five yearst to come.

Data tables

3.19. Policy adviser

For the occupation 'Policy adviser', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹⁷.

Tasks

1. Review existing policies and legislation, e.g. to identify anomalies and out-of-date provisions.	Daily to monthly	++
2. Identify issues to research and analyse.	Daily to yearly	++
3. Research relevant issues, e.g. social, economic and industrial trends, client expectations of programmes and services provided, etc.	Daily to yearly	++
4. Develop, analyse and evaluate policy options.	Daily (monthly in the UK)	++
5. Make recommendations for new policy.	Monthly	++
6. Assess the financial implications and fairness of existing policies.	Daily	++
7. Liaise and consult with interested parties (e.g. programme administrators), e.g. to identify policy needs or to discuss policy options.	Daily to monthly	++ to +
8. Write reports, prepare briefing papers and recommendations for policy changes.	Monthly	++
9. Prepare speeches and presentations.	Daily to monthly	++ to +
10. Prepare and maintain policy and procedure manuals.	Daily to yearly	++ to +

Additional formal requirements

See data tables

¹⁷ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

Competencies

Initiating action	Major
Instructing co-workers	Some
Supervising	Some to major
Co-operating with colleagues	Major
Communicating	Major
Relating and networking	Major
Negotiating	Major to some
Reporting	Major
Applying know-how, professional expertise	Major
Problem solving	Major
Developing new procedures and working methods	Major to some
Forming strategies	Major
Planning and organising	Major to some
Following instructions and procedures	Some
Dealing with contingencies	Major to some
Coping with stressful situations	Major
Commercial thinking	Some to major

Evolution in size of occupation

The majority of experts think that the size of this occupation will remain stable over the next few years

Data tables

3.20. Tax inspector

For the occupation 'Tax inspector', the summary of expert and project partner responses is presented in this chapter. The analysis is restricted to the questions in Part 1 of the questionnaire. For more details about the expert questionnaire and any particular questions please see [Appendix B](#)¹⁸.

Tasks

1. Collect taxes from individuals or businesses according to prescribed laws and regulations.	Daily (never in the UK and Poland; yearly in Belgium)	++
2. Maintain knowledge of tax code changes, and of accounting procedures and theory to properly evaluate financial information.	Daily to yearly	++
3. Prepare reports on the documents, inspections, exhibits, questionings etc.	Daily to monthly	++
4. Confer with taxpayers or their representatives, e.g. to resolve problems with returns and/or to discuss the issues, laws, and regulations involved in returns.	Daily to weekly (never in Germany)	++ to +
5. Inform the person, company or organizations on the results of control.	Daily (never or yearly in the UK)	++ to +
6. Send notices to taxpayers when accounts are delinquent.	Daily to never	+ to ++
7. Notify taxpayers of any overpayment or underpayment, and either issue a refund or request further payment.	Daily to never	++ to +
8. Conduct independent field audits and investigations of income tax returns to verify information or to amend tax liabilities.	Daily (never in Belgium, yearly or never in the UK)	++ to +

¹⁸ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/expert_questionnaire.doc

9. Review filed tax returns to determine whether claimed tax credits and deductions are allowed by law.	Daily to yearly	++ to +
10. Review selected tax returns to determine the nature and extent of audits to be performed on them.	Daily to yearly	++ to +

Additional formal requirements

See data tables

Competencies

Initiating action	Major importance (in France some)
Instructing co-workers	Major to not at all
Supervising	Some (major in the UK)
Co-operating with colleagues	Major to some
Communicating	Major to some
Relating and networking	Major to some (not at all in Spain)
Negotiating	Major to not at all
Reporting	Major to some
Applying know-how, professional expertise	Major
Problem solving	Major to some
Developing new procedures and working methods	Some (not at all in Spain and Germany)
Forming strategies	Some to not at all
Planning and organising	Major to not at all
Following instructions and procedures	Major (some in France)
Dealing with contingencies	Major to some
Coping with stressful situations	Major to some (not at all in Spain)
Commercial thinking	Not at all to some

Evolution in size of occupation

The size of this occupation will, according to the experts, stay stable or increase in the next five years.



Data tables

4. Revisions of the EurOccupations task descriptions

4.1. Adjustments in occupational titles in the extended and key list:

- *IT systems administrator*: (short description) relate the job to whole computing environments rather than just networks.
- *Web designer*: change title to *web developer*
- *Telecommunication equipment installer or repairer*: Please use the occupational title 'Telecommunications engineer'.
- *Accountant*: Please use the occupational title 'Accountant (unqualified)'.
- Portrait, wedding or other events photographer : change to 'Social photographer'

4.2. Suggested changes in the EurOccupations standardised task lists:

- *Web designer*: remove task 6
- *Telecommunication equipment installer or repairer*: Fix wires from underground and aerial lines to premises
- *Bank clerk*: task 3 and 4 can be removed
 - Task 7: replace 'fees' by 'withdrawals'
 - Task 9: add "e.g. receive and pay out cash, cheques, foreign currency, etc"
- *Financial institutions branch manager*: remove task 3 and 6
 - Task 8: add "also supervise and motivate staff"
- *Tax inspector*: remove task 7

4.3. Additional tasks that should be added to the EurOccupations standardised task list:

IT systems administrator:

- Optimise and secure servers, workstations and network performance

Web designer:

- advice and discuss with clients and users

Telecommunication equipment installer or repairer:

- Fix wires from underground and aerial lines to premises

Bank clerk:

- Maintain records of transactions
- Help customers with loan and mortgage applications

Financial institutions branch manager:

- Maintain that corporate policies, procedures and rules are adhered to
- Deal with complaints
- Monitor sales targets and budgets

Financial clerk:

- Assist in credit control duties.

Estate agent:

- Approaches potential buyers and informs them about the properties that are for sale/for rent
- guides the actual and notarial conveyance
- makes property valuation reports for diverse parties
- Checks the financial status/possibilities of potential buyers

Policy advisor:

- Respond to government consultations and enquiries
- Collect statistics, gather data and information
- Keep up to date with issues relating to the policy
- confer and coordinate with working groups, steering committees and project groups, experts, authorities, employer and employee organisations.

Judge:

- hear and question participants in lawsuits in order to find out the relevant juridical facts ; provide opportunity for explanation
- supervise/manage juridical assistant personnel
- see to accurate recording during the law suit
- occasionally mediate between parties

Lawyer

- Accompany clients as legal adviser in negotiations with authorities, companies etc..

Journalist:

- Fact check all stories to ensure credibility and authenticity
- Decide the best medium for delivering content - e.g. print, web, broadcast
- Understand and develop appropriate content for different media, repurpose content so that it delivered in a format suitable for chosen medium

Musical instrument maker:

- sells instruments

Printing machine operator:

- Perform process oriented measurement and control tasks, e.g. verify colour density values with a spectrophotometer

5. Required national educational levels

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Accountant	0					1					1
	3		2						1	2	5
	4								3		3
	5					1		2			3
Accountant Total			2			2		2	4	2	12

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Bank clerk	1									1	1
	3		3					4			7
	4					1					1
	5					3					3
Bank clerk Total			3			4		4		1	12

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Database designer	1		1								1
	3		1								1
	4							1			1
	5	1				1	1	2		1	6
Database designer Total		1	2			1	1	3		1	9

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Estate agent	1									1	1
	3		1	2							3
	5			1					2		3
	6						2				2
Estate agent Total		1	3			2		2		1	9

occupation	ISCED	country								Total	
		BE	DE	EN	ES	FR	IT	NL	PL		UK
Financial clerk	2		1								1
	3		2			2		3		1	8
	4									1	1
Financial clerk Total			3			2		3	1	1	10

occupation	ISCED	country								Total	
		BE	DE	EN	ES	FR	IT	NL	PL		UK
Financial institution branch manager	3		1							1	2
	5							3	1		4
	6					2					2
Financial institution branch manager Total			1			2		3	1	1	8

occupation	ISCED	country								Total	
		BE	DE	EN	ES	FR	IT	NL	PL		UK
IT applications programmer	3					1	2	1		1	5
	4		1								1
	5	1						3		1	5
IT applications programmer Total			1	1		1	2	4		2	11

occupation	ISCED	country								Total	
		BE	DE	EN	ES	FR	IT	NL	PL		UK
IT systems administrator	3		2						1		3
	4		1			1				1	3
	5						1	1			2
IT systems administrator Total			3			1	1	2	1		8

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Journalist	0								1		1
	1		1								1
	3									2	2
	4					1					1
	5		3		1		2				6
	6					1					1
Journalist Total			4		1	2	3		2		12

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Judge	5		1						4	2	7
	6					2					2
Judge Total			1			2	4		2		9

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Lawyer	3									1	1
	5	1						2	1	1	5
	6					1					1
Lawyer Total		1				1	2	1	2		7

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Marketing manager	3							1		3	4
	4							1	1		2
	5		1					2	2	1	6
	6					3					3
Marketing manager Total			1			3	4	3	4		15

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Mortgage clerk	1									1	1
	3	1	1					1			3
	4		1					1			2
	5					2		1			3
	6					1					1
Mortgage clerk Total		1	2			3	3	1			10

occupation	ISCED	country								Total	
		BE	DE	EN	ES	FR	IT	NL	PL		UK
Policy adviser	3						1	1		1	3
	5	2		1	1			3		2	9
Policy adviser Total		2		1	1		1	4		3	12

occupation	ISCED	country								Total	
		BE	DE	EN	ES	FR	IT	NL	PL		UK
Portrait, wedding or other events photographer	1									1	1
	3		1			1		3			5
	5				1						1
Portrait, wedding or other events photographer Total			1		1	1		3		1	7

occupation	ISCED	country								Total	
		BE	DE	EN	ES	FR	IT	NL	PL		UK
Printing machine operator	1									1	1
	3		2		1	2		3			8
Printing machine operator Total			2		1	2		3		1	9

occupation	ISCED	country								Total	
		BE	DE	EN	ES	FR	IT	NL	PL		UK
Tax inspector	0					1					1
	2									1	1
	3			1							1
	5	1	1					2			4
	6						1				1
Tax inspector Total		1	2			2		2		1	8

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Telecommunication equipment installer or repairer	1									1	1
	3							1			1
Telecommunication equipment installer or repairer Total								1		1	2

occupation	ISCED	country									Total
		BE	DE	EN	ES	FR	IT	NL	PL	UK	
Web designer	3		3					3		1	7
	5									1	1
Web designer Total			3					3		2	8

		8	34	1	5	32	3	55	11	29	178
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6. Problematic occupations

There seems to be a problem with the estate agent occupation in Spain.



Proposed revisions for the EurOccupations extended list of occupations

- *Distinguish between accountant and bookkeeper*



7. Conclusions and discussion

To be provided by the cluster coordinator.



Appendix A Additional analyses EurOccupations data 'name cluster'



Appendix B Occupation questionnaire for experts

EXPERT 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. Do you currently work in this occupation?

- Yes
 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.....
 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:

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

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

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

5. 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
1. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

<input type="checkbox"/> [insert country-specific education categories]
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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

- Yes, namely:
- diploma (full educational programme) → *question 7b*
 - certification (training / course) → *question 7c*
 - working according to a professional code or protocol → *question 7d*
 - other, please specify → *question 7e*
- No → *question 8*
- I don't know

7b. 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

7c. 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

7d. 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

7e. 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

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.¹⁹

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

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?

<input type="checkbox"/> Declining occupation size <input type="checkbox"/> Stable occupation size <input type="checkbox"/> Increasing occupation size <input type="checkbox"/> I don't know

¹⁹ 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)

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)?

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

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)?

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

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

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

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

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

15. 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

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

17. 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

18. 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 |

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

- Never
- Yearly
- Monthly
- Weekly
- Daily
- I don't know

20. Are you familiar with the European Qualification Framework?

- Yes → go to question 21
- No → go to question 24

21. Which of the following descriptions characterises the level of knowledge of this occupation best?²⁰ **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:

- ... basic general knowledge
- ... basic factual knowledge of a field of work
- ... 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

22. Which of the following descriptions characterises the skill level of this occupation best?²¹ **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

²⁰ This question is based on the European Qualification Framework.

²¹ This question is based on the European Qualification Framework.

I don't know

23. Which of the following descriptions characterises the level of responsibility and autonomy of this occupation best?²² 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
- I don't know

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

24. 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

25. 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

²² This question is based on the European Qualification Framework.



Appendix C Education questionnaire for experts

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 D Occupational workers questionnaire

QUESTIONNAIRE '[occupational title]' FOR OCCUPATIONAL WORKERS

YOUR OCCUPATION [OCCUPATIONAL TITLE]

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.

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.....
2.....
3.....
If respondents add tasks in this question, these tasks will automatically be included in questions 2, 3 and 4.

Room for comments on the task list

.....
.....
.....
.....
.....
.....
.....
.....

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	Yearly	Monthly	Weekly	Daily	I don't know
16. [Insert task 1]						
17. [Insert task 2]						
18. [Insert task 3]						
19. [Insert task 4]						
20. [Insert task 5]						
21. [Insert task 6]						
22. [Insert task 7]						
23. [Insert task 8]						
24. [Insert task 9]						
25. [Insert task 10]						
26. [Insert task 11]						
27. [Insert task 12]						
28.						
29.						
30.						

3. 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
16. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....				
-------	--	--	--	--

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

	Mainly under direct supervision	Mainly <i>not</i> under direct supervision	I don't know
1. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is your educational level?

<input type="checkbox"/> COUNTRY SPECIFIC CODING SHEET (NB DIFFERENT CODING SHEET THAN EXPERT WEBSURVEY!!)
--

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

<input type="checkbox"/> Yes → go to question 9 <input type="checkbox"/> No → go to question 7 <input type="checkbox"/> 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.

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

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

<input type="checkbox"/> I am underqualified for the job <input type="checkbox"/> I am overqualified for the job

I don't know

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

- Not at all important
 Of some importance
 Of major importance
 I don't know

10. 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

YOUR CAREER

11. What year did you start your first job?

..... (year)

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

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

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.

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

- Mainly in a team
 Mainly individually
 It varies

15. Are you an employee or self-employed?

- Employee
 Self-employed

16. How are you paid?

- Monthly salary plus performance
 Monthly salary only
 Weekly wage
 Hourly paid
 Piecework
 Other, namely.....

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

- Yes
 No
 I don't know

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

- None
 Less than 1 week
 1 week or over but less than 1 month
 1 month or more but less than 3 months
 3 months or more
 I don't know

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

- My supervisor decides
 I decide without limitations
 I decide with limitations

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

- Yes
 No
 I don't know

GENERAL

21. What is your year of birth?

19.....

22. What is your gender?



Male
 Female

23. Do you have any additional comments?

.....
.....
.....

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?

Yes, e-mail address:.....
 No

Thanks very much for your time and effort!!!



Appendix E Partner occupation 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
31. [Insert task 1]						
32. [Insert task 2]						
33. [Insert task 3]						
34. [Insert task 4]						
35. [Insert task 5]						
36. [Insert task 6]						
37. [Insert task 7]						
38. [Insert task 8]						
39. [Insert task 9]						
40. [Insert task 10]						
41. [Insert task 11]						
42. [Insert task 12]						
43.						
44.						
45.						

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
31. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	<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"/>

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?

- Never
 Yearly
 Monthly
 Weekly
 Daily
 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.²³

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

17 Are you familiar with the European Qualification Framework?

- Yes → go to question 18
 No → go to question 21

²³ 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).

18 Which of the following descriptions characterises the level of knowledge of this occupation best?²⁴ **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:

- ... basic general knowledge
- ... basic factual knowledge of a field of work
- ... 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?²⁵ **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

²⁴ This question is based on the European Qualification Framework.

²⁵ This question is based on the European Qualification Framework.

I don't know

20 Which of the following descriptions characterises the level of responsibility and autonomy of this occupation best?²⁶ 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
- 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

²⁶ This question is based on the European Qualification Framework.

