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Cluster report Clerks, staff, management & army/police

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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 (the 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 enquiry, in which occupational experts were asked to judge occupations within their sphere of expertise on these dimensions by means of an Internet questionnaire.

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.

In addition: occupational workers enquiry

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.

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 to the cluster Clerks, staff, management & army/police

The cluster 'Clerks, staff, management & army/police' consists of three areas of work which are 'Clerks, secretaries, post, telephone', 'Staff, management, direction' and 'Guards, army, police'. The last group is quite separate from the first two which are oriented towards managerial, clerical and administration occupations. The key occupations within the areas of work are the following.

Clerks, secretaries, post, telephone

- Administrative services department manager
- Cashier
- Executive secretary
- Filing clerk
- Legal secretary
- Payroll clerk
- Post sorting or distributing clerk
- Receptionist
- Secretary (general)

Staff, management, direction

- Company director, Chief executive 10-50 employees
- Logistics manager

Guards, army, police

- Doorkeeper, Concierge
- Fire fighter
- Local police officer
- Non-commissioned officer armed forces
- Police inspector
- Seaman, military operations crew member
- Security guard
- Soldier, military operations crew member

The occupations in the 'Clerks, secretaries, post, telephone' group are in general well-established and traditional office occupations. They are performed on a clerical level with the exception of one managerial occupation, Administrative services department manager.

There are only two occupations in the managerial group. The first one, Company director, is restricted to small companies, which adds special characteristics to the occupation. Logistics manager can be considered as a modern and evolving occupation.

The 'Guards, army, police' group has again a number of more traditional security occupations. Their level is generally non-managerial, except for Police inspector and Non-commissioned officer which are middle or lower level management occupations within the police force and army.

1. Data collection

2.1 The EurOccupations data collection

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

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, publishing 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 in 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 in the 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.
- For health-related occupations approaches were made to relevant sections within the UK National Health Service.

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.

- 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 in 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 in 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 in 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 in 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.
- 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 University⁵.

Expert recruitment in 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.

⁵ However, no student picked up the topic (so far).

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 numbers for the cluster Clerks, staff, management & army/police

The number of responses from each country to the expert enquiry is shown below. The country abbreviations which are used in the tables are: BE – Belgium, DE – Germany, ES – Spain, FR – France, IT – Italy, NL – the Netherlands, PL – Poland and UK – the United Kingdom.

Key occupation	BE	DE	ES	FR	IT	NL	PL	UK	Total
Administrative services department manager		9	2	3		3	6	3	26
Cashier	1	1	2	2		3	5		14
Company director, chief executive 10-50 employees	2	4	2	2		4	5	1	20
Doorkeeper, concierge		1	2	2		2	4	2	13
Executive secretary	8	1	2	9	2	5	4	3	34
Filing clerk	2		2	2		3	3	2	14
Fire fighter	2	2	2	3		5	3		17
Legal secretary		1	2	2		2	4	1	12
Local police officer	2	2	2	2	1	2	5	1	17
Logistics manager		2	3	2		3	4	3	17
Non-commissioned officer armed forces	1	1	2	3		2	4	1	14

Payroll clerk	3	2	2	3		3	6	1	20
Police inspector	1	5	2	4		1	5	2	20
Post sorting or distributing clerk	1	4	2	2		3	3	1	16
Receptionist	8	2	2	2		3	5	1	23
Seaman, military operations crew member		1	2		1		2	1	7
Secretary (general)	5	4	6	7		7	12	6	47
Security guard	2	3	2	2		16	3		28
Soldier, military operations crew member	2	2	2	2		1	1	2	12
Total	40	47	43	54	4	68	84	31	371

The table shows only the responses that were considered usable, i.e. enough questions were answered by the respondent. The actual total number of responses for this cluster is 440. The proportion of respondents who left the questionnaire after completing two or three pages is 15.5% (14.5% for all clusters). The whole online questionnaire consisted of 17 pages of questions in total, of which 6 pages were included in the part 1 of the enquiry.

The number of responses to the partner questionnaire is shown below.

Key occupation	NL	UK	Total
Administrative services department manager	1	1	2
Cashier	1	1	2
Company director, chief executive 10-50 employees		1	1
Doorkeeper, concierge		1	1
Executive secretary	1	1	2
Filing clerk	2		2
Fire fighter	1	1	2
Legal secretary	1	1	2
Local police officer	1	1	2
Logistics manager	1	1	2
Non-commissioned officer armed forces		1	1
Payroll clerk	1	1	2
Police inspector	1	1	2
Post sorting or distributing clerk	1	1	2
Receptionist	1	1	2
Seaman, military operations crew member			
Secretary (general)	1	1	2
Security guard		1	1
Soldier, military operations crew member	1		1
Total	15	16	31

3. Analyses of EurOccupations data

Cluster Clerks, staff, management & army/police

General introduction

The sections that follow present an analysis of the data collected via the expert enquiry on each of the occupations in this cluster. Responses made by occupational experts and by project partners (based on desk research) are included. The analysis is restricted to the questions in Part 1 of the questionnaire.

This analysis of responses to the questions posed in the questionnaire highlights, for each occupation, where patterns of consistency, similarity or deviation are evident in the data across the countries involved in the study. Given the limited and variable number of responses available for each country, this is necessarily a broad, indicative analysis. Issues relating to language and culture must also be considered in analysing the expert responses.

As to Part 2 of the expert questionnaire, the results of the analysis are presented in [Appendix A](#)⁶. For details of the expert questionnaire (Parts 1 and 2) please see [Appendix B](#)⁷.

The country abbreviations which are used throughout the chapter are: BE – Belgium, DE – Germany, ES – Spain, FR – France, IT – Italy, NL – the Netherlands, PL – Poland and UK – the United Kingdom.

3.1 Occupation: Administrative services department manager

The analysis is presented in the document

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

The summary

A notable number of mixed responses appear about how often tasks are performed, even within countries. This indicates that the occupation is differently structured between countries and organisations.

Some respondents from Germany, the Netherlands and Poland indicate that certain tasks are not performed by people in this occupation. There may be differences in the occupational content in these countries.

⁶ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/part_2_analysis_clerks.xls

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

There is consistency about the importance of competent performance of the tasks, except the response from France deviates from the pattern shown for most other countries. Some respondents from Germany and the Netherlands indicate that certain tasks are not important.

The required educational entry level varies from ISCED⁸ level 3 in the UK to level 5 in France and the Netherlands. Some countries (DE, FR, NL and PL) have additional formal or legal requirements.

All competencies seem fairly relevant for this occupation in all countries which implies that having a variety of skills is important in a managerial job.

Most countries report that the occupation is stable or growing.

3.2 Occupation: Cashier

The analysis is presented in the document

<http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/cashier.doc>

The summary

All tasks are very clearly indicated as daily tasks by all respondents across all countries. Competency in all tasks, especially money-handling tasks, is predominantly rated as being of major importance by the respondents.

The required educational entry levels vary from ISCED level 1 in the UK to levels 2 and 3 in the other countries. Some countries (BE, DE, NL and PL) have additional formal or legal requirements.

There is only one competency, 'Following instructions and procedures', which is clearly agreed as having major importance in this occupation. Respondents from Poland consider 'Developing new procedures and working methods' and 'Relating and networking' as being of major importance, whereas in other countries they are mostly seen as not at all important.

The occupation is reported as a growing one in Germany, Spain and Poland, a declining one in France, and stable in the Netherlands and the UK.

⁸ The ISCED levels are:

- 0 - Pre-primary education
- 1 - Primary education or first stage of basic education
- 2 - Lower secondary or second stage of basic education
- 3 - (Upper) secondary education
- 4 - Post-secondary non-tertiary education
- 5 - First stage of tertiary education
- 6 - Second stage of tertiary education

3.3 Occupation: Executive secretary

The analysis is presented in the document

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

The summary

Five daily tasks are identified as common to this occupation by many respondents. There is some indication from Belgium, France, the Netherlands and the UK that some tasks are not performed by people in this occupation. This may imply that the occupation differs from the suggested task list in these countries.

There is consistency about the importance of competent performance of the tasks, except the response from France deviates from the pattern shown for most other countries.

The required educational entry level is ISCED level 3 in Germany, the Netherlands and the UK, and level 5 in Belgium, Spain and France. Many countries (BE, ES, FR, NL, PL, UK) have additional formal or legal requirements.

Six competencies are identified by a majority of respondents as being of major importance. The opinions about 'Forming strategies' and 'Supervising' are mixed, e.g. the latter is quite highly ranked in Belgium as opposed to France and the Netherlands.

The occupation is reported as a growing one in Belgium, Spain and the Netherlands, and having a declining trend in France, Poland and the UK.

3.4 Occupation: Filing clerk

The analysis is presented in the document

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

The summary

Eight daily tasks are very clearly identified as common in all countries to this occupation, and competency in most tasks is predominantly rated as being of major importance. Some tasks, e.g. removing old filed material or performing general office duties, are considered less important.

Respondents commonly identify the ISCED mid-categories as the required educational entry levels, but in Spain and Poland the level seems higher. Belgium, the Netherlands and Poland report additional formal or legal requirements.

The competency 'Following instructions and procedures' is very strongly indicated by all respondents as being of major importance. 'Supervising' is seen of major importance in Belgium as opposed to other countries.

The trend for the size of the occupation is reported as growing in Belgium and Poland, and declining in France, the Netherlands and the UK.

3.5 Occupation: Legal secretary

The analysis is presented in the document

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

The summary

Seven daily tasks are identified as common in all countries to this occupation. Some differences appear regarding the other tasks: attending court or legal meetings is seen as a daily task in Germany and Spain, a weekly task in France, and a monthly task (or never performed) in the Netherlands, Poland and the UK. Finding legal information by making searches is considered a daily task in Germany and Spain, a weekly or monthly task in France, the Netherlands and Poland, and a yearly task in the UK.

There is consistency about the importance of competent performance of the tasks, except the response from France deviates somewhat from the pattern shown for most other countries.

The required educational entry level is ISCED level 3 in Germany, the Netherlands and the UK, and level 5 in France. Some countries (ES, FR, NL, PL, UK) have additional formal or legal requirements.

Five competencies are identified by a majority of respondents as being of major importance, 'Applying know-how' being the most important.

The occupation is reported as a growing one in Spain, the Netherlands and Poland, stable in Germany and declining in France.

3.6 Occupation: Payroll clerk

The analysis is presented in the document

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

The summary

The work in this occupation is performed in monthly cycles and consequently in most countries many tasks are reported as being performed on monthly basis. The daily tasks relate mainly to data updates or payroll enquiries. The competency in most tasks is considered as being of major importance, whilst the response from France again deviates from the pattern.

As to the required educational entry level, ISCED level 5 is reported in Belgium and Spain, and level 3 in Germany and Poland. For the other countries, the response is mixed: levels 0, 4 and 5 are indicated in France; 2, 3 and 4 in the Netherlands; 1 and 3 in the UK. Some countries (BE, DE, NL, PL) have additional formal or legal requirements.

Four competencies are identified by all respondents as very important in this occupation, the topmost skill being 'Applying know-how'.

The size of the occupation is seen as declining/stable in France, the Netherlands and the UK, stable in Germany and Spain, and increasing/stable in Belgium and Poland.

3.7 Occupation: Post sorting or distributing clerk

The analysis is presented in the document

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

The summary

All tasks are very clearly indicated as daily tasks by all respondents across all countries. There is consistency in terms of competent performance of the tasks, with some deviation from the pattern from France. Some tasks, using delivery or courier services, handling registered/recorded mail, and record keeping, are considered less important in Spain, France, the Netherlands and Poland.

The ISCED level of required educational entry is 2 or 3 in Germany, France and the Netherlands, 3 in Poland, and 1 in the UK. Some countries (BE, ES, NL, PL, UK) report additional formal or legal requirements.

All respondents identify one core competency for the occupation, 'Following instructions and procedures'. The response about some skills varies between countries, e.g. 'Instructing co-workers' and 'Supervising' are considered of major importance in Germany, but not at all important in the Netherlands. This may imply that the occupation is not structured in the same way in all countries.

The prospect for the occupation size is declining or stable in all countries.

3.8 Occupation: Receptionist

The analysis is presented in the document

<http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/receptionist.doc>

The summary

Seven daily tasks are commonly identified by the respondents, even though some tasks are regarded as not relevant by a number of respondents, especially from Belgium. This may be partly due to the fact that the occupational content varies between countries, and partly because receptionists work in variable settings. Most tasks are seen as being of major importance by a majority of all respondents, again the French response deviates from the common pattern.

The required educational entry level is defined as ISCED level 1 or 2 in Spain, the Netherlands and the UK, and level 3 in Belgium, Germany, France and Poland. Additional formal or legal requirements are reported by Belgium, Germany, the Netherlands and Poland.

Four core competencies are identified for people in this occupation, 'Communicating' and 'Following instructions and procedures' being the most important skills.

The size of the occupation is predicted as declining/stable in Belgium, Germany and France, stable in the Netherlands, and growing/stable in Spain, Poland and the UK.

3.9 Occupation: Secretary (general)

The analysis is presented in the document

<http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/secretary.doc>

The summary

The respondents widely agree about six daily tasks for this occupation. The opinions vary about how often the other tasks are performed, and a minority of respondents, especially from Belgium and Poland, give 'Never' responses. This may imply that the occupation is organised differently in those countries.

Regarding the importance of competent performance, a common set of main tasks arises: answering telephones, handling correspondence, producing documents and keeping appointments/ diaries. Some tasks are seen less important and it has to be decided whether to keep them in the task list.

The common required educational entry level across all countries is ISCED level 3, even though Belgium, France and Poland report also higher levels (4 or 5). Additional formal or legal requirements are reported by Belgian, French, Dutch, Polish and British respondents.

A set of seven core competencies is identified, 'Communicating' being the most important skill.

The occupation is considered stable in Belgium and Germany, whereas France reports a declining trend. The Spanish, Dutch and Polish respondents see an increasing/stable occupational size, and the British a declining/stable size.

3.10 Occupation: Company director, Chief executive 10-50 employees

The analysis is presented in the document

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

The summary

A notable number of mixed responses appear about the frequency of the tasks. Only one daily task is identified, 'Supervise staff', which indicates that the occupation is differently structured between countries and organisations.

The basic managerial tasks (establishing strategy, planning and delegating, preparing budgets, looking after competitiveness and evaluating performance) are widely agreed as important.

The required educational entry levels vary noticeably from ISCED level 1 to 5. This reflects the fact that it is possible to become a manager with low educational background in some countries, e.g. the UK, but in practice you would nowadays need a qualification. Some countries (DE, FR, NL, PL and UK) have additional formal or legal requirements for this occupation.

Most competencies seem fairly relevant for this occupation in all countries which implies that having a variety of skills is important in a managerial job. The most important skills are dealing with contingencies, initiating action, planning/organising and problem solving.

The occupational size is reported as stable or increasing in all countries.

3.11 Occupation: Logistics manager

The analysis is presented in the document

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

The summary

Many tasks are generally performed on weekly or monthly frequency, whilst three daily tasks are commonly identified. Competent performance in all tasks is considered important, even though the response from France slightly deviates from the pattern.

The required educational entry level is high, as all countries report ISCED levels 3 to 5. Some countries (ES, NL, PL and UK) have additional formal or legal requirements.

Most competencies seem fairly relevant in all countries which suggests that a variety of skills is needed in this occupation. The most important skills are planning/organising and dealing with contingencies.

The size of the occupation is reported as increasing in Germany, Spain, France and Poland, and as stable in the Netherlands and the UK.

3.12 Occupation: Doorkeeper, Concierge

The analysis is presented in the document

<http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/doorkeeper.doc>

The summary

Five daily tasks are commonly identified, but there is evidence that the occupation is differently organised and structured within the EurOccupations groups of countries. This is supported by the response about the importance of competent performance of the tasks.

The required educational entry level is ISCED level 1 in the UK, and level 2 in France and the Netherlands. Some countries (DE, NL, PL and UK) have additional formal or legal requirements.

Four competencies are identified as important for this occupation, 'Dealing with contingencies' being the most important skill.

The future size of the occupation is increasing or stable in most countries (ES, NL, PL, UK) and declining in France.

3.13 Occupation: Fire fighter

The analysis is presented in the document

<http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/firefighter.doc>

The summary

Eight tasks are commonly agreed as daily tasks by all respondents. Competence in most tasks is very clearly considered important.

The reported required educational entry level is ISCED level 1 in the UK, level 3 in France and varies between levels 1 and 3 in the Netherlands. All EurOccupations countries have set additional formal or legal requirements for this occupation.

Seven competencies are identified as important for this occupation, 'Dealing with contingencies', 'Following instructions and procedures', 'Applying know-how' being the most important skills.

The size of the occupation is increasing in Belgium, Germany and Spain, and mostly stable in France, the Netherlands, Poland and the UK.

3.14 Occupation: Local police officer

The analysis is presented in the document

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

The summary

Eight daily tasks are commonly identified by all respondents. There are a few 'Never' replies about some tasks from Belgium, the Netherlands and Poland, which indicates that the occupational content may vary slightly in these countries. Competence in most tasks is very clearly considered important, even though the response from the Netherlands deviates somewhat from the common pattern.

The required educational entry level is identified as ISCED level 3 in all responding countries. All EurOccupations countries have set additional formal or legal requirements for this occupation.

Nine competencies are identified as important for this occupation, 'Following instructions and procedures' and 'Applying know-how' being the most important skills.

The occupation is reported as stable or increasing in all countries, except as declining in Poland.

3.15 Occupation: Non-commissioned officer armed forces

The analysis is presented in the document

http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/non-commissioned_officer.doc

The summary

Only three daily tasks are commonly agreed by all respondents. There is a mixed response about several tasks and a noticeable number of 'Never' responses from Poland which indicates that the occupation is may be structured differently in different countries, and that some tasks may not be perceived as relevant if the army is not currently in a combat situation.

There is a reasonable agreement about the importance of competent performance of the tasks, but the response from France deviates from the common pattern.

The required educational entry level is identified as ISCED level 3 in all responding countries. Germany, the Netherlands, Poland and the UK report additional formal or legal requirements for this occupation.

Seven competencies are commonly identified as important, 'Following instructions and procedures' being clearly the most important skill. Some competencies get a mixed response, partly due to different opinions between countries, e.g. 'Developing new procedures and working methods' and 'Forming strategies' are considered very important in Poland but not at all important in Spain.

Generally the future size of the occupation is considered stable in most countries, even though additionally there are responses from France and Poland suggesting a declining trend, and from Spain and Poland predicting an increase.

3.16 Occupation: Police inspector

The analysis is presented in the document

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

The summary

Seven daily tasks are commonly agreed by all respondents. There are 'Never' responses from Germany and France which may imply that the occupation is organised differently in these countries.

There is a consistency about the importance of competent performance of the tasks, but the responses from Germany and Poland deviate from the general pattern indicating that the occupational structure may be different in these countries.

The required educational entry level varies between countries, being ISCED level 3 in the UK, usually level 5 in Germany, the Netherlands and Poland, and level 6 in France. All EurOccupations countries have set additional formal or legal requirements for this occupation.

Most competencies have been identified as being of major importance, which implies that people working in this occupation need a multitude of skills. The only skill that is ranked low is 'Commercial thinking'.

The size of the occupation is mainly anticipated being stable in Belgium, Germany and the UK, increasing in Spain and the Netherlands, and declining in France and Poland.

3.17 Occupation: Seaman, military operations crew member

The analysis is presented in the document

<http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/seaman.doc>

The summary

As this is one of the key occupations where responses to the expert questionnaire were not actively sought by the project partners, there are only responses available from Germany and Spain. Consequently, it is not feasible to present a summary of the results.

3.18 Occupation: Security guard

The analysis is presented in the document

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

The summary

All tasks in the task list are very clearly identified by the respondents as daily tasks, and for all tasks 80-90% of all respondents consider that competent performance is of major importance.

The required educational entry level varies between the countries: ISCED level 0 is reported in Belgium, level 1 in the UK, level 2 in France, and level 3 in Germany. The responses from the Netherlands vary between levels 0 and 3, level 3 being dominant. Some countries (BE, DE, ES, NL, PL) have additional formal or legal requirements for this occupation.

Nine competencies are identified as important for this occupation, 'Applying know-how', 'Communicating' and 'Following instructions and procedures' being the most important skills.

The size of the occupation is reported as increasing or stable in all EurOccupations countries.

3.19 Occupation: Soldier, military operations crew member

The analysis is presented in the document

<http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/soldier.doc>

The summary

Only two daily tasks are commonly identified by all respondents. There is a noticeably mixed response about the frequencies of the tasks, and some 'Never' responses from Belgium, Germany, Spain and the UK. This may be because of several reasons: the occupation is structured differently in different

countries; not all soldiers perform all tasks, e.g. parachuting; or some tasks may not be perceived as relevant if the army is not currently in a combat situation. The responses about the importance of competent performance of tasks are also mixed.

The required educational entry level varies between the countries: ISCED level 1 is reported in Spain, levels 1 and 2 in the Netherlands and the UK, level 3 in Germany, level 4 in Poland and level 5 in Italy. Some countries (BE, DE, ES, FR, NL) have additional formal or legal requirements for this occupation.

One competency, 'Following instructions and procedures', is identified as very important for this occupation. Some differences between countries appear, e.g. 'Reporting', 'Forming strategies' and 'Planning and organising' are considered as very important in Germany, but not at all important in Spain.

The size of the occupation is reported declining or stable in Belgium, Spain, France, the Netherlands and the UK, and increasing in Germany.

4. Revisions of the EurOccupations task descriptions

Below are the task descriptions for occupations within the Clerks, Staff, management and Army/Police cluster for which revisions have been suggested by respondents to the expert enquiry.

- Additions to the task list (either by amending an existing task or by inserting a new task) are shown in bold. Deletions are greyed out.
- The country/ies from which suggested changes came are shown following the amendment. Where further explanation is needed, this is in the form of a footnote at the end of the relevant occupation.
- Excluded from this section are those occupations for which no changes are proposed to the task list.

Administrative Services Department Manager

Administrative services department managers plan, direct or coordinate supportive services of an organisation, such as recordkeeping, mail distribution, telephones, reception and other office support services. May oversee facilities planning and maintenance and custodial operations.

1. Direct or coordinate an organisation's supportive services department, e.g. mail distribution, purchasing, reception, security services or facilities management. **Formulate plans and operating procedures for the company's administrative services and direct and coordinate the services.** (DE)
2. Develop plans and set goals for the department.
3. Organise the activities and resources of the service and set work schedules.
4. Hire and dismiss employees **and review staff performance.** (PL, UK)
5. Supervise staff in the department and (possibly) other departments, assign tasks and delegate responsibilities.
6. Control and monitor the service to ensure it is running smoothly.
7. Prepare and review operational and financial reports and schedules to ensure accuracy and efficiency.
8. Administer and control budgets for the service.
9. Manage administrative tasks of the department.
10. Oversee the maintenance and repair of facilities, machinery, equipment and other resources.
11. Analyse internal processes and recommend, develop and implement procedural or policy changes to improve operations and systems.
12. **Scrutinise and manage subcontracts/outsourced services.** (FR, PL, UK)

Payroll Clerk

Payroll clerks compile and maintain employee payroll data, calculate wages and prepare payments.

1. Compile employee time, production and payroll data from time sheets and other records.
2. Verify, calculate and update payroll information, such as attendance, hours worked, overtime, shift payments, commissions, pay adjustments and increases, to payroll records.
3. Update employee information, such as new staff, exemptions, transfers and resignations, to payroll records.
4. Calculate and post employee wages, benefits, deductions and voluntary contributions.
5. Process holiday, sick and maternity pay and **travel/subsistence** expenses. (DE)
6. Process and issue employee payments and statements of earnings and deductions following schedules, and compile the schedules.
7. Pay the social organisations such as the Social Security.
8. Review payroll information to detect and reconcile discrepancies.
9. Issue and record adjustments to pay related to previous errors or retroactive increases.
10. Provide information and all necessary certificates to employees and employer on payroll matters, tax issues, benefit plans and collective agreement provisions.
11. Keep informed about changes in tax and deduction laws that apply to the payroll process.
- 12. Issue statutory reports on contributions etc. as required.** (DE)

Receptionist

Receptionists receive and direct visitors and telephone calls, answer enquiries and provide basic information about the establishment.

1. Greet visitors, determine nature and purpose of their visit, and direct to appropriate persons or destinations.
2. Record details of visitors and issue security passes if necessary.
3. Answer, screen and forward calls, and take messages.
4. Deal with enquiries, e.g. by providing basic information or brochures about the establishment, and record details of enquiries.
5. Hear and handle complaints, e.g. from customers or the public.
6. Make reservations, schedule appointments, and maintain appointment calendars.
7. Receive payments and record receipts.
8. Maintain the reception area, provide refreshments, and make sure that the employer's safety and security procedures are followed at all times. **Ensure employer's safety, security and evacuation procedures are followed at all times.** (NL)
9. Perform administrative support tasks such as proofreading, word processing, mail handling, banking, filing and maintaining pay records, invoices, balance sheets and other documents.
10. Communicate with others in the establishment, e.g. to exchange relevant information.
- 11. Maintain the reception area, provide refreshments.** (Previous task 8 is now split as 8 and 11.)

Executive Secretary

Executive secretaries provide high-level administrative support to executives by handling information requests and performing clerical functions, such as preparing correspondence, receiving visitors, arranging meetings and managing schedules. May also supervise lower-level clerical staff.

1. Answer, screen and direct telephone calls, take messages and handle enquiries and requests.
2. Greet visitors and direct them to the appropriate persons.
3. Open, sort and distribute incoming correspondence, including faxes and email, and prepare responses to correspondence containing routine enquiries.
4. Read and analyse incoming memos, submissions and reports to determine their significance and plan their distribution.
5. Produce correspondence, memos, reports, presentations and other documents from drafts, handwritten copies, machine dictation, etc., e.g. using computers with a variety of software packages.
6. File and retrieve documents, correspondence, records and reports, and set up filing systems.
7. Manage and maintain executives' schedules.
8. Organise travel arrangements, business itineraries, conferences and social functions for executives.
9. Prepare agendas and make arrangements for meetings (e.g. committee and board meetings), attend meetings and take minutes.
10. Make information searches, and compile information for executives **and provide advice to executive at appropriate level.** (FR)
11. Perform general office duties such as ordering supplies, serving **and** refreshments and reporting about non-functioning office equipment. (NL)
12. Supervise other office workers and delegate work to them.

Legal Secretary

Legal secretaries perform secretarial and administrative duties in law offices, legal departments of large firms, real estate companies, public courts and government. Prepare legal papers and correspondence, such as summonses, complaints, motions and subpoenas. May also assist with legal research.⁽¹⁾

1. Prepare and process, often from dictated notes, legal documents and papers, such as deeds, wills, affidavits, contracts, leases, summonses, subpoenas, complaints, appeals, motions and pretrial agreements.
2. Mail, fax or arrange for delivery of legal correspondence to clients, witnesses, court officials and other parties.
3. Receive and place telephone calls, answer enquiries and direct clients to appropriate experts.
4. Schedule and make appointments.
5. Draft and type office memos.
6. Make photocopies of correspondence, documents and other printed matter.
7. Attend court, legal meetings or negotiations, such as client interviews, hearings or depositions, and take notes or minutes.

8. Review and proofread outgoing documents and correspondence to make sure that the documents agree with legal procedures and grammatical usage.
9. Organise and maintain law libraries, documents and case files.
10. Assist lawyers in collecting information for cases, **in obtaining legal documents from other sources** and in preparing first drafts of legal documents. (DE, NL)
11. Review legal publications and perform database searches to identify laws and court decisions relevant to pending cases, and to find out about changes in legislation, High Court verdicts and interpretations, etc.

Note: (1) Considerable variation is evident in terms of the level of this occupation. DE, FR, for example, regard this role as pro-active in terms of the legal content and DE questions the use of 'Secretary' in the title.

Secretary (general)

Secretaries (general) perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organising and maintaining paper and electronic files or providing information to callers and visitors.

1. Answer, screen and direct telephone calls, take messages and handle enquiries and requests.
2. Greet visitors and direct them to the appropriate persons.
3. Open, sort and distribute incoming correspondence, including faxes and email, and prepare responses to correspondence containing routine enquiries.
4. Produce correspondence, memos, reports, presentations and other documents from drafts, handwritten copies, machine dictation, etc., e.g. using computers with a variety of software packages.
5. File and retrieve documents, correspondence, records and reports, and set up filing systems.
6. Make appointments, and keep diaries, **and bring urgent/important issues to attention of manager.** (NL, PL, UK)
7. Organise travel arrangements, business itineraries, conferences and social functions.
8. Prepare agendas and make arrangements for meetings, attend meetings and take minutes.
9. Order and maintain office supplies.
10. Keep informed how to use office equipment such as computers, fax machines, photocopiers, printers, scanners and phone systems, and report about non-functioning equipment.
11. *Serve refreshments, e.g. to managers and visitors.* **Organise refreshments for visitors and managers.** (NL)
- 12. Perform routine financial tasks (e.g. petty cash, checking statements).** (NL, UK)

Cashier

Cashiers accept payments from customers and give change in respect of sales and services.

1. Greet customers entering establishments and answer customers' questions about e.g. products and services.
2. Count money in cash drawers to ensure that amounts are correct and that there is adequate change.
3. Establish or identify prices of goods, services or admission, and tabulate and total bills using e.g. cash registers, optical price scanners, bar code readers or calculators.
4. Receive and record payment by cash, cheque, credit cards, vouchers or automatic debits.
5. Issue receipts, refunds, credits or change due to customers.
6. Issue trading stamps, redeem food stamps and coupons, and process loyalty cards.
7. Remove price tags, special security tabs, etc. and, if necessary, pack goods.
8. Handle returns and exchanges.
9. Resolve customer complaints and provide information on procedures or policies.
10. Maintain clean and orderly checkout area and stock it with change, till rolls, carrier bags and other items.
11. Calculate total payments received and reconcile takings with receipts and till rolls, and maintain other transaction records.
- 12. Ensures restricted products are not sold illegally (e.g. to under-age customers).** (UK)⁽¹⁾

Note: (1) Is this an issue in other countries than UK?

Non-commissioned officer armed forces

Non-commissioned officers (armed forces) command, train and motivate soldiers for both peacetime and wartime tasks. They work at the middle management level within the Army.

1. Train and exercise using various military equipment and tactics, and provide training to the soldiers.
2. Look after the discipline, welfare and career development of the soldiers under their command.
3. Communicate effectively to subordinates, colleagues and professional and community groups, both orally and in writing, through briefings, operational reports and presentations.
4. Monitor, operate, service and repair military equipment.
5. Command soldiers in the front line of battle.
6. Prepare new or modify existing operational strategies and plans. (ES, PL)
7. Stand watch and guard military establishments and other buildings.
8. Patrol areas of possible military activity.
9. Engage in peacekeeping operations and enforce ceasefire agreements.
10. Provide aid in emergency situations, such as civil disorder, natural disasters and major accidents.
11. Participate in soldier recruiting process.
12. Perform administrative duties.

Soldier, military operations crew member

Soldiers, military operations crew members provide collective defence measures to protect their country's territory and other interests. They are employed by the Army.

1. Train and exercise using various military equipment and tactics.
2. Take part in military operations, e.g. capture or destroy enemy ground forces and repel enemy attacks.
3. Monitor, operate, service and repair military equipment.
4. Set up camouflage and other protective barriers, and dig trenches and bunkers for protection against attacks.
5. Drive vehicles to transport troops, weapons and supplies.
6. Parachute from troop transport aeroplanes while carrying weapons and supplies.
7. Operate communications and signal equipment.
8. Stand watch and guard military establishments and other buildings.
9. Patrol areas of possible military activity and carry out scouting missions to spot enemy movements and locations.
10. Report to the commanders about performed operations and cases where the rules of military code were broken.
11. Engage in peacekeeping operations and enforce ceasefire agreements.
12. Provide aid in emergency situations, such as civil disorder, natural disasters and major accidents.
- 13. Take part in special events (e.g. public relations activities, recruitment).** (NL)

Seaman, military operations crew member

Seamen, military operations crew members provide collective defence measures to protect their country's waters and other interests. They are employed by the Navy.

1. Train and exercise using various military equipment and tactics.
2. Operate and maintain the ship's weapons, electronic systems and sensors.
3. Operate the ship's communication systems.
4. Stand watch for security, navigation or communications.
5. Operate and maintain on-deck equipment and ship rigging.
6. Operate hoists, cranes and winches to load cargo or set gangplanks.
7. Handle lines to secure vessels to wharves or other ships.
8. Attend fire fighting and damage control exercises.
9. Attend crews painting and maintaining decks and sides of ships.
10. Engage in peacekeeping operations and enforce ceasefire agreements.
11. Provide aid in emergency situations, such as civil disorder, natural disasters and major accidents.
- 12. Carry out housekeeping duties on board ship.** (NL)

Fire Fighter

Fire fighters respond to fire alarms and other emergency calls, control and extinguish fires, protect life and property and conduct rescue efforts.

1. Respond to fire alarms and other emergency calls, such as road accidents, rail and air crashes, industrial accidents, spillages of dangerous substances, bomb incidents and natural disasters.
2. Dress with equipment such as fire resistant clothing and breathing apparatus, and drive or crew fire fighting vehicles to travel to incident sites.
3. Search, rescue and evacuate people and animals from burning buildings, accident sites and other dangerous situations.
4. Administer first aid and other medical assistance to injured persons.
5. Control and extinguish fires using firefighting equipment, such as ladders, hose pipes, pumps, axes and fire extinguishing appliances.
6. Assess fires and situations and report conditions to superiors to receive instructions, using e.g. radios.
7. Salvage goods from damaged premises, and clean up, check and make safe the incident site, e.g. by removing dangerous chemical substances.
8. Dive to locate and lift objects from under water.
9. Carry out practice drills and take part in physical and other training.
10. Inspect, clean and maintain firefighting equipment.
11. Inform, **instruct** and educate the public, **and vulnerable groups in particular**, on fire prevention **and safety**. (DE)
- 12. Inspect premises to ensure they meet fire safety regulations and advise construction professionals on fire safety measures.** (NL, PL, UK)

Security Guard

Security guards guard, patrol or monitor premises, **persons or valuables** to prevent theft, damage, violence or infractions of rules.

1. Patrol industrial, commercial or private premises to prevent and detect signs of intrusion, watch for irregularities and ensure security of doors, windows and gates.
2. Watch and monitor alarm and surveillance systems, such as closed circuit television and computer alarm systems, and communicate with mobile units to attend alarms.
3. Answer alarms and investigate disturbances.
4. Report incidents, problems or irregularities to the appropriate authority.
5. Monitor and authorise entrance and departure of persons and vehicles to (from) premises.
6. Operate detecting devices to screen individuals and prevent passage of prohibited articles into restricted areas.
7. Circulate among crowd, visitors, patrons or employees to preserve order and protect property, stay near persons requiring protection and defend from attack.

8. Detect and report fraud, shoplifting and other unlawful acts, and give evidence in court where necessary.
9. Warn persons of rule infractions or violations, evict violators from premises using force when necessary, and apprehend and detain offenders until police arrive.
10. Call police, fire or medical services in cases of emergency.
11. Escort or drive motor vehicle to transport individuals, cash or other valuables to specified locations or to provide personal protection.
12. Write reports of daily activities and irregularities such as equipment or property damage, theft, presence of unauthorised persons or unusual occurrences.

Local Police Officer

Local police officers protect the public, detect and prevent crime and perform other activities directed at maintaining law and order.

1. Patrol assigned areas in vehicles, on bicycles, horseback and on foot to maintain public safety and order, to watch for unusual activity and to enforce laws and regulations.
2. Respond to calls or requests from the public to assist at incidents, such as criminal activity, domestic disputes and public disorder.
3. Provide first aid to victims of accidents, crimes and natural disasters, and search for missing persons.
4. Conduct initial investigations of complaints, crimes, accidents, any suspicious activities and other incidents.
5. Gather and secure evidence from the crime scene.⁽¹⁾
6. Interview suspects and victims and take statements from witnesses.⁽¹⁾
7. Identify, pursue, search and arrest suspects and offenders, and execute warrants.⁽¹⁾
8. Testify in court to present evidence or act as witness.⁽¹⁾
9. Police large public events, concerts, processions, strikes and demonstrations.
10. Escort, guard and protect prisoners, government officials, etc.
11. Direct and control traffic and attend vehicle check points and traffic offences to enforce traffic laws regarding e.g. vehicle roadworthiness, drink-driving and speeding.
12. Compile notes and crime reports, maintain records and carry out administrative tasks.
- 13. Give talks to educate and inform various groups in the local community on crime prevention and the role of the police.** (PL, UK)

Note: (1) Crime detection is not part of this occupation for some countries (DE, NL)

Police Inspector

Police inspectors plan, organise, supervise and coordinate activities of members of police force.

1. Plan and organise the resources and activities for general policing for an area or functional unit **to combat crime and for the maintenance of public order.** (DE, FR)
2. Liaise with senior officers to determine staff, financial and other needs.
3. Direct and coordinate the detection, prevention and investigation of crime, offering guidance and expertise, and ensuring that procedures are conducted in accordance with laws and regulations.
4. Direct collection, preparation and handling of evidence, conduct raids and order detention of witnesses and suspects for questioning.
5. Establish contacts and sources of information concerning crimes planned or committed.
6. Prepare the documentation required for lawsuits and cooperate with prosecutors.
7. Control, monitor and evaluate the work of subordinate officers, and **authorise recommend** promotions and transfers. (DE)
8. Inform personnel of changes in regulations and policies, implications of new or amended laws, and new techniques of police work, and train staff in proper police work procedures.
9. Investigate and resolve personnel problems within the organisation and charges of misconduct against staff, **and look after the welfare of subordinates.** (UK)
10. Maintain logs, prepare reports, direct the preparation, handling and maintenance of departmental records, and manage unit's other administrative tasks.
11. Develop, implement and revise departmental policies and procedures.
- 12. Represent the police externally and carry out PR role to promote public cooperation.** (DE, PL)

Company Director, Chief Executive 10-50 employees

Company directors, chief executives (10-50 employees) determine and formulate policies and provide the overall direction of company, especially concerning its products and markets. Plan, direct or coordinate company's operational activities.

1. Establish objectives and strategies for the company, especially concerning its products and markets.
2. Formulate or approve company's policies and procedures.
3. Plan and organise company's activities, assign tasks to staff and delegate responsibilities.
4. Prepare and control budgets.
5. Negotiate or approve contracts and agreements **for major capital projects** with suppliers, distributors, state agencies and other organisations. (UK)
6. Study company's competitiveness in the market and competitors' strategies, and endeavour to find new markets.
7. Hire, dismiss and promote staff, and organise staff training.
8. Supervise staff.
9. Confer with other managers, organisation officials and staff members to discuss issues, coordinate activities and resolve problems **and conflicts.** (FR)
10. Represent the company at meetings, conventions and seminars, and liaise with other organisations **including banks.** (FR)
11. Manage the maintenance and repair of facilities, machinery, equipment and other resources.

12. Analyse operations to evaluate performance and to develop and implement procedural or policy changes to improve operations and systems.

Logistics Manager

Logistics managers plan, direct or coordinate supply chain processes to ensure quality, low cost and efficiency of the movement and storage of goods.

1. Plan the strategy for company's supply chain activities (transportation, storage, distribution) to ensure customer satisfaction.
2. Develop and implement operating procedures for receiving, handling, storing and shipping goods and materials.
3. Ensure structures are in place to monitor the flow of goods (e.g. computer systems of stock levels, delivery times, transport costs and performance evaluation).
4. Coordinate and control logistic processes.
5. Allocate and manage staff resources according to (changing) needs, **including recruitment and training of staff.** (UK)
6. Liaise and negotiate with other departments, suppliers, manufacturers, transport companies, customers and retailers.
7. Monitor the quality, cost and efficiency of logistic processes, e.g. by analysing data.
8. Analyse and resolve logistical problems and plan improvements.
9. Keep up with and react to external influences, such as legislation, relevant regulations and customers' needs.
10. Plan, develop and implement relevant health and safety procedures regarding the movement and storage of goods.
- 11. Maintain contact with clients and acquire new business.** (NL)

5. Required national educational levels

Below is a table showing the actual educational levels for the 1,500 extended list of occupations in the area of work 'Clerks, secretaries, post, telephone'. The mean educational levels are based on the WageIndicator data (period: last quarter of the year 2004 until last quarter of the year 2008). The numbers in the tables are the averages of ISCED⁹ codes.

ISCO 08 code (prov.)	occupation / occupational group	country							
		BE	DE	ES	FR	IT	NL	PL	UK
3341	First line supervisor of front-office clerks			4.0				4.0	
3341	First line supervisor of office clerks			2.3				4.0	5.0
3342	Legal secretary	5.0		4.3	6.0			3.9	4.1
3343	Administrative and executive secretaries	4.5	2.8	4.0			3.9	4.3	3.6
3343	Administrative secretary	4.8		3.3	4.5	5.0		4.2	4.3
3343	Executive secretary	4.8		4.3	3.0	5.0		4.0	4.3
3343	Office manager			4.1				5.0	4.3
3344	Medical secretary or receptionist	5.0		3.0				3.0	4.5
3349	Administrative and specialised secretaries nec		5.0			2.0		4.5	
3349	Personal assistant	5.0		4.0	5.0			4.3	4.3
4110	Administrative services department manager	4.5				4.0			
4110	Office clerk	4.2	2.8	3.5		4.4	3.6	4.4	3.7
4110	Procurement clerk					4.5			
4121	Accounting and bookkeeping clerks	4.0		3.7		4.2	3.9	4.5	3.6
4121	Brokerage clerk	4.0		3.5		4.0			4.0
4121	Invoice clerk	5.0		3.4		5.0			3.9
4121	New accounts clerk	5.0		3.9	5.0	5.0		4.1	4.4
4122	Statistical, finance and insurance clerks	4.6	3.1	4.2		5.0	4.0	4.5	3.9
4123	Payroll clerk	5.0		3.8		4.0		4.4	4.6
4131	Stock clerk	3.6	1.9	3.2		4.5	3.3	4.2	3.4
4131	Order clerk	4.0		3.4		4.2		4.5	4.2
4131	Warehouse clerk	4.0		3.0				3.0	3.3
4131	Weighing clerk	4.0		1.0				5.0	
4132	Production clerk	4.3		3.5		4.5	3.7	4.3	3.5

⁹ The ISCED levels are:

- 0 - Pre-primary education
- 1 - Primary education or first stage of basic education
- 2 - Lower secondary or second stage of basic education
- 3 - (Upper) secondary education
- 4 - Post-secondary non-tertiary education
- 5 - First stage of tertiary education
- 6 - Second stage of tertiary education

4132	Production planning clerk	4.4		3.5		4.5		4.5	3.0
4133	Freight clerk			3.7		4.0		3.7	3.3
4141	Library and filing clerks	3.7	3.0	4.3			3.9	4.1	4.2
4141	Filing clerk	4.7		3.6	4.3			4.3	3.9
4142	Post sorting or distributing clerk	3.0		2.5			2.9	3.6	3.4
4142	Postman	3.7		2.6				2.3	3.5
4142	Mail controller, mail machine operator	3.0		5.0					5.0
4143	Coding, proof-reading and related clerks	4.7		3.3			4.0	4.3	3.7
4144	Scribes and related workers			3.0				4.3	5.0
4144	Form filling assistance clerk			3.5				4.6	3.0
4144	Minutes secretary			5.0				5.0	
4151	Typist or word processing operator	3.2	4.0	3.4			3.5	4.1	3.4
4152	Numerical keyboard operator	4.1	3.1	3.0				4.2	3.6
4160	Secretary (general)	4.3	2.9	3.5		4.5	3.7	4.4	3.5
4160	Project secretary	5.0		4.2				5.0	4.3
4160	Team or department secretary	5.0	2.8	3.1	6.0			4.4	4.6
4160	Other secretary			3.6				3.9	4.6
4160	Secretary clerk			3.6		4.0		3.8	4.0
4211	Ticket-clerk and cashier	3.9	2.2	3.3		4.0	3.2	4.0	3.7
4211	Ticket reservation or booking clerk								5.0
4212	Tellers and other counter clerks	4.2	2.4	3.1		5.0			4.0
4212	Post office counter clerk	4.0		5.0				4.3	
4223	Telephone switchboard operator	3.7		3.4			3.5	3.9	3.5
4223	Telephonist	4.0		3.2					3.2
4226	Receptionist	4.3		3.3		4.0		4.2	4.0
9621	Messengers, package and luggage porters and deliverers	3.0		2.6		5.0	2.8	4.0	3.0
9621	Hand deliverer	3.0		3.2					3.5
9621	Luggage porter			5.0					
9621	Messenger boy			3.5					

The table for the area of work 'Staff, management, direction' is shown below.

ISCO 08 code (prov.)	occupation / occupational group	country							
		BE	DE	ES	FR	IT	NL	PL	UK
1000	Managers, senior officials and legislators		3.8				4.8		3.8
1120	Company Directors and chief executives	4.8		4.8			4.2	4.8	4.3
1120	Company director, chief executive of 10-50 employees			4.4		4.8		4.8	4.4
1120	Company director, chief executive of 50-500 employees			4.6		4.7		4.7	4.6
1120	Company director, chief executive of >500 employees			4.3				4.4	4.9
1211	Corporate core services manager	4.8		4.7		4.7		4.4	4.3
1212	Financial manager	4.8		4.7	6.0		4.4	4.5	4.0
1212	Administrative services manager			4.5		3.7	5.0	4.3	4.2
1223	Research and development manager	4.8		4.7			4.9	4.5	4.1

1223	Engineering manager	4.6		5.3		5.0		4.4	4.5
1321	Manufacturing Managers	4.7		4.7			3.9		4.2
1321	Production or operations manager	5.1		4.8	4.5	4.7		4.2	4.4
1322	Construction manager	5.0		4.8		4.0		4.2	4.2
1323	Supply and Distribution Mangers	4.3		4.2			3.8	4.5	3.8
1323	Logistics manager	4.3		3.9	6.0	4.4	4.3	4.4	4.2
1330	ITA manager	4.9	4.1	4.6		4.6	4.7	4.6	4.4
1340	Education, Health and Welfare Service Managers	3.9	1.8	1.6					3.6
1342	Health service manager	5.0		3.6				4.6	4.6
1343	Aged care service manager	4.8			6.0			4.3	4.7
1344	Social welfare manager	5.0		4.0	3.0			5.0	4.8
1345	Tertiary education manager			5.0				4.7	5.0
1412	Restaurant manager	4.2		3.6			3.9	3.0	3.7
1432	Cultural centre manager			2.0		4.0			5.0
1432	Recreation centre manager			3.8	6.0			5.0	4.6
1432	Leisure park manager			5.0				2.5	4.0
1439	Services managers nec	5.0	5.0	5.1					4.1
1439	Other services manager			4.0		4.0		4.3	4.3
2419	Other department manager			4.6		4.3		4.3	4.4
2461	Brand manager	4.3		5.0				3.3	4.0
2511	IT department manager	5.3		4.7	3.0	3.3		4.5	4.7
2511	IT project leader	5.2		5.0		5.3		4.8	4.7
3118	Draughtsperson	4.4	2.4	3.4	5.0		4.1	4.4	4.4
3118	Technical illustrator			5.0		4.0		3.7	3.3
3122	Quality assurance inspector	5.0		4.3	5.0			4.0	5.0
3319	Cost estimator	5.0		5.0				4.4	4.7

The table for the area of work 'Guards, army, police' is shown below.

ISCO 08 code (prov.)	occupation / occupational group	country							
		BE	DE	ES	FR	IT	NL	PL	UK
1000	Officer armed forces	4.0		5.3			4.8	5.0	4.7
1000	Non-commissioned officer armed forces	5.0		3.8		4.0		3.0	3.8
2000	First line supervisor of armed forces						3.8	4.5	
2000	Military air operations crew member							5.0	4.3
2000	Seaman, military operations crew member			3.0	3.0			5.0	
2000	Soldier, military operations crew member			1.9		4.0	2.9	2.0	3.2
2000	Military weapons specialist			3.0					4.0
2000	Special forces crew member			3.0					4.5
3112	Fire inspector							5.0	3.5
3154	Underground traffic controller			3.0					4.3
3350	Customs, tax and related government associate professionals		3.0	3.0			3.8		4.0
3351	Customs and border inspectors		2.9	4.0				4.5	3.4
3351	Border inspector	5.0						4.1	5.0
3421	Detective	5.0						4.3	4.0

3421	Inquiry police agent			2.6				4.6	5.0
3421	Police inspector	4.2		3.6		4.0	3.8	4.4	3.4
3421	First line supervisor of police inspectors or detectives							5.0	
5112	Transportation attendant	5.0		2.0				3.0	4.0
5160	Protective services workers	3.4		2.1		4.0		4.0	3.3
5161	Fire fighter	3.4	2.4	3.3		2.0	3.2	3.7	3.5
5161	First line supervisor of fire fighters							5.0	3.0
5162	First line supervisor of police officers							4.0	5.0
5162	Local police officer	5.0		2.4			2.8		
5162	National police officer	5.0		3.8		4.0		4.8	4.0
5162	Regional police officer			1.0				5.0	
5162	Road traffic police			3.1				5.0	
5162	Transit, port or railroad police	5.0		3.0					4.0
5162	Police officer	3.8	3.3	2.5			3.6	4.3	4.1
5163	Prison guard	3.4		3.9			2.8	2.5	3.5
5163	First line supervisor of correctional officers							4.7	4.2
5164	Security guard	4.5		1.9			3.3	4.0	3.5
5164	First line supervisor of protective service workers			5.0			3.4	3.7	3.5
5164	Town watcher							3.5	
5169	Bodyguard			1.0				3.5	3.3
5169	First line supervisor of other protective service workers			2.4		1.5		3.8	3.9
5169	Traffic warden	5.0							
9621	Porter	3.6		2.3			3.2	3.6	3.1
9629	Building caretaker			2.3		2.0		3.0	4.0
9629	Car parking attendant								4.5
9629	Crossing guard	5.0							

6. Problematic occupations

Key occupation	Problematic issues
Administrative services department manager	There is evidence from the respondents that the occupation may not be structured in the same way in all countries, and that the occupational content in some countries may not fully match the task list. In the UK this is a fuzzy occupational title, relating to the common use of 'Administrative' or 'Administrator' applied to a very wide range of jobs, from low-grade clerical to senior professional/managerial jobs for which a degree is required.
Cashier	The title 'Cashier' is an ambiguous occupational title in the UK as it may refer to retail check-out cashiers or post office/ticket office/bank cashiers. Different set of skills is required for these occupations. Similar comments are received from the Netherlands.
Executive secretary	This occupation is not existent in Germany, the title refers more to a function of 'Fachkaufmann/ -frau - Büromanagement'. There are some responses from Belgium, France the Netherlands and the UK suggesting that the occupational content may differ from the task list.
Legal secretary	The respondents from Poland and the UK indicate that some tasks are not highly relevant for this occupation. In Germany the focus is on legal matters rather than this being merely a secretarial occupation. For the Netherlands, the focus of the task list is on those legal secretaries working with lawyers, not with notaries.
Post sorting or distributing clerk	In the Netherlands, a distinction is made between post sorting clerks and postal distribution clerks.
Secretary (general)	In Germany, there is no direct professional education to the occupation 'Secretary' and the occupation should be included in the database as office management. There are responses from Belgium and Poland implying that the occupation may be differently organised in those countries.

Company director, Chief executive 10-50 employees	There is evidence from the respondents that the occupation may not be structured in the same way in all countries. In the UK, the occupational titles do not usually indicate the size of the company.
Logistics manager	In the UK, the title 'Logistics manager' may refer to somebody who is just managing a delivery plan, or to somebody who is in charge of a whole fleet of delivery vehicles and the whole 'logistics' approach. These cases have a very different span of control over resources. In France, two various occupations are hidden under this occupational title: in industry, there is the planning and organising of production, whereas in the service sector, the occupation only covers the buying function, and sometimes building maintenance.
Doorkeeper, Concierge	There is evidence that the occupation is differently organised and structured within the EurOccupations groups of countries. This is an ambiguous title in the UK covering a variety of jobs from nightclub 'bouncer' to concierge. In France the occupation is more related to blocks of flats. In the Netherlands the occupation can be seen as a function of a security guard.
Fire fighter	In the Netherlands most fire fighters are volunteers.
Local police officer	In Belgium, the task list matches the occupation 'Police inspector'. There is indication that the occupational content may vary in the other countries. In Germany, local police officers are not responsible for solving crimes. In the Netherlands local police officers do not gather evidence, arrest people or execute warrants. It may be difficult to agree about a task list that applies to all countries.
Non-commissioned officer armed forces	In Spain and Poland the task 'Prepare new or modify existing operational strategies and plans' does not apply, and there is evidence from Poland that the occupational content may not entirely match the task list.
Police inspector	In Belgium, the task list matches the occupation 'Head inspector'. The occupation as described in the task list does not exist in Germany. In the Netherlands there are inspectors who work in projects and do not participate in catching the criminals. There is

also evidence from France about differences regarding the task list. It may be difficult to agree about a task list that applies to all countries.

Security guard

There is potential considerable overlap with the occupation of Doorkeeper/Concierge in the UK, because of the way these jobs are organised.

Soldier, military operations
crew member

There is evidence from the respondents that the occupational tasks may not be the same in all countries.

7. Proposed revisions for the EurOccupations extended list of occupations

Key occupation	Revisions to extended list
Cashier	Ensure occupational titles appear for two types of cashiers: retail check-out cashiers and post office/ticket office/bank cashiers.
Executive secretary	Change the French title to 'Assistante de direction'.
Post sorting or distributing clerk	Separate post sorting clerks and postal distribution clerks.
Company director, Chief executive 10-50 employees	Consider leaving out the size of the company. Change the UK title to 'Company director (10-50 employees)'.
Doorkeeper, Concierge	Split to two occupations: Doorkeeper and Concierge.
Local police officer	Change the Belgian title to 'Police inspector'.
Police inspector	Change the Belgian title to 'Head inspector'.
Seaman, military operations crew member	Change the UK title to 'Seaman (armed forces)'.
Soldier, military operations crew member	Change the French title to 'Militaire du rang'. Change the UK title to 'Soldier'.

8. Conclusions and discussion

8.1 Selection of occupations within the cluster

There are 'new' or developing occupational areas that should be represented in the list of key occupations for this cluster, notably those relating to the **environment and conservation** and **customer service/call centre** activity.

Sales clerk is currently in the Trade and Agriculture cluster but should arguably have been assigned to this cluster.

8.2 Response rates

While some countries have recorded usable responses to the expert enquiry of 6 or 7 per occupation and, exceptionally, more than this, the majority of responses per occupation and country are 2 or 3 (see the table at section 2.2, above). The occupations *Secretary (general)* and *Executive secretary* have the highest total number of recorded expert responses (47 and 34, respectively, for all countries), whilst most fall into the teens and low 20s.

The expert enquiry and the completed partner questionnaires have yielded interesting and useful data, but caution must be exercised in the interpretation of these data and, in particular, in extrapolating quantitatively from the information available. The conclusions in the following sub-sections, based on the analyses of the data, are necessarily qualitative. They look in turn at the various dimensions of occupations in the cluster as they arise in Part 1 of the expert questionnaire and identify emerging themes.

8.3 Frequency of tasks

An analysis has been made of the task frequencies, as shown in the table under the relevant paragraph of each occupational report (see the links given in section 3, above).

Occupations can be characterised as simple (most tasks are consistently performed on a daily basis) or complex (tasks are performed variously on a daily, weekly, monthly or annual basis). Those that fall into the 'simple' category are typically those that are highly structured and/or involve a face-to-face customer or client relationship and are defined by that relationship (for example, *Cashier, Post sorting or distributing clerk*). 'Complex' occupations are generally higher level occupations that involve a wide variety of types of task and that probably offer the jobholder a greater degree of autonomy in terms of structuring tasks over the short-, medium- and longer-term (for example, *Administrative services department manager, Company director, Chief executive (10-50 employees)*).

In many cases, the competencies that are highlighted in bold text in the individual report table may represent an agreed minimum set of tasks that constitute the core occupation content (for

example, *Secretary (general)*, *Logistics manager*, *Doorkeeper/ concierge*).

8.4 Importance of tasks

Variation in responses regarding the importance of tasks, as shown in the table under the relevant paragraph of each occupational report (see the links given in section 3, above), probably reflects differences in the way the occupation is organised or structured across the EurOccupations group of countries. Individual occupation reports mostly show some consensus between *groups of countries* with regard to how important a particular task or set of tasks is viewed. No particular pattern of consensus or disagreement is evident across occupations in this cluster. However, the table does provide supporting evidence in the case of *Doorkeeper/concierge*, that the occupation is significantly different across a number of EurOccupations countries.

It is noted that more French responses fall into the 'Some importance' category than is the case for all other countries. This raises the possibility that value-laden questions of this kind are open to different interpretation across national and cultural boundaries.

8.5 Required national educational level for entry into the occupation

It is apparent from the tables reporting responses to this question that the UK and Netherlands often specify lower ISCED levels for clerical occupations in particular than do other countries. For the occupation of *Company director. chief executive* five ISCED levels are assigned, both across and within countries; similarly, four ISCED levels are identified for the *Security guard*. There are frequently three or four ISCED levels identified in responses across and sometimes within countries for a specific occupation, which raises the issue of how well the question has been understood by respondents – in particular, what is meant by the minimum entry requirement.

8.6 Relevant competencies for the occupation

Dominant categories in responses to this question (shown emboldened in the penultimate table in the individual occupation reports) might usefully be interpreted as the generic competencies constituting core skills that would be transferable to a broader range of occupations. It is generally evident that the higher the level of the occupation, the greater is the number of agreed dominant competencies (and *vice versa*). Thus, the *Police inspector*, *Company director*, *Logistics manager* reports highlight 13, 11, and 10 dominant competencies, respectively; the Receptionist and *Payroll Clerk* reports highlight four competencies; the *Cashier* and *Post sorting or distributing clerk* reports highlight just one: 'Following instructions and procedures'. Interestingly, the *Security guard* report identifies nine competencies are predominant, and these focus on dealing with contingencies, problem solving etc.

8.7 Change in occupation size

Some evidence is shown that lower level and narrowly defined clerical occupations (*Payroll clerk*, *Post sorting or distribution clerk*, *Receptionist*) are expected to decline over the next five

years, and that protection/security-related occupations (*Security guard, Local police officer*) will increase. However, the responses are generally mixed across and within countries so no firm, general conclusions can be derived.

8.8 Revisions to the task list

The revisions in section 4 (above) show that very few of the tasks listed for the expert enquiry are proposed for deletion. Additions to the list are relatively few in number. These minimal changes do not, however, necessarily reflect broad agreement across all countries on the full task list; rather, the changes are made on the basis of whatever level of consensus is achievable, recognising that some countries will not find the results fit their national circumstances.

Attention is drawn to the individual occupation reports (for which links are provided in section 3, above). In these, the emboldened text shows where a reasonable degree of consensus is evident; but whilst similarities are highlighted, notable differences are also recognised.

8.9 Other observations

(i) An analysis of comments on specific occupations from the expert enquiry point to a particular area of difficulty in relation to secretarial occupations, specifically the use of 'Secretary' in occupation titles. For example, German comments on *Secretary (general)* suggest the occupational title should change to define an 'office management' role; a French comment similarly refers to raising the level of this occupation to 'Assistant'. The same remarks are made for the *Executive secretary*. In the case of the *Legal secretary*, both German and French respondents refer to additional tasks that emphasise the centrality of legal matters for this occupation – that 'secretarial work is too dominant'.

(ii) An important omission from the list of key occupations relates to the environment/conservation and customer service/call centre activities. The former would be of relevance both in the this cluster, and in Trade & Agriculture. Consideration could be given to other 'new' occupational areas to ensure they are encompassed within the EurOccupations database.

8.10 General conclusion

A general conclusion that derives from this detailed investigation of occupations in this cluster is that there is considerable variation across countries in the nature of the tasks associated with specific occupations. For most 'simple' occupations that require fairly low levels of qualifications for entry, there is a reasonable degree of correspondence between countries in the structure of the tasks and the competencies required. However, for the more complex occupations in the cluster, significant variations are seen between countries. This is where the Eurooccupations database at its most detailed level will be particularly useful, in that it highlights these differences and allows users to decide on the extent of comparability between occupations on the basis of job title alone.

Appendix A [Additional analyses of EurOccupations data Clerks, staff, management & army/police](#)¹⁰

The above link shows the results of the detailed analysis of Part 2 of the expert and partner questionnaires.

Future changes in occupational content

In Part 2 of the expert and partner questionnaires a question about any expectations of future changes in the content of the occupation was posed. A summary of the areas where changes are anticipated is presented below, showing the occupations and the countries.

Technological change/ automation/ scientific progress

Administrative services department manager (DE UK), Filing clerk (ES NL), Payroll clerk (NL), Post sorting or distributing clerk (PL), Receptionist (NL UK), Executive secretary (UK), Secretary (general) (NL PL UK), Cashier (FR NL), Security guard (NL UK), Police inspector (DE), Company director, chief executive of 10-50 employees (ES PL), Logistics manager (ES NL PL UK)

Expanding to new areas/ skills/ changes in job content

Administrative services department manager (DE), Filing clerk (NL), Receptionist (UK), Executive secretary (FR NL UK), Legal secretary (FR), Secretary (general) (FR NL PL UK), Cashier (FR), Soldier, military operations crew member (NL), Fire fighter (NL PL), Security guard (FR), Local police officer (NL), Police inspector (DE FR NL UK), Company director, chief executive of 10-50 employees (ES), Logistics manager (ES NL PL)

More market-orientation/ competition/ commercial or economic issues

Company director, chief executive of 10-50 employees (NL PL), Logistics manager (NL)

Energy/ environmental/ sustainability issues

Fire fighter (PL), Logistics manager (ES)

Larger scale operation

Security guard (NL), Logistics manager (FR)

Specialisation

Administrative services department manager (DE), Security guard (NL), Police inspector (DE)

¹⁰ http://www2.warwick.ac.uk/fac/soc/ier/research/completed/eurocc/part_2_analysis_clerks.xls

New legal requirements/ regulation/ codes of practice/ health and safety requirements

Security guard (NL)

More complex tasks

Administrative services department manager (UK), Fire fighter (BE DE), Police inspector (UK)

Future changes in educational requirements

In Part 2 of the expert and partner questionnaires there was a question about any expectations of future changes regarding the educational requirements for the occupation. A summary of the anticipated changes is presented below, showing the occupation and the country.

Requirements of higher qualifications/ certification

Administrative services department manager (UK), Filing clerk (NL PL), Payroll clerk (PL), Executive secretary (FR), Legal secretary (FR), Secretary (general) (FR NL UK), Fire fighter (NL), Security guard (FR NL), Local police officer (FR PL), Police inspector (UK), Doorkeeper, concierge (NL), Company director, chief executive of 10-50 employees (NL PL)

Training in specialisations/ new areas

Administrative services department manager (DE), Filing clerk (FR), Receptionist (BE), Executive secretary (BE FR UK), Secretary (general) (NL PL), Non-commissioned officer armed forces (ES), Fire fighter (PL), Security guard (NL), Local police officer (FR), Police inspector (BE DE FR NL), Company director, chief executive of 10-50 employees (ES), Logistics manager (ES FR UK)

Life long learning

Administrative services department manager (DE)



Appendix B [Occupation questionnaire for experts](#)¹¹

Appendix C [Education questionnaire for experts](#)¹²

Appendix D [Occupational workers questionnaire](#)¹³

Appendix E [Partner occupation questionnaire](#)¹⁴

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

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

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

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