Table 1: Relative skill use in border jobs across education groups (simple average indexes)

	Analytical (1)	**Manual** (2)	**Routine** (3)
Below GCSE C / GCSE C-A lev. border			
GCSE C-A levels	0.042***	-0.007	0.066***
	(0.007)	(0.008)	(0.018)
Effect size	0.367	-0.035	0.387
Overall R^2	0.17	0.30	0.10
Observations	3,100.00	3,100.00	3,100.00
GCSE C to A lev. / Bachelor+ border			
Bachelor+	0.053***	-0.065***	-0.021
	(0.009)	(0.016)	(0.031)
Effect size	0.454	-0.329	-0.122
Overall R^2	0.11	0.22	0.06
Observations	961.00	961.00	961.00

Note: all skill indexes range between 0 and 1. Regressions use individual-level data. Robust standard errors in parenthesis. Coefficents represent the difference relative the lower education level. I use dummy of basic to moderate PC use complexity as measure of routineness. I pool data from all years. Regressions include occupation fixed-effects. Effect sizes are computed as the regression coefficient divided by the standard deviation in the occupation-level skill indexes. Table generated on 20 May 2020 at 19:22:12.

Table 2: Relative skill use in border jobs across education groups (index with standardized variables)

	Analytical (1)	**Manual** (2)	**Routine** (3)
Below GCSE C / GCSE C-A lev. border			
GCSE C-A levels	0.042***	-0.008	0.066***
	(0.007)	(0.008)	(0.018)
Effect size	0.374	-0.040	0.387
Overall R^2	0.17	0.29	0.10
Observations	3,100.00	3,100.00	3,100.00
GCSE C to A lev. / Bachelor+ border			
Bachelor+	0.050***	-0.065***	-0.021
	(0.009)	(0.016)	(0.031)
Effect size	0.443	-0.327	-0.122
Overall R^2	0.10	0.22	0.06
Observations	961.00	961.00	961.00

Note: all skill indexes range between 0 and 1. Regressions use individual-level data. Robust standard errors in parenthesis. Coefficents represent the difference relative the lower education level. I use dummy of basic to moderate PC use complexity as measure of routineness. I pool data from all years. Regressions include occupation fixed-effects. Effect sizes are computed as the regression coefficient divided by the standard deviation in the occupation-level skill indexes. Table generated on 20 May 2020 at 19:22:12.

Table 3: Relative skill use in border jobs across education groups (simple average indexes)

Base level: Below GCSE C	**Analytical** (1)	**Manual** (2)	**Routine** (3)
Below GCSE C / GCSE C-A lev. border			
GCSE C-A levels	0.042***	-0.005	0.066***
	(0.007)	(0.008)	(0.018)
Bachelor+	0.063***	-0.054***	0.027
	(0.010)	(0.012)	(0.025)
Overall R^2	0.19	0.29	0.09
Observations	3,669	3,669	3,669
GCSE C to A lev. / Bachelor+ border			
GCSE C-A levels	0.050**	-0.096***	-0.096*
	(0.017)	(0.026)	(0.048)
Bachelor+	0.103***	-0.162***	-0.120*
	(0.017)	(0.025)	(0.048)
Overall R^2	0.11	0.26	0.05
Observations	1,076	1,076	1,076
Below GCSE C jobs			
GCSE C-A levels	0.022	0.011	0.081**
	(0.014)	(0.013)	(0.030)
Bachelor+	0.078**	-0.023	0.120
	(0.029)	(0.028)	(0.064)
Overall R^2	0.17	0.17	0.19
Observations	1,108	1,108	1,108
GCSE C-A lev. jobs			
GCSE C-A levels	0.020*	-0.050***	-0.007
	(0.009)	(0.012)	(0.022)
Bachelor+	0.054***	-0.099***	-0.108***
	(0.010)	(0.013)	(0.025)
Overall R^2	0.11	0.40	0.06
Observations	3,695	3,695	3,695
Bachelor+ jobs			
GCSE C-A levels	0.026*	-0.049*	-0.078*
	(0.012)	(0.020)	(0.033)
Bachelor+	0.067***	-0.122***	-0.167***
	(0.011)	(0.019)	(0.032)
Overall R^2	0.15	0.32	0.22
Observations	5,043	5,043	5,043

Note: all skill indexes range between 0 and 1. Regressions use individual-level data. Robust standard errors in parenthesis. I use dummy of basic to moderate PC use complexity as measure of routineness. I pool data from all years. Regressions include occupation fixed-effects. Effect sizes are computed as the regression coefficient divided by the standard deviation in the occupation-level skill indexes. Table generated on 20 May 2020 at 19:22:15.

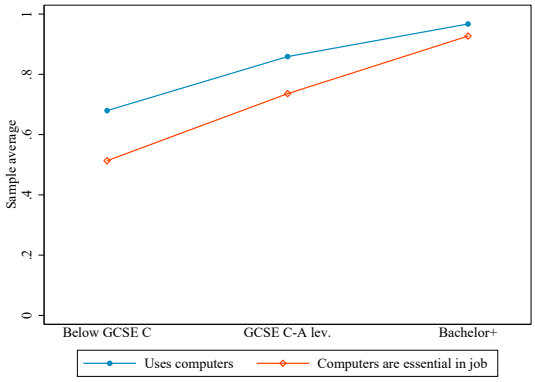
Table 4: Relative skill use in border jobs across education groups (index with standardized variables)

Base level: Below GCSE C	**Analytical** (1)	**Manual** (2)	**Routine** (3)
Below GCSE C / GCSE C-A lev. border			
GCSE C-A levels	0.041***	-0.006	0.066***
	(0.007)	(0.008)	(0.018)
Bachelor+	0.061***	-0.055***	0.027
	(0.009)	(0.012)	(0.025)
Overall R^2	0.19	0.28	0.09
Observations	3,669	3,669	3,669
GCSE C to A lev. / Bachelor+ border			
GCSE C-A levels	0.049**	-0.096***	-0.096*
	(0.016)	(0.026)	(0.048)
Bachelor+	0.099***	-0.162***	-0.120*
	(0.016)	(0.025)	(0.048)
Overall R^2	0.11	0.26	0.05
Observations	1,076	1,076	1,076
Below GCSE C jobs			
GCSE C-A levels	0.022	0.011	0.081**
	(0.014)	(0.013)	(0.030)
Bachelor+	0.077**	-0.023	0.120
	(0.028)	(0.028)	(0.064)
Overall R^2	0.16	0.17	0.19
Observations	1,108	1,108	1,108
GCSE C-A lev. jobs			
GCSE C-A levels	0.019*	-0.051***	-0.007
	(0.009)	(0.012)	(0.022)
Bachelor+	0.051***	-0.099***	-0.108***
	(0.010)	(0.013)	(0.025)
Overall R^2	0.11	0.40	0.06
Observations	3,695	3,695	3,695
Bachelor+ jobs			
GCSE C-A levels	0.025*	-0.050*	-0.078*
	(0.011)	(0.020)	(0.033)
Bachelor+	0.064***	-0.123***	-0.167***
	(0.011)	(0.019)	(0.032)
Overall R^2	0.15	0.32	0.22
Observations	5,043	5,043	5,043

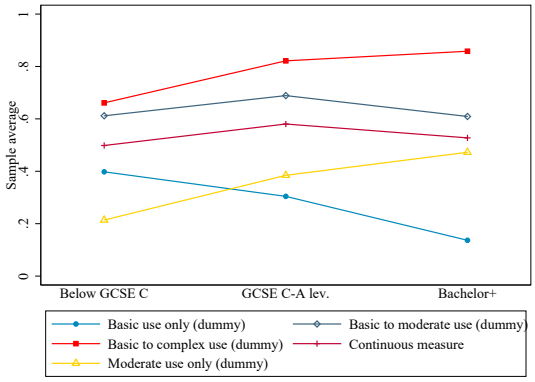
Note: all skill indexes range between 0 and 1. Regressions use individual-level data. Robust standard errors in parenthesis. I use dummy of basic to moderate PC use complexity as measure of routineness. I pool data from all years. Regressions include occupation fixed-effects. Effect sizes are computed as the regression coefficient divided by the standard deviation in the occupation-level skill indexes. Table generated on 20 May 2020 at 19:22:15.

Figure 1: PC use complexitity across different occupation groups

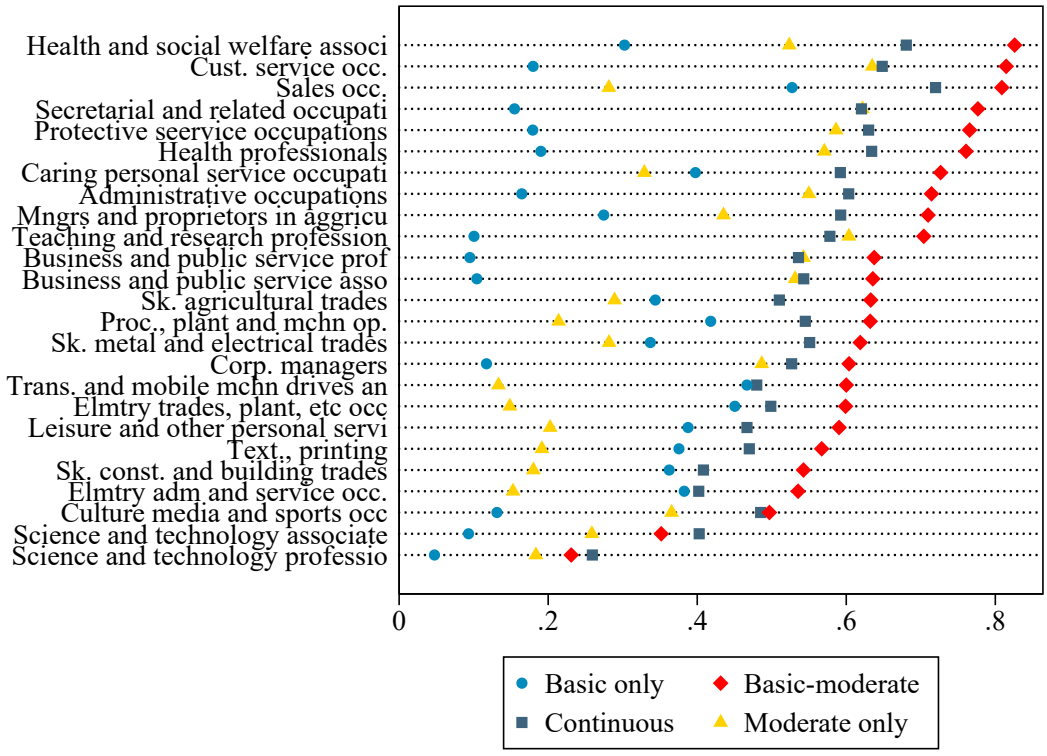
(a) PC use



(b) PC use complexity



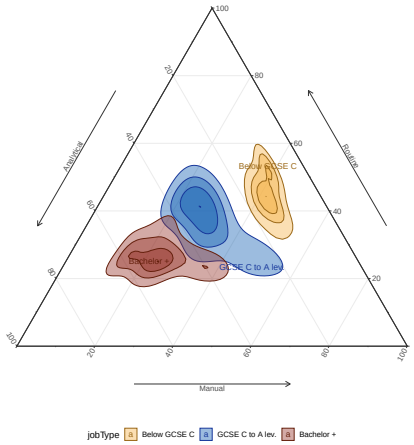
(c) PC use in different occupation groups



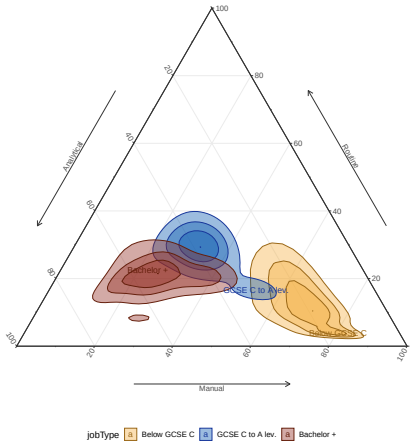
Note: basic use involves routine procedures such as printing and invoicing. Moderate use involves use of email and word processing and/or spreadsheets. Complex use involves use for statistical analysis. Table generated on 11 May 2020 at 10:34:54.

Figure 2: Comparison of routine measures

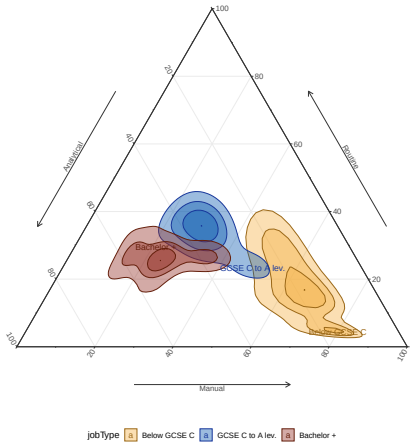
(a) Original measure



(b) Routine PC dummy



(c) Routine PC continuous



(d) Moderate PC use dummy

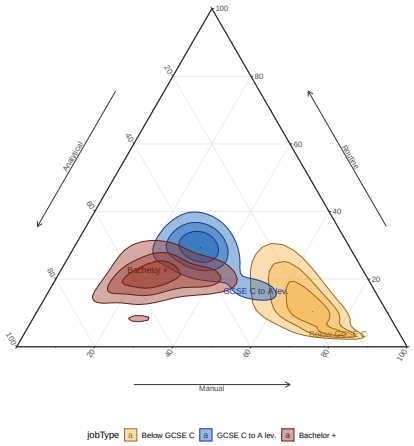
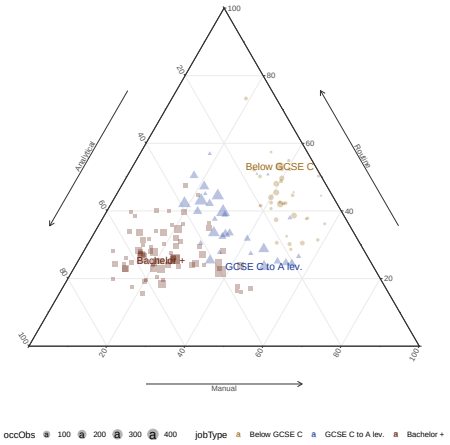
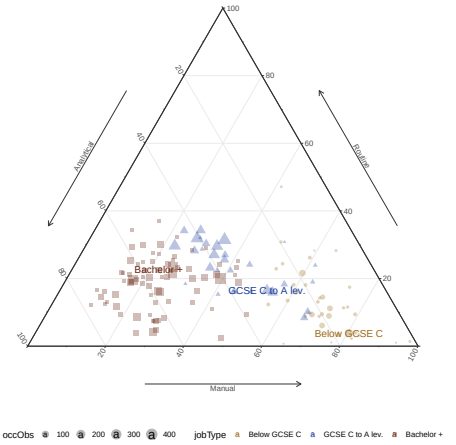


Figure 3: Comparison of routine measures (scatterplots)

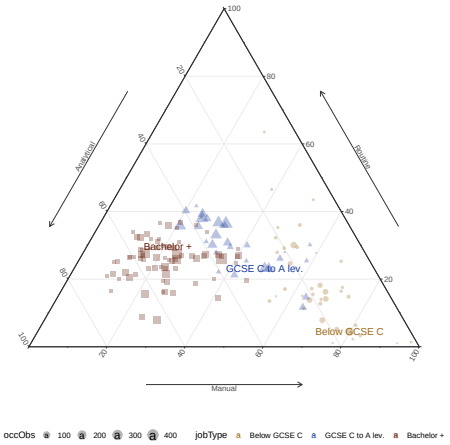
(a) Original measure



(b) Routine PC dummy



(c) Routine PC continuous



(d) Moderate PC use dummy

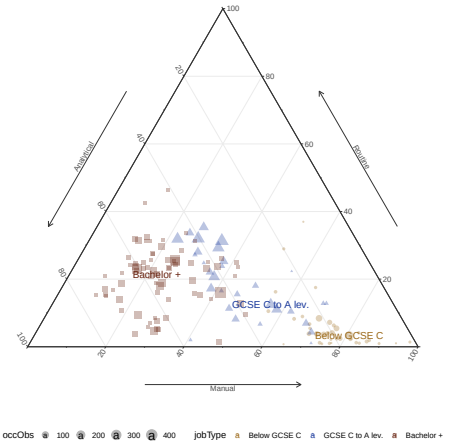
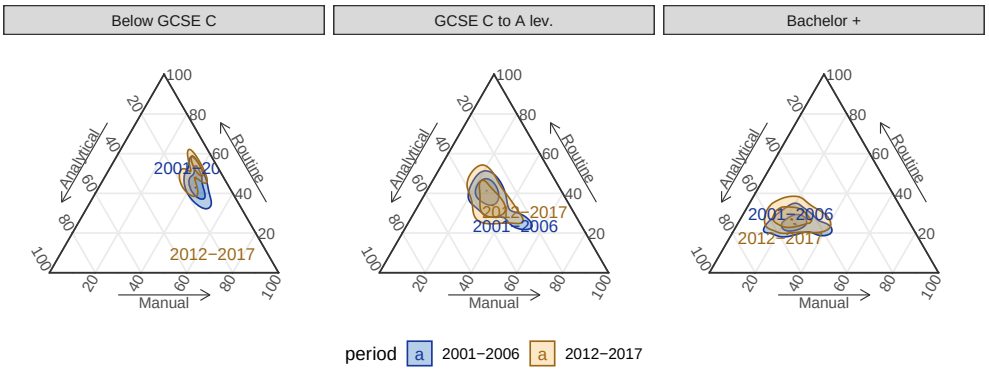
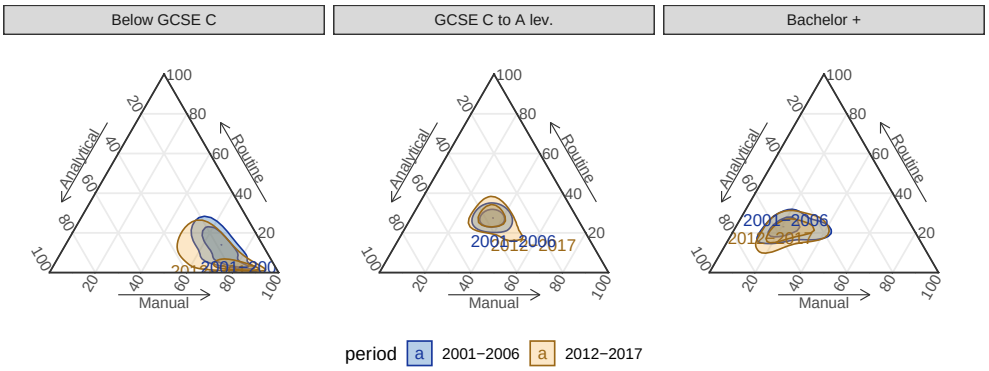


Figure 4: Change across time - comparison of routine measures

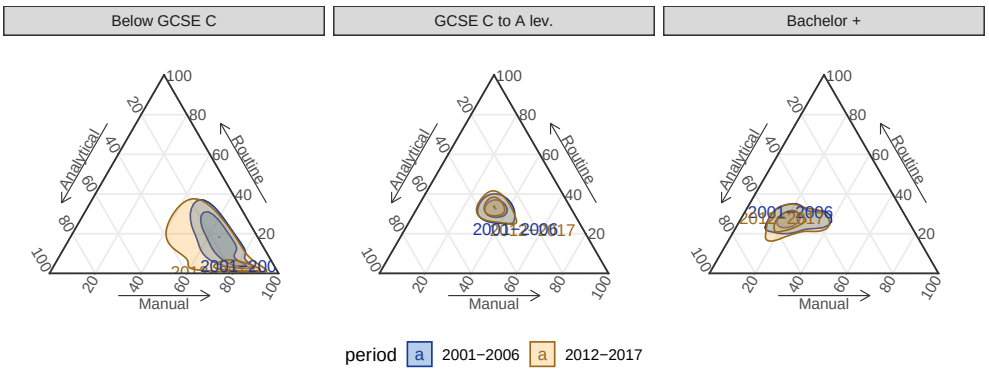
(a) Original measure



(b) Routine PC dummy



(c) Routine PC continuous



(d) Moderate PC use dummy

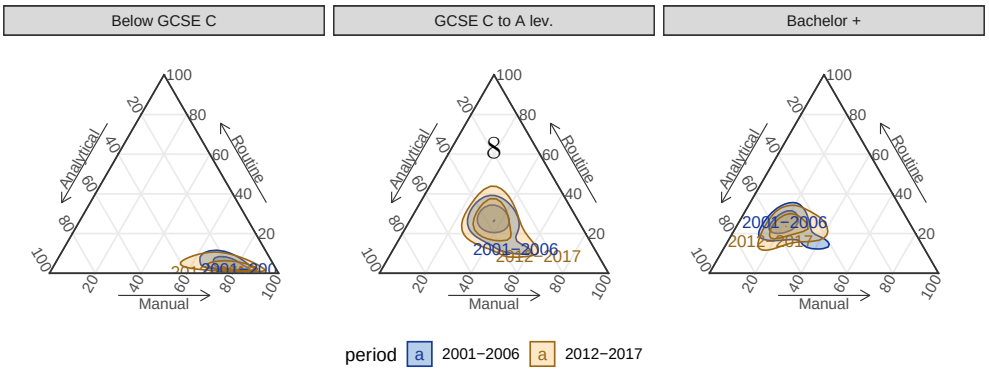
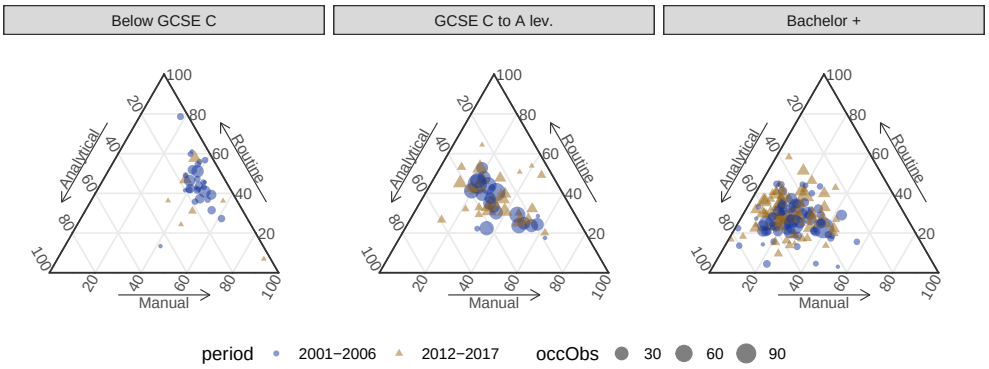
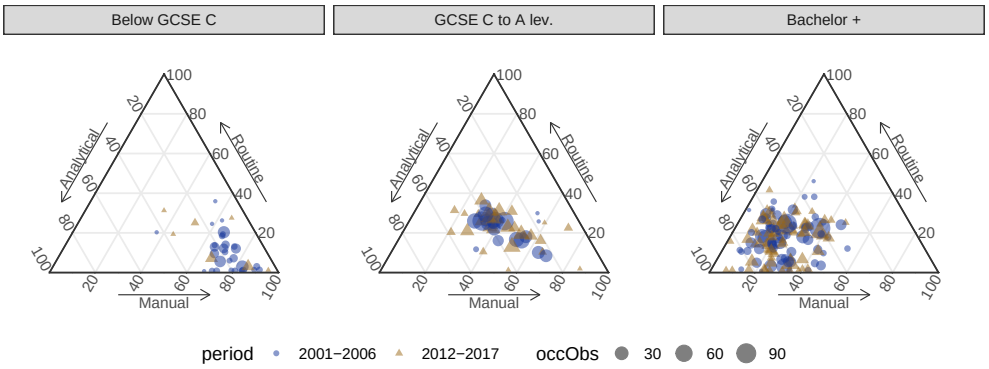


Figure 5: Change across time - comparison of routine measures (scatterplots)

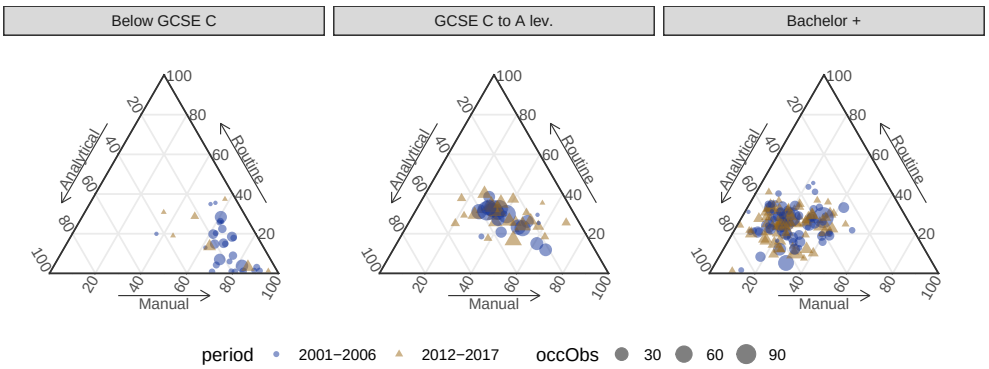
(a) Original measure



(b) Routine PC dummy



(c) Routine PC continuous



(d) Moderate PC use dummy

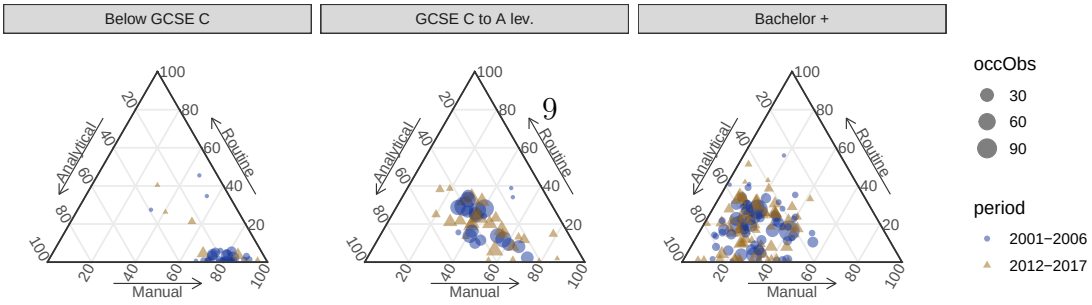
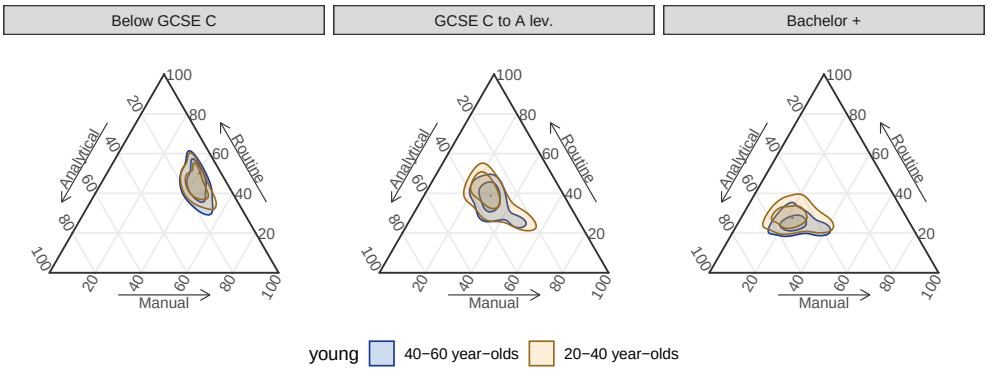
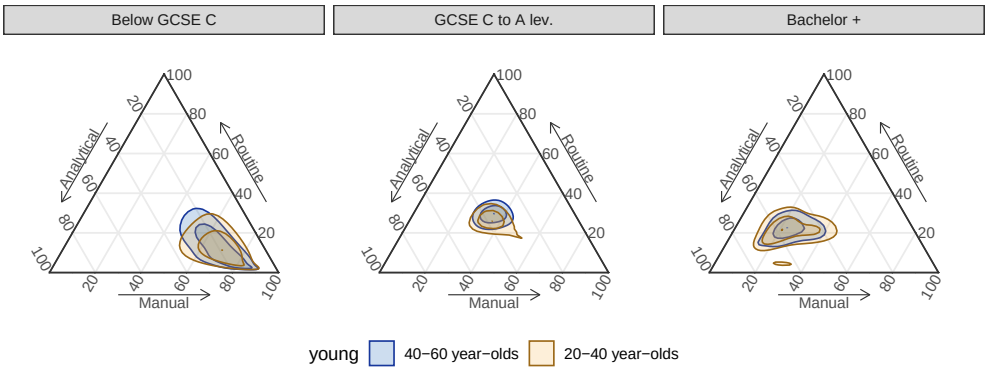


Figure 6: Young versus old workers

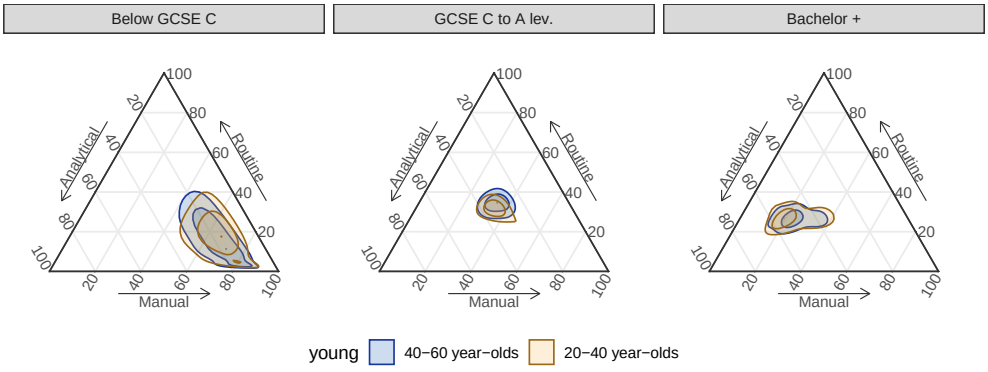
(a) Original measure



(b) Routine PC dummy



(c) Routine PC continuous



(d) Moderate PC use dummy

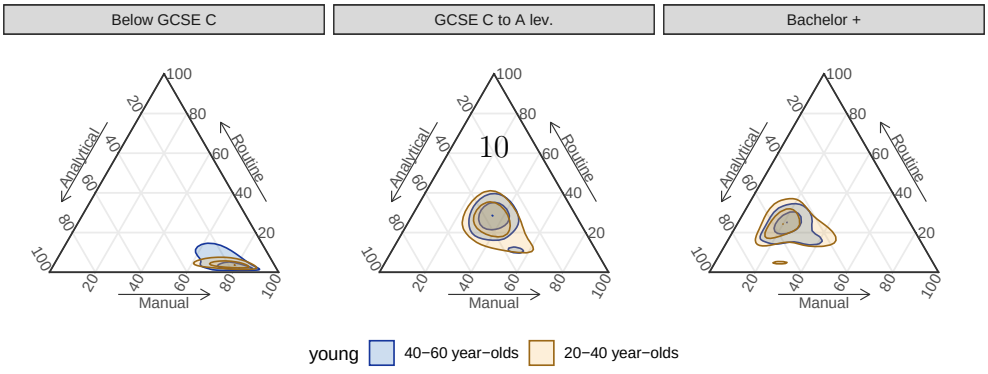
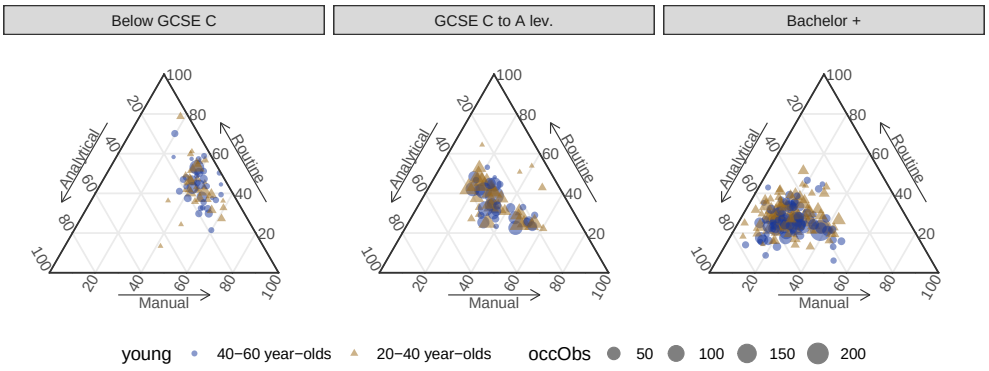
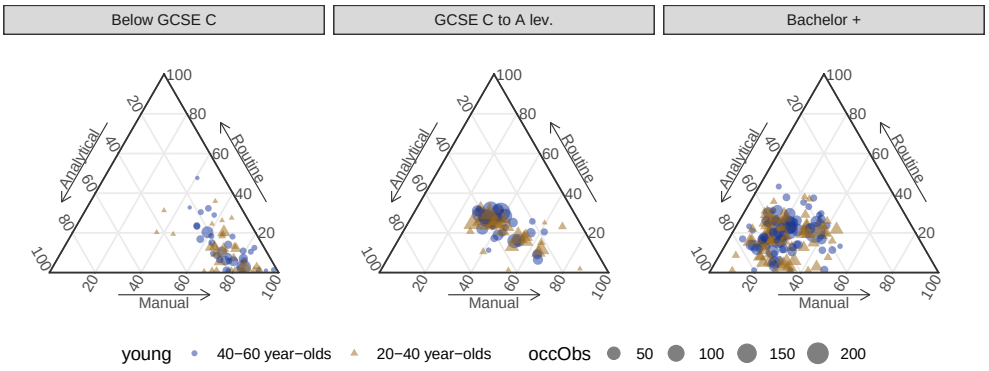


Figure 7: Young versus old workers

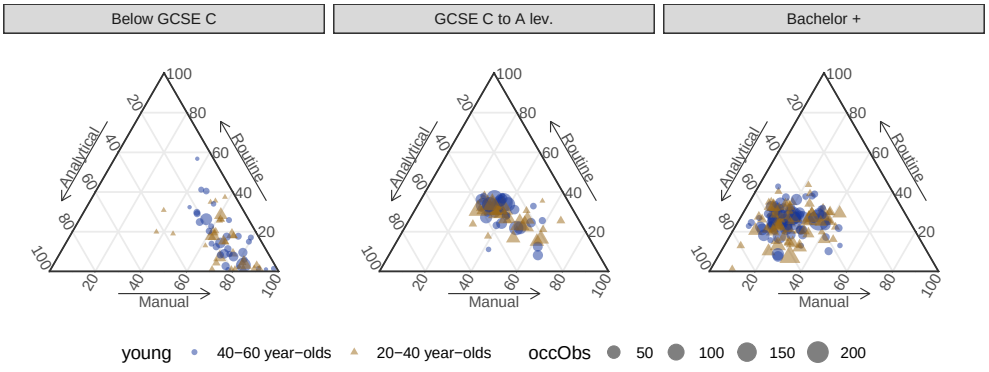
(a) Original measure



(b) Routine PC dummy



(c) Routine PC continuous



(d) Moderate PC use dummy

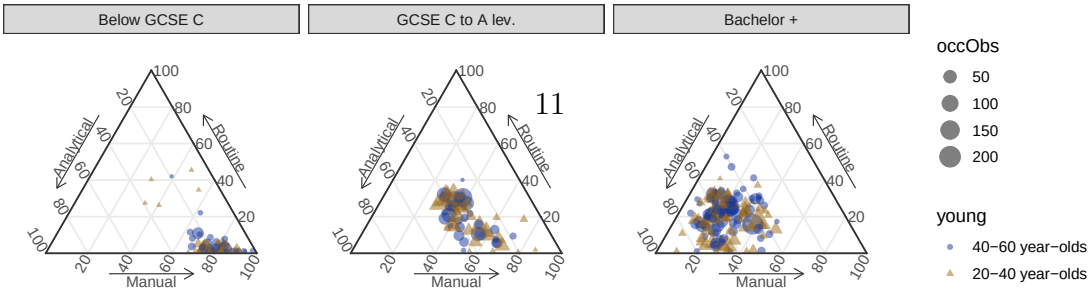
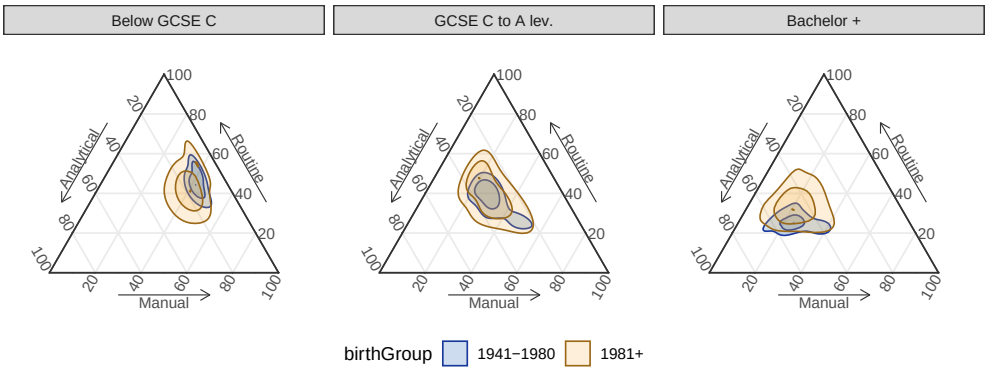
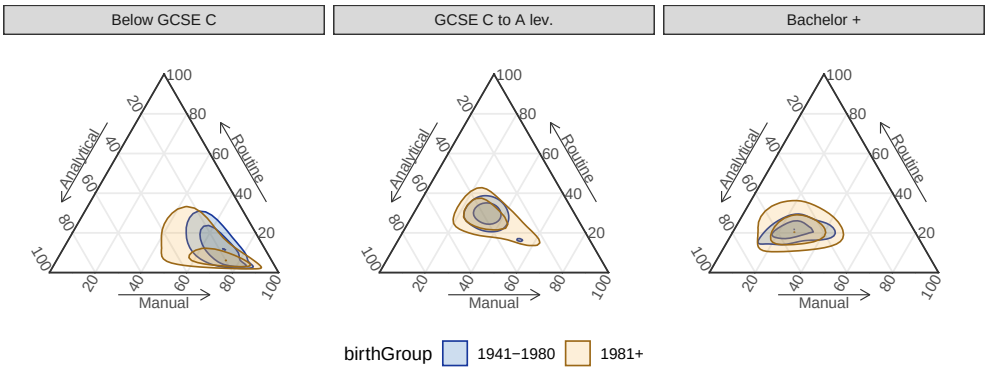


Figure 8: Skill use by birth cohort

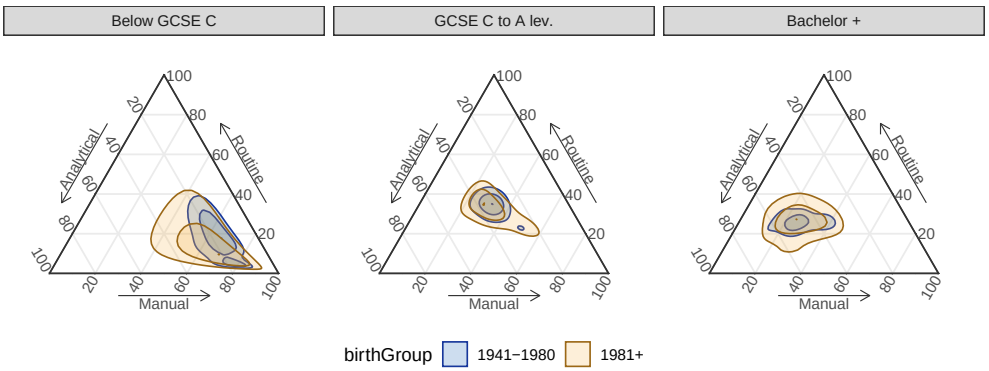
(a) Original measure



(b) Routine PC dummy



(c) Routine PC continuous



(d) Moderate PC use dummy

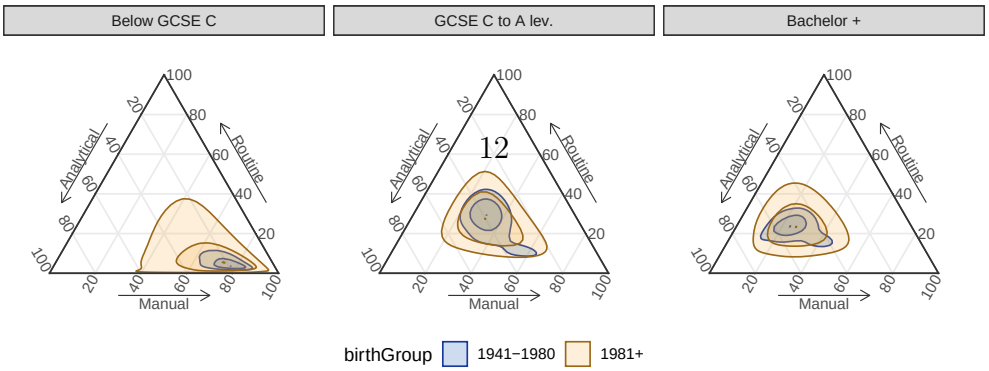
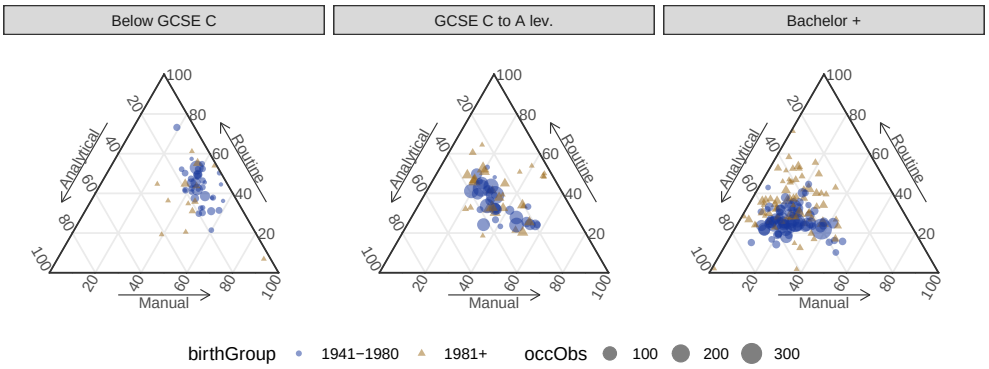
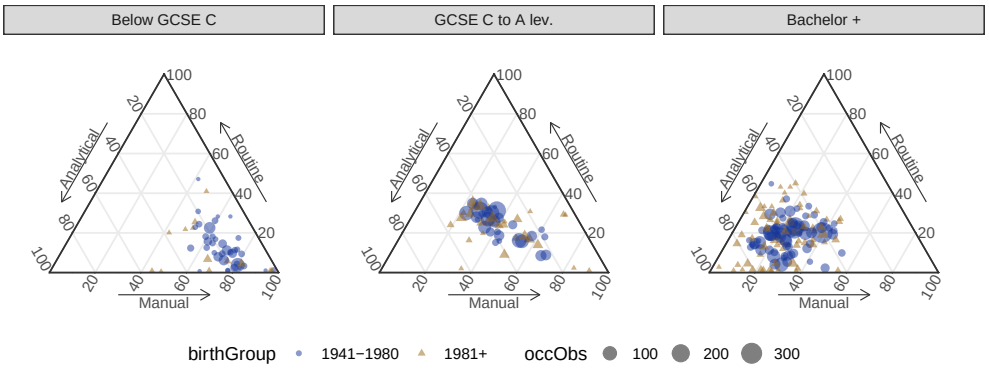


Figure 9: Skill use by birth cohort

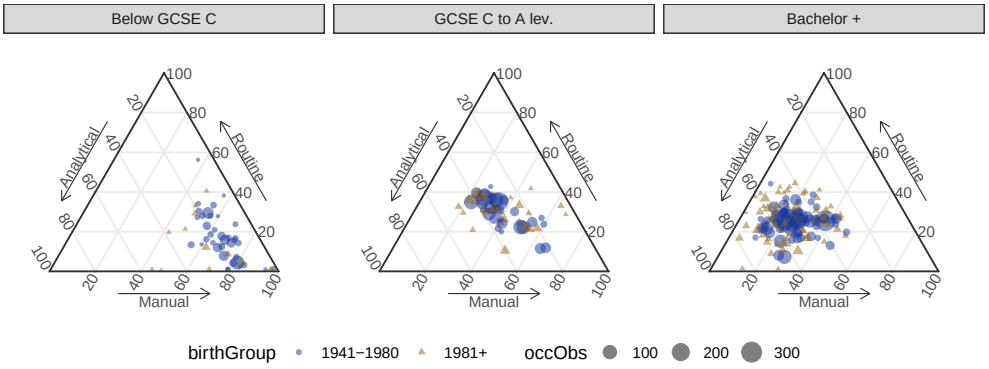
(a) Original measure



(b) Routine PC dummy



(c) Routine PC continuous



(d) Moderate PC use dummy