

# 1 Effect of transitioning

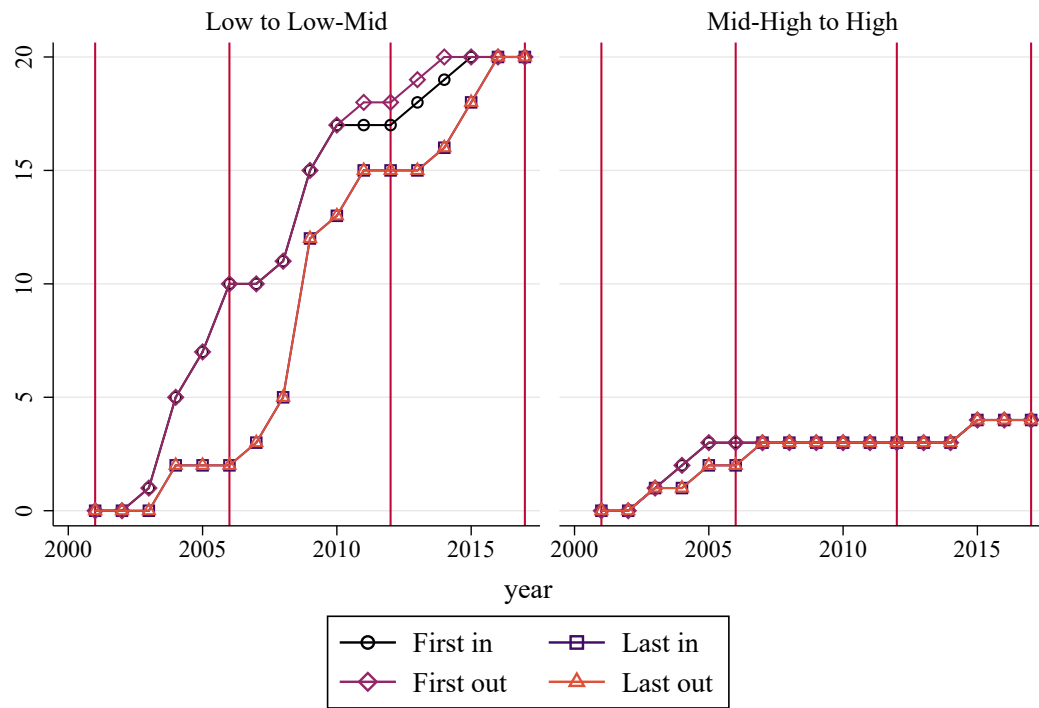
The basic specification is given by:

$$y_{iot} = \lambda_o + \beta_1 e_i + \beta_2 1_{\{t > \text{transition\_time}\}} + \beta_3 e_i \times 1_{\{t > \text{transition\_time}\}} \quad (1)$$

where  $\lambda_o$  denotes occupation fixed-effects,  $e_i$  is an education-level dummy. expectation:  $\beta_1 \neq 0$ ,  $\beta_2 = \beta_3 = 0$ . I try four different definitions of the transition year:

- *First out*: first year out of the initial category.
- *Last out*: last year in initial category + 1.
- *First in*: first year in final category.
- *Last in*: latest year of transition into final category + 1.

Figure 1: Number of transitioned occupations by transition type



Graphs by restrictedType

**Note:** Transitions are defined as the union of 3-3-3, 4-2-3 and 2-4-3. Vertical lines indicate years for which I have SES data. Figure generated on 11 Jun 2020 at 15:49:33.

Table 1: Dependent variable: analytical skill

<b>Regressor</b>	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>Low to Low-Mid</i>								
Mid	0.032 (0.019)	0.020 (0.019)	0.039* (0.018)	0.026 (0.017)	0.032 (0.019)	0.020 (0.019)	0.039* (0.018)	0.026 (0.017)
First out	0.038 (0.021)	0.002 (0.034)						
Mid $\times$ First out	-0.003 (0.028)	0.015 (0.028)						
Last out			0.021 (0.023)	0.077 (0.047)				
Mid $\times$ Last out			-0.016 (0.031)	0.002 (0.030)				
First in					0.038 (0.021)	0.002 (0.034)		
Mid $\times$ First in					-0.003 (0.028)	0.015 (0.028)		
Last in							0.021 (0.023)	0.077 (0.047)
Mid $\times$ Last in							-0.016 (0.031)	0.002 (0.030)
Occupation FE	✓	✓	✓	✓	✓	✓	✓	✓
Year FE		✓		✓		✓		✓
Number of jobs	17	17	17	17	17	17	17	17
Observations	852	852	852	852	852	852	852	852
<i>Mid-High to High</i>								
High	0.052** (0.018)	0.049** (0.018)	0.052** (0.017)	0.050** (0.017)	0.052** (0.018)	0.049** (0.018)	0.052** (0.017)	0.050** (0.017)
First out	-0.024 (0.020)	-0.061* (0.029)						
High $\times$ First out	-0.004 (0.024)	-0.002 (0.024)						
Last out			-0.023 (0.020)	-0.052* (0.026)				
High $\times$ Last out			-0.006 (0.023)	-0.003 (0.023)				
First in					-0.024 (0.020)	-0.061* (0.029)		
High $\times$ First in					-0.004 (0.024)	-0.002 (0.024)		
Last in							-0.023 (0.020)	-0.052* (0.026)
High $\times$ Last in							-0.006 (0.023)	-0.003 (0.023)
Occupation FE	✓	✓	✓	✓	✓	✓	✓	✓
Year FE		✓		✓		✓		✓
Number of jobs	4	4	4	4	4	4	4	4
Observations	621	621	621	621	621	621	621	621

*Note:* robust standard errors in parenthesis. The dependent variable ranges from 0 to 1. Columns differ in the fixed effect included and the definition of the transition year. Regressions pool observations from all years, but use observations from transitioning occupations only. I restrict observations to the education levels indicated in the panel subtitle. Table generated on 11 Jun 2020 at 15:49:41.



Table 2: Dependent variable: manual skill

<b>Regressor</b>	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>Low to Low-Mid</i>								
Mid	0.011 (0.019)	0.009 (0.019)	0.004 (0.017)	0.001 (0.017)	0.011 (0.019)	0.009 (0.019)	0.004 (0.017)	0.001 (0.017)
First out	0.045* (0.021)	0.033 (0.034)						
Mid $\times$ First out	-0.016 (0.028)	-0.016 (0.028)						
Last out			0.031 (0.022)	0.032 (0.050)				
Mid $\times$ Last out			0.002 (0.029)	0.002 (0.030)				
First in					0.045* (0.021)	0.033 (0.034)		
Mid $\times$ First in					-0.016 (0.028)	-0.016 (0.028)		
Last in							0.031 (0.022)	0.032 (0.050)
Mid $\times$ Last in							0.002 (0.029)	0.002 (0.030)
Occupation FE	✓	✓	✓	✓	✓	✓	✓	✓
Year FE		✓		✓		✓		✓
Number of jobs	17	17	17	17	17	17	17	17
Observations	852	852	852	852	852	852	852	852
<i>Mid-High to High</i>								
High	-0.091** (0.028)	-0.090** (0.028)	-0.087** (0.026)	-0.086** (0.026)	-0.091** (0.028)	-0.090** (0.028)	-0.087** (0.026)	-0.086** (0.026)
First out	0.044 (0.033)	0.040 (0.045)						
High $\times$ First out	-0.047 (0.038)	-0.050 (0.038)						
Last out			0.055 (0.033)	0.058 (0.042)				
High $\times$ Last out			-0.060 (0.038)	-0.063 (0.038)				
First in					0.044 (0.033)	0.040 (0.045)		
High $\times$ First in					-0.047 (0.038)	-0.050 (0.038)		
Last in							0.055 (0.033)	0.058 (0.042)
High $\times$ Last in							-0.060 (0.038)	-0.063 (0.038)
Occupation FE	✓	✓	✓	✓	✓	✓	✓	✓
Year FE		✓		✓		✓		✓
Number of jobs	4	4	4	4	4	4	4	4
Observations	621	621	621	621	621	621	621	621

*Note:* robust standard errors in parenthesis. The dependent variable ranges from 0 to 1. Columns differ in the fixed effect included and the definition of the transition year. Regressions pool observations from all years, but use observations from transitioning occupations only. I restrict observations to the education levels indicated in the panel subtitle. Table generated on 11 Jun 2020 at 15:49:41.



Table 3: Dependent variable: routine skill

<b>Regressor</b>	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>Low to Low-Mid</i>								
Mid	0.085 (0.045)	0.056 (0.044)	0.089* (0.040)	0.055 (0.040)	0.085 (0.045)	0.056 (0.044)	0.089* (0.040)	0.055 (0.040)
First out	0.241*** (0.046)	0.019 (0.079)						
Mid $\times$ First out	-0.089 (0.064)	-0.052 (0.064)						
Last out			0.207*** (0.049)	-0.042 (0.114)				
Mid $\times$ Last out			-0.105 (0.068)	-0.064 (0.068)				
First in					0.241*** (0.046)	0.019 (0.079)		
Mid $\times$ First in					-0.089 (0.064)	-0.052 (0.064)		
Last in							0.207*** (0.049)	-0.042 (0.114)
Mid $\times$ Last in							-0.105 (0.068)	-0.064 (0.068)
Occupation FE	✓	✓	✓	✓	✓	✓	✓	✓
Year FE		✓		✓		✓		✓
Number of jobs	17	17	17	17	17	17	17	17
Observations	852	852	852	852	852	852	852	852
<i>Mid-High to High</i>								
High	-0.012 (0.059)	-0.006 (0.059)	-0.042 (0.056)	-0.034 (0.056)	-0.012 (0.059)	-0.006 (0.059)	-0.042 (0.056)	-0.034 (0.056)
First out	0.010 (0.063)	0.088 (0.092)						
High $\times$ First out	-0.162* (0.078)	-0.166* (0.078)						
Last out			-0.002 (0.063)	0.095 (0.086)				
High $\times$ Last out			-0.118 (0.078)	-0.125 (0.078)				
First in					0.010 (0.063)	0.088 (0.092)		
High $\times$ First in					-0.162* (0.078)	-0.166* (0.078)		
Last in							-0.002 (0.063)	0.095 (0.086)
High $\times$ Last in							-0.118 (0.078)	-0.125 (0.078)
Occupation FE	✓	✓	✓	✓	✓	✓	✓	✓
Year FE		✓		✓		✓		✓
Number of jobs	4	4	4	4	4	4	4	4
Observations	621	621	621	621	621	621	621	621

*Note:* robust standard errors in parenthesis. The dependent variable ranges from 0 to 1. Columns differ in the fixed effect included and the definition of the transition year. Regressions pool observations from all years, but use observations from transitioning occupations only. I restrict observations to the education levels indicated in the panel subtitle. Table generated on 11 Jun 2020 at 15:49:42.

Table 4: Intersection between core and transition type definitions

Core type	Years as core				
	17	16	15	14	13
Below GCSE C	0	0	0	0	1
GCSE C to A lev.	0	0	0	0	0
Bachelor +	0	0	0	0	2
Below GCSE C - GCSE C to A lev.	0	0	0	2	5
Below GCSE C - Bach+	0	0	0	0	0
GCSE C to A lev. - Bach+	0	0	0	1	1
Total	0	0	0	3	9

*Note:* transitioning jobs defined using 3-3-3 definition.. Table generated on 10 Jun 2020 at 09:41:57.

Table 5: Intersection between core and transition type definitions

Core type	Years as core				
	17	16	15	14	13
Below GCSE C	0	0	0	0	2
GCSE C to A lev.	0	0	1	1	1
Bachelor +	0	0	1	1	3
Below GCSE C - GCSE C to A lev.	0	0	0	3	6
Below GCSE C - Bach+	0	0	0	0	0
GCSE C to A lev. - Bach+	0	0	0	1	1
Total	0	0	2	6	13

*Note:* transitioning jobs are defined as the union of 3-3-3, 2-4-3 and 4-2-3 definitions. Table generated on 10 Jun 2020 at 12:11:10.



Table 6: Number of core jobs by type and time in core threshold

Core type	Years as core				
	17	16	15	14	13
Below GCSE C	2	4	4	5	7
GCSE C to A lev.	10	13	16	17	19
Bachelor +	71	72	75	78	78
Below GCSE C - GCSE C to A lev.	17	24	30	35	37
Below GCSE C - Bach+	0	0	0	0	0
GCSE C to A lev. - Bach+	0	2	2	4	4
Total	100	115	127	139	145

*Note:* I force the intersection of the core and 3-3-3 transition definition to be empty. Table generated on 10 Jun 2020 at 09:41:57.

Table 7: Number of core jobs by type and time in core threshold

Core type	Years as core				
	17	16	15	14	13
Below GCSE C	2	4	4	5	6
GCSE C to A lev.	10	13	15	16	18
Bachelor +	71	72	74	77	77
Below GCSE C - GCSE C to A lev.	17	24	30	34	36
Below GCSE C - Bach+	0	0	0	0	0
GCSE C to A lev. - Bach+	0	2	2	4	4
Total	100	115	125	136	141

*Note:* I force the intersection of the core and 4-2-3 transition definition to be empty. Table generated on 10 Jun 2020 at 12:11:10.

Table 8: Effect of relaxing number of switches constraint

<b>Transition type</b>	<b>Definition</b>						
	<b>3-3-1</b> (1)	<b>4-4-3</b> (2)	<b>3-5-3</b> (3)	<b>5-3-3</b> (4)	<b>5-5-7</b> (5)	<b>4-6-7</b> (6)	<b>6-4-7</b> (7)
Low to Low-Mid	9	14	15	16	18	18	18
Mid to Low-Mid	1	1	1	1	1	1	2
Low-Mid to Mid	1	1	1	1	1	1	1
Mid-High to High	2	2	3	3	3	3	3
Total	13	18	20	21	23	23	24

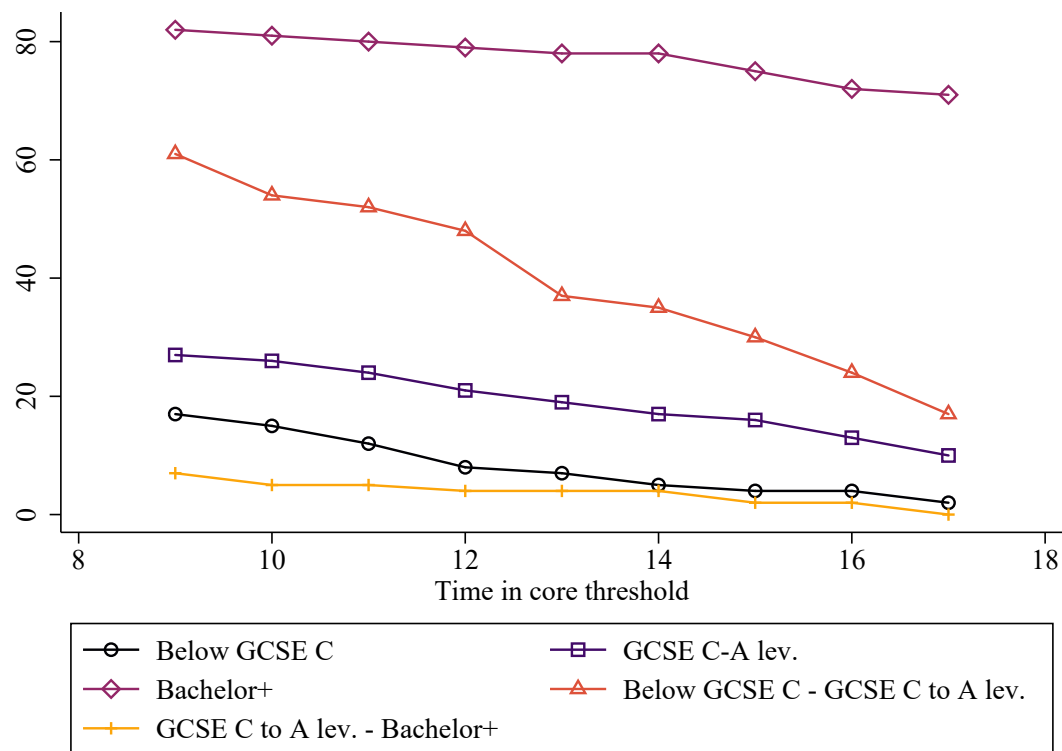
*Note:* each column shows the breakdown by transition type when my definition of a transitioning job is the union all the current and previous columns. For example in column two I define a transition job as the union of 3-3-1 and 4-4-3. Table generated on 10 Jun 2020 at 17:59:46.

Table 9: Effect of relaxing number of switches constraint

<b>Transition type</b>	<b>Definition</b>					
	<b>3-3-3</b> (1)	<b>2-4-3</b> (2)	<b>4-2-3</b> (3)	<b>5-5-7</b> (4)	<b>4-6-7</b> (5)	<b>6-4-7</b> (6)
Low to Low-Mid	17	18	20	22	22	22
Mid to Low-Mid	1	1	1	1	1	2
Mid to Mid-High	0	0	1	1	1	1
Low-Mid to Mid	1	1	1	1	1	1
Mid-High to High	3	4	4	4	4	4
Total	22	24	27	29	29	30

*Note:* each column shows the breakdown by transition type when my definition of a transitioning job is the union all the current and previous columns. Table generated on 10 Jun 2020 at 17:59:46.

Figure 2: Number of core jobs at different thresholds

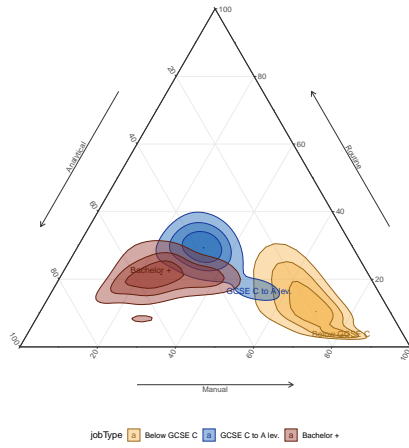


**Note:** core jobs are those which (i) meet the time at core threshold and (ii) are not flagged as transitioning.

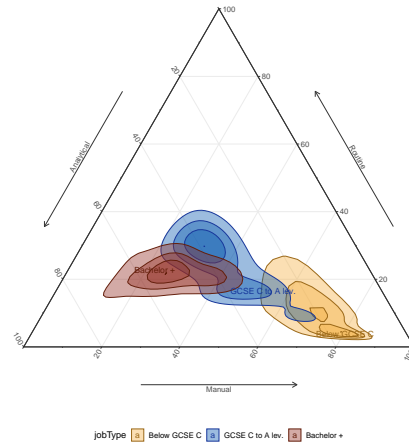
Figure generated on 5 Jun 2020 at 14:28:01.

Figure 3: Exploring weighting schemes (density plots)

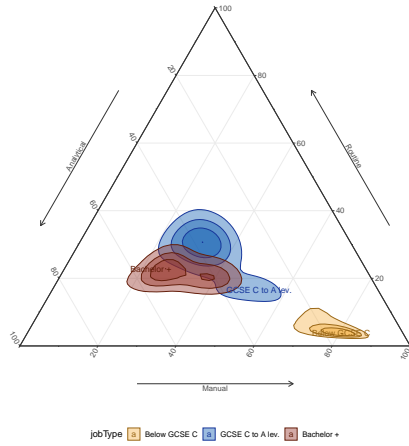
(a) Observations in SES education-occupation-  
job type cell



(b)  $\sqrt{d_1 d_2} \times observations_{LFS}$



(c)  $\sqrt{d_1 d_2} \times observations_{LFS} \times observations_{SES}$



(d)  $\sqrt{d_1 d_2} \times observations_{SES}$

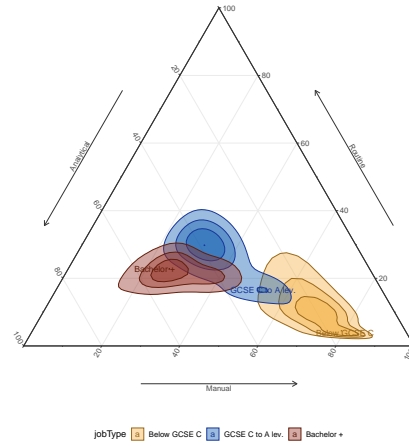
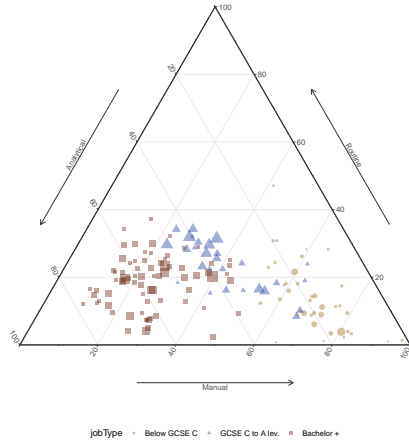
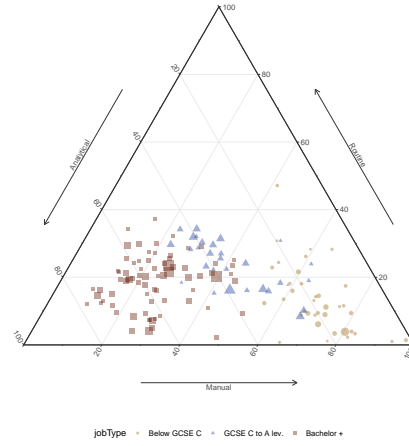


Figure 4: Exploring weighting schemes (scatterplots)

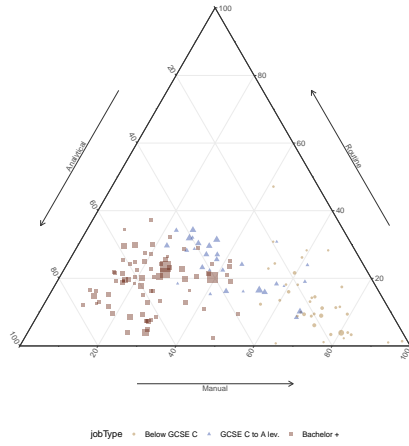
(a) Observations in SES education-occupation-  
job type cell



(b)  $\sqrt{d_1 d_2} \times observations_{LFS}$



(c)  $\sqrt{d_1 d_2} \times observations_{LFS} \times observations_{SES}$



(d)  $\sqrt{d_1 d_2} \times observations_{SES}$

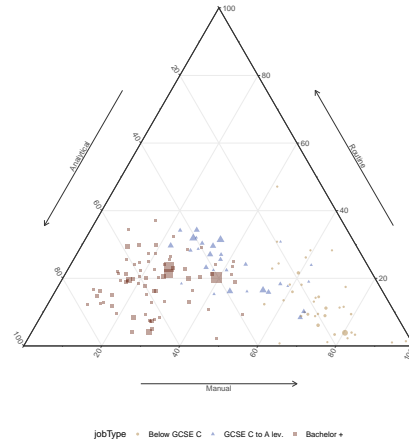
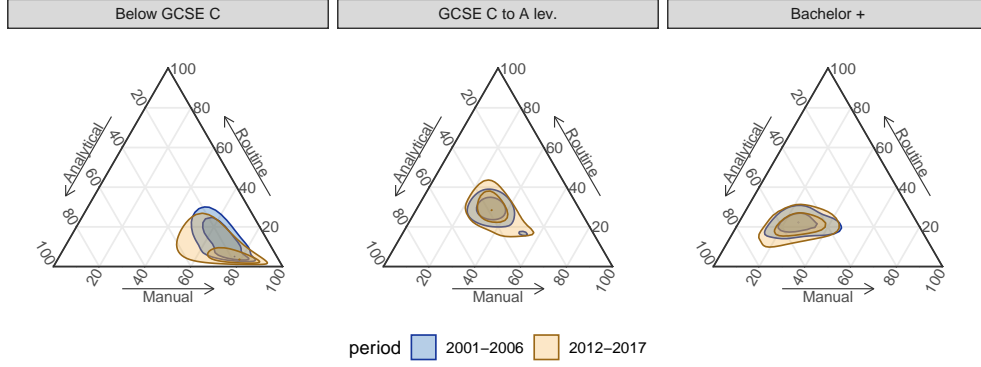
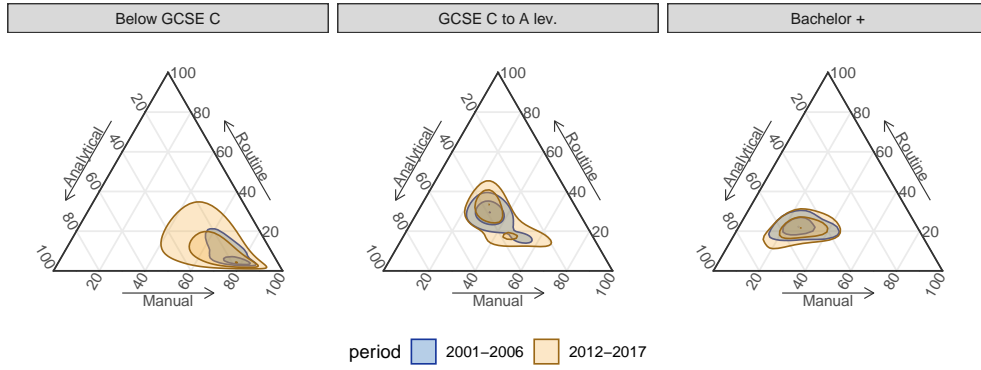


Figure 5: Exploring weighting: time change density plots

(a) Observations in SES education-occupation-job type cell



(b)  $\sqrt{d_1 d_2} \times observations_{LFS}$



(c)  $\sqrt{d_1 d_2} \times observations_{LFS} \times observations_{SES}$

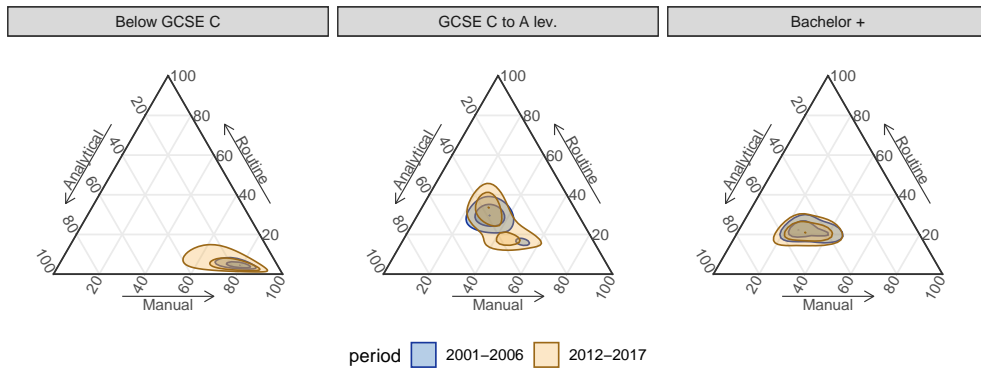


Figure 6: Number of jobs and switching jobs by category

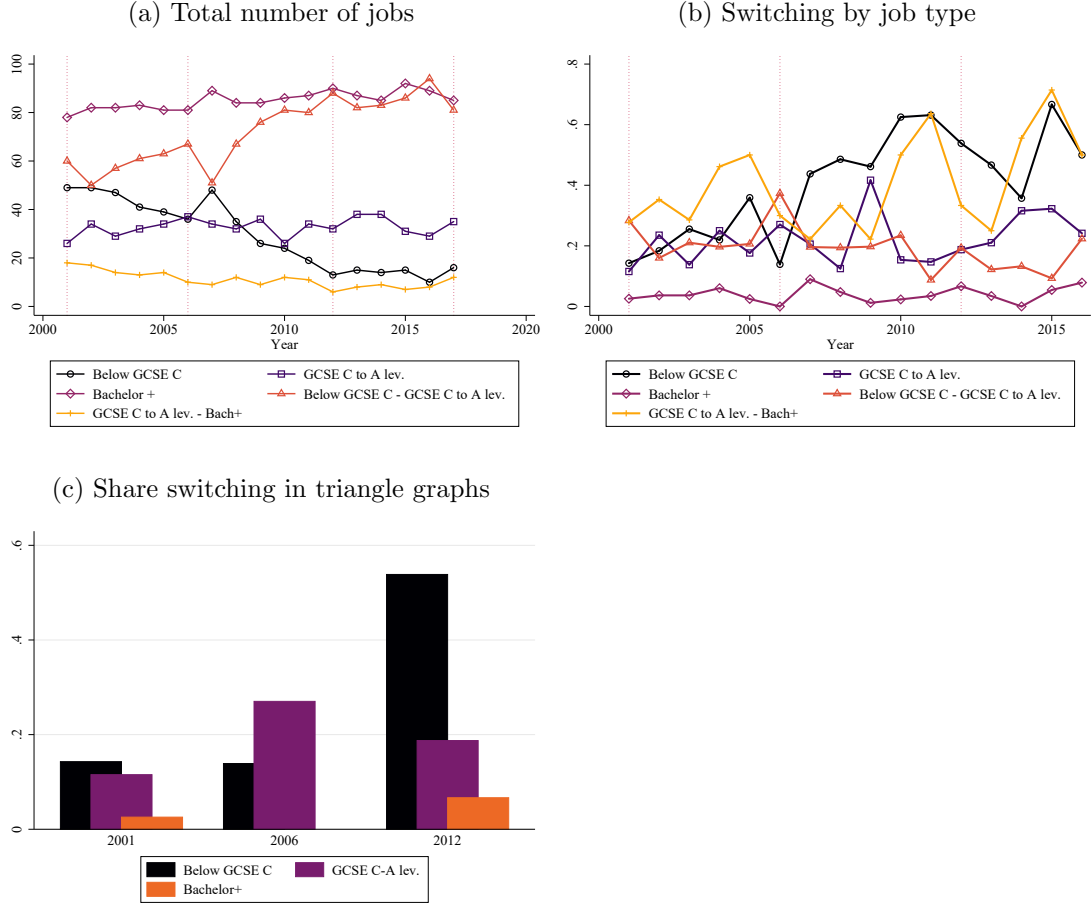
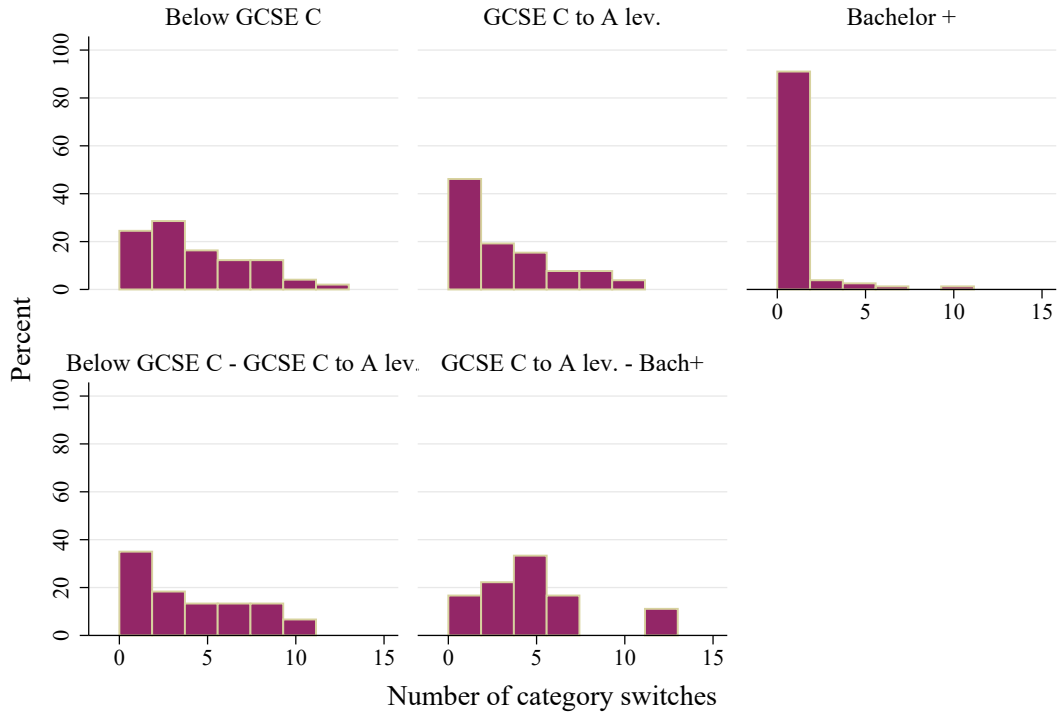


Table 10: Weight of switching vs non-switching jobs

	Low (1)	Mid (2)	High (3)	Low-Mid (4)	Mid-High (5)
$\sqrt{\text{distance}}$	0.751	0.941	0.322	0.871	0.815
$\sqrt{\text{distance}} * \text{observations}_{LFS}$	0.243	0.187	0.094	0.285	0.345

Figure 7: Number of job-level switches by job type, 2001-2017



Graphs by jobType

Table 11: Jobs with fixed job classification

Job type	Count	Avg. observations
Below GCSE C	2	533
GCSE C to A lev.	10	2223
Bachelor +	71	666
Below GCSE C - GCSE C to A lev.	17	1014
Total	100	878

*Note:* the table shows the number of occupations that did not change their job classification during 2001-2017. Observations correspond to the average number of observations in the job type-occupation cells over the period 2001-2017. Table generated on 30 May 2020 at 12:34:15.



Table 12: Transition of switching jobs

Job type in 2001	Job type in 2017				Total
	Mid	High	Low-Mid	Mid-High	
Low	0	0	9	0	9
Mid	0	0	1	1	2
Low-Mid	1	0	0	0	1
Mid-High	0	3	0	0	3
<b>Total</b>	1	3	10	1	15

*Note:* I switching job is an occupation that satisfies two conditions: (i) it changes category only once during 2001-2017, (ii) this change doesn't happen between 2001-2002 or 2016-2017. Table generated on 1 Jun 2020 at 10:22:34.

Table 13: List of switching jobs

Occupation	Observations
1121 prod. works & maintenance	2342
3541 sales representatives, ma	2660
3561 public service associates	1272
4111 civil service officers an	1964
5312 bricklayers, masons, roof	4842
6111 nursing aux, amb staff, d	1953
6231 housekprs and related occ	311
6232 caretakers	392
8117 mtl mkng & treating procs	107
8211 heavy goods vehicle drive	1905
8213 bus and coach drivers	683
8214 taxi, cab drivers and cha	1081
9121 labrers build & woodworki	950
9223 kitchen and catering assi	1960
9235 refuse and salvage occupa	201

Figure 8: Switching jobs

(a) Position in 2001

(b) Position in 2017

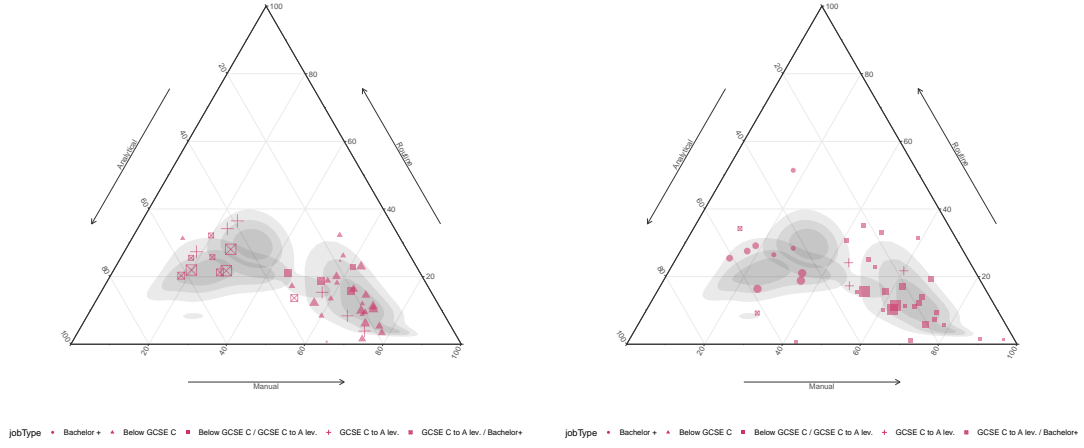


Table 14: Observations by occupation type

Job classification	Observations in SES
Low	98
Mid	1974
High	4192
Low-mid	1548
Low to Low-Mid	571
Mid to Low-Mid	400
Mid to Mid-High	134
Low-Mid to Mid	154
Mid-High to High	576
Total	9647

Table 15: Average skill requirements by occupation type

<b>Job classification</b>	<b>Analytical</b>	<b>Manual</b>	<b>Routine</b>
Low	0.42	0.68	0.41
Mid	0.62	0.41	0.68
High	0.75	0.37	0.59
Low-mid	0.53	0.63	0.59
Low to Low-Mid	0.45	0.67	0.38
Mid to Low-Mid	0.59	0.85	0.41
Mid to Mid-High	0.66	0.23	0.75
Low-Mid to Mid	0.59	0.70	0.71
Mid-High to High	0.72	0.32	0.62
Total	0.66	0.46	0.59

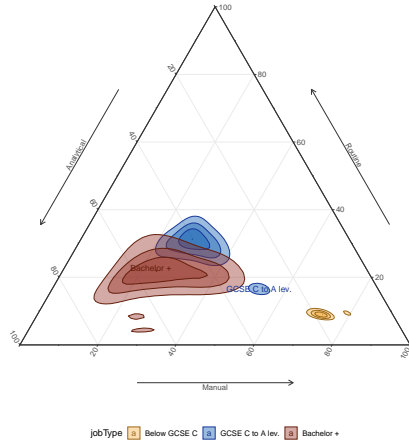
*Note:* the table shows average skill requirements over the whole 2001-2017 period. Table generated on 1 Jun 2020 at 09:46:20.

Table 16: Average skill requirents for switching jobs

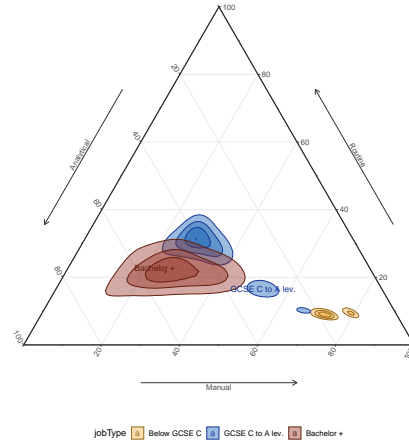
<b>Job classification</b>	<b>Analytical</b>	<b>Manual</b>	<b>Routine</b>
<i>Low to Low-Mid</i>			
Before change	0.444*** (0.011)	0.665*** (0.012)	0.331*** (0.026)
After change	0.464*** (0.013)	0.670*** (0.015)	0.445*** (0.032)
Observations	571	571	571
<i>Mid to Low-Mid</i>			
Before change	0.547*** (0.020)	0.821*** (0.016)	0.273*** (0.045)
After change	0.599*** (0.009)	0.857*** (0.009)	0.452*** (0.029)
Observations	400	400	400
<i>Mid to Mid-High</i>			
Before change	0.656*** (0.016)	0.234*** (0.019)	0.773*** (0.039)
After change	0.700*** (0.030)	0.179*** (0.043)	0.600*** (0.127)
Observations	134	134	134
<i>Low-Mid to Mid</i>			
Before change	0.557*** (0.022)	0.706*** (0.022)	0.644*** (0.051)
After change	0.644*** (0.022)	0.699*** (0.029)	0.813*** (0.049)
Observations	154	154	154
<i>Mid-High to High</i>			
Before change	0.715*** (0.010)	0.309*** (0.015)	0.621*** (0.029)
After change	0.725*** (0.009)	0.325*** (0.016)	0.622*** (0.028)
Observations	576	576	576

Figure 9: Limiting to jobs that stay in the same type (density plots)

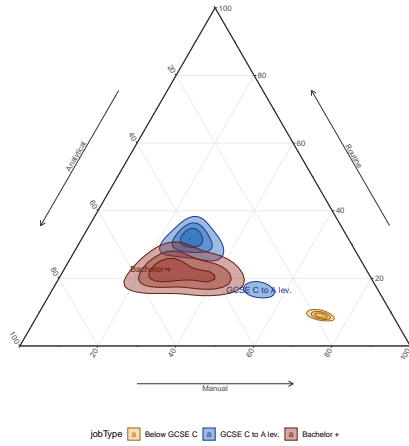
(a) Observations in SES education-occupation-  
job type cell



(b)  $\sqrt{d_1 d_2} \times observations_{LFS}$



(c)  $\sqrt{d_1 d_2} \times observations_{LFS} \times observations_{SES}$



(d)  $\sqrt{d_1 d_2} \times observations_{SES}$

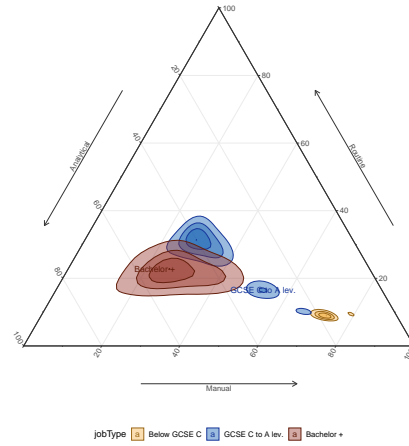
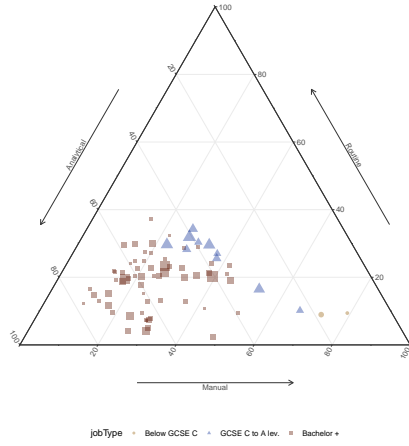
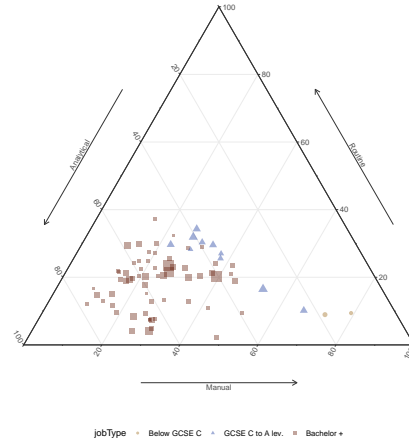


Figure 10: Limiting to jobs that stay in the same type (scatterplots)

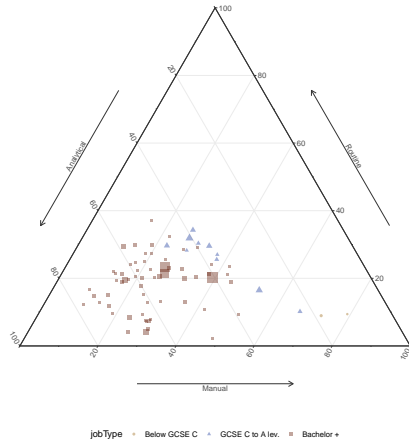
(a) Observations in SES education-occupation-  
job type cell



(b)  $\sqrt{d_1 d_2} \times observations_{LFS}$



(c)  $\sqrt{d_1 d_2} \times observations_{LFS} \times observations_{SES}$



(d)  $\sqrt{d_1 d_2} \times observations_{SES}$

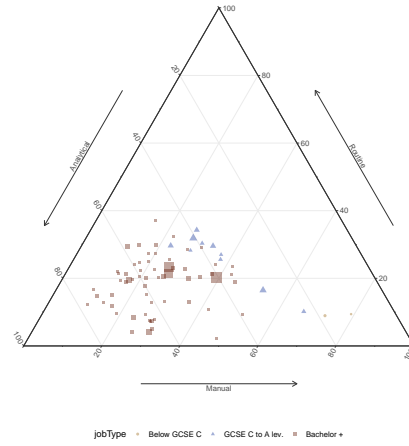


Table 17: Relative skill use in border jobs across education groups (simple average indexes)

	<b>Analytical</b> (1)	<b>Manual</b> (2)	<b>Routine</b> (3)
<i>Below GCSE C / GCSE C-A lev. border</i>			
GCSE C-A levels	0.042*** (0.007)	-0.007 (0.008)	0.066*** (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
<i>GCSE C to A lev. / Bachelor+ border</i>			
Bachelor+	0.053*** (0.009)	-0.065*** (0.016)	-0.021 (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. Coefficients 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 18: Relative skill use in border jobs across education groups (index with standardized variables)

	<b>Analytical</b> (1)	<b>Manual</b> (2)	<b>Routine</b> (3)
<i>Below GCSE C / GCSE C-A lev. border</i>			
GCSE C-A levels	0.042*** (0.007)	-0.008 (0.008)	0.066*** (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
<i>GCSE C to A lev. / Bachelor+ border</i>			
Bachelor+	0.050*** (0.009)	-0.065*** (0.016)	-0.021 (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. Coefficients 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 19: Relative skill use in border jobs across education groups (simple average indexes)

<b>Base level: Below GCSE C</b>	<b>Analytical</b> (1)	<b>Manual</b> (2)	<b>Routine</b> (3)
<i>Below GCSE C / GCSE C-A lev. border</i>			
GCSE C-A levels	0.042*** (0.007)	-0.005 (0.008)	0.066*** (0.018)
Bachelor+	0.063*** (0.010)	-0.054*** (0.012)	0.027 (0.025)
Overall $R^2$	0.19	0.29	0.09
Observations	3,669	3,669	3,669
<i>GCSE C to A lev. / Bachelor+ border</i>			
GCSE C-A levels	0.050** (0.017)	-0.096*** (0.026)	-0.096* (0.048)
Bachelor+	0.103*** (0.017)	-0.162*** (0.025)	-0.120* (0.048)
Overall $R^2$	0.11	0.26	0.05
Observations	1,076	1,076	1,076
<i>Below GCSE C jobs</i>			
GCSE C-A levels	0.022 (0.014)	0.011 (0.013)	0.081** (0.030)
Bachelor+	0.078** (0.029)	-0.023 (0.028)	0.120 (0.064)
Overall $R^2$	0.17	0.17	0.19
Observations	1,108	1,108	1,108
<i>GCSE C-A lev. jobs</i>			
GCSE C-A levels	0.020* (0.009)	-0.050*** (0.012)	-0.007 (0.022)
Bachelor+	0.054*** (0.010)	-0.099*** (0.013)	-0.108*** (0.025)
Overall $R^2$	0.11	0.40	0.06
Observations	3,695	3,695	3,695
<i>Bachelor+ jobs</i>			
GCSE C-A levels	0.026* (0.012)	-0.049* (0.020)	-0.078* (0.033)
Bachelor+	0.067*** (0.011)	-0.122*** (0.019)	-0.167*** (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 20: Relative skill use in border jobs across education groups (index with standardized variables)

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

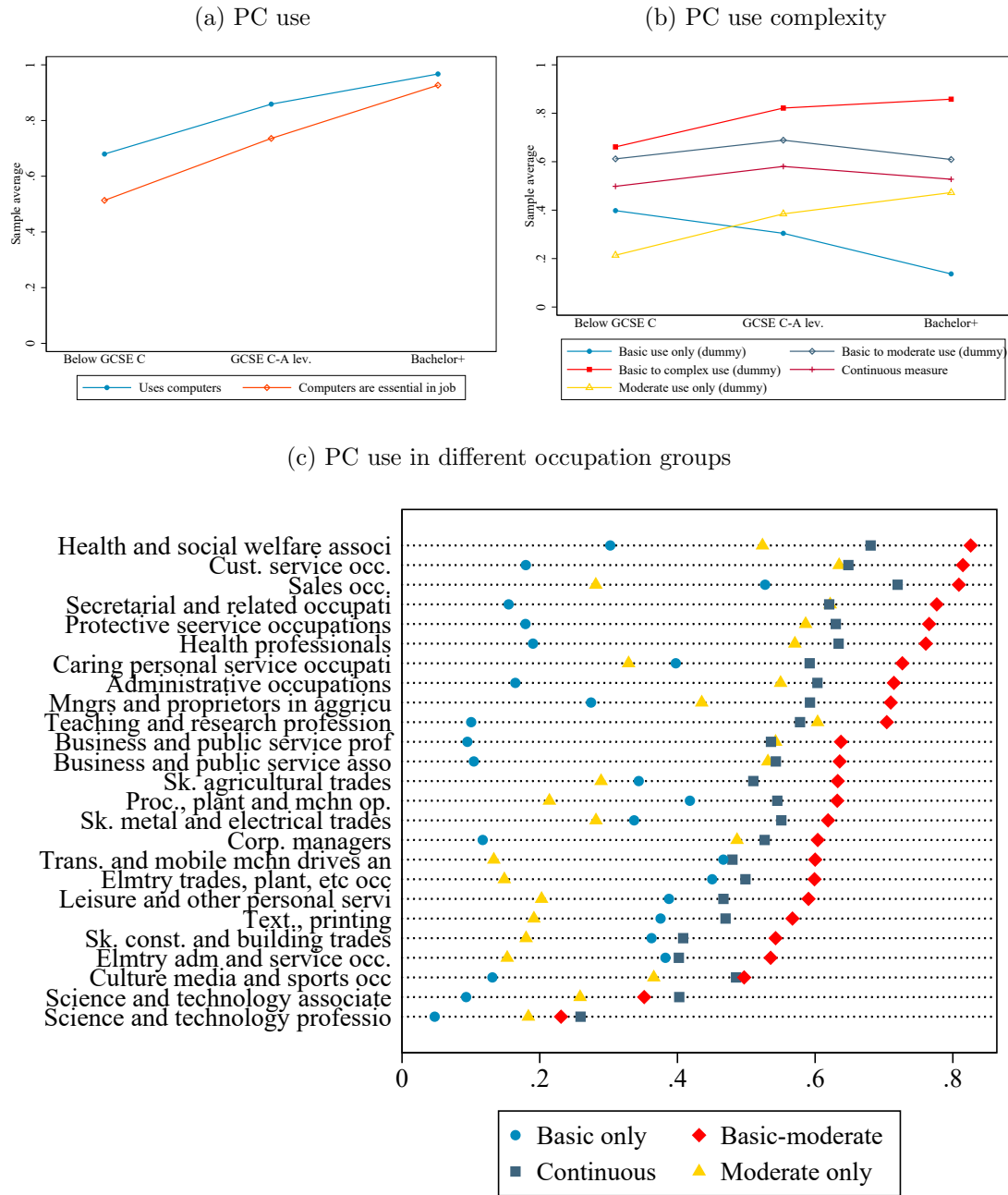
*Note:* all skill indexes range between 0 and 1. Regressions use individual-level data. Robust standard errors in parenthesis. I use dummy of basic to moderate PC use complexity as measure of routineness. I pool data from all years. Regressions include occupation fixed-effects. Effect sizes are computed 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 21: Relative skill use across education groups (simple average indexes)

	<b>Analytical</b>	<b>Manual</b>	<b>Routine</b>
	(1)	(2)	(3)
GCSE C-A levels	0.034***	-0.018**	0.043***
	(0.005)	(0.006)	(0.011)
<i>Effect size</i>	0.293	-0.090	0.254
Bachelor+	0.072***	-0.081***	-0.039**
	(0.005)	(0.007)	(0.013)
<i>Effect size</i>	0.618	-0.409	-0.227
Overall $R^2$	0.35	0.44	0.13
Observations	14,592	14,592	14,592

*Note:* all skill indexes range between 0 and 1. Regressions use individual-level data. Robust standard errors in parenthesis. Coefficients 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 27 May 2020 at 20:10:35.

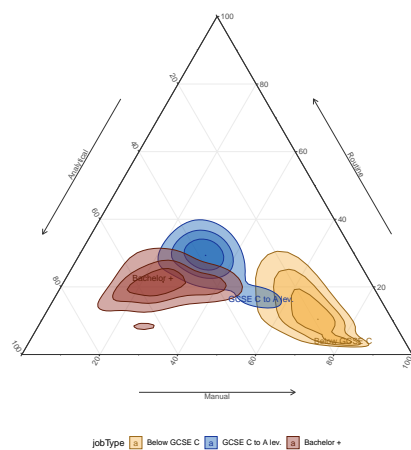
Figure 11: PC use complexity across different occupation groups



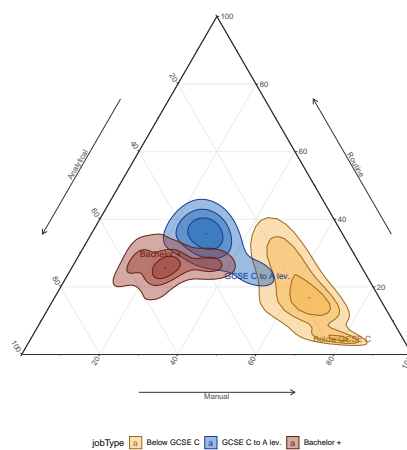
**Note:** basic use involves routine procedures such as printing and invoicing. Moderate use involves use of email and word processing and/or spreadsheets. Complex use involves use for statistical analysis. Table generated on 11 May 2020 at 10:34:54.

Figure 12: Comparison of routine measures

(a) Routine PC dummy



(b) Routine PC continuous



(c) Moderate PC use dummy

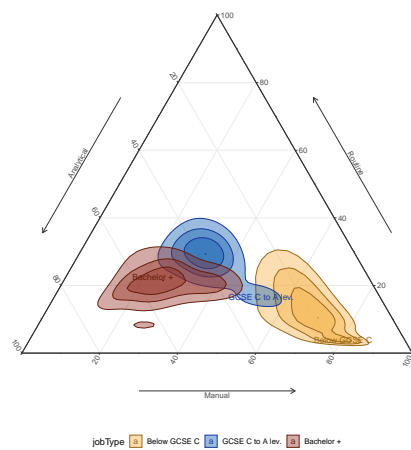
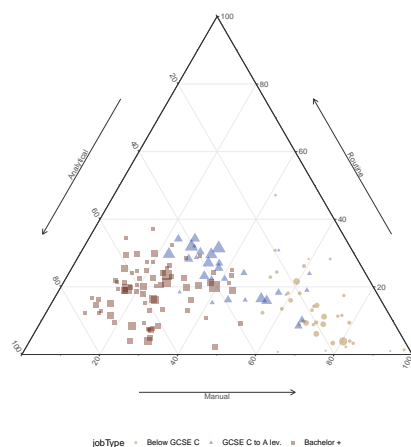
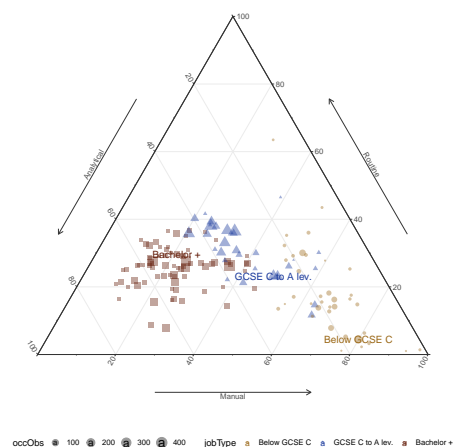


Figure 13: Comparison of routine measures (scatterplots)

(a) Routine PC dummy



(b) Routine PC continuous



(c) Moderate PC use dummy

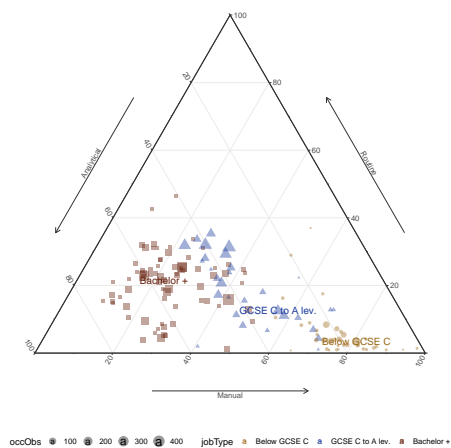
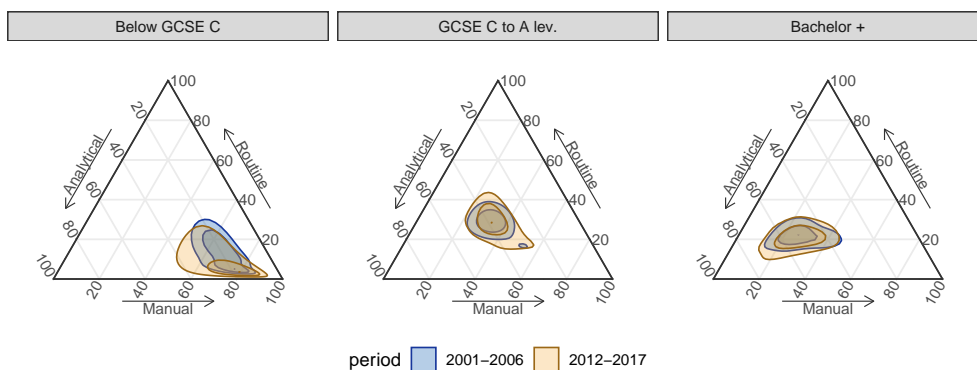
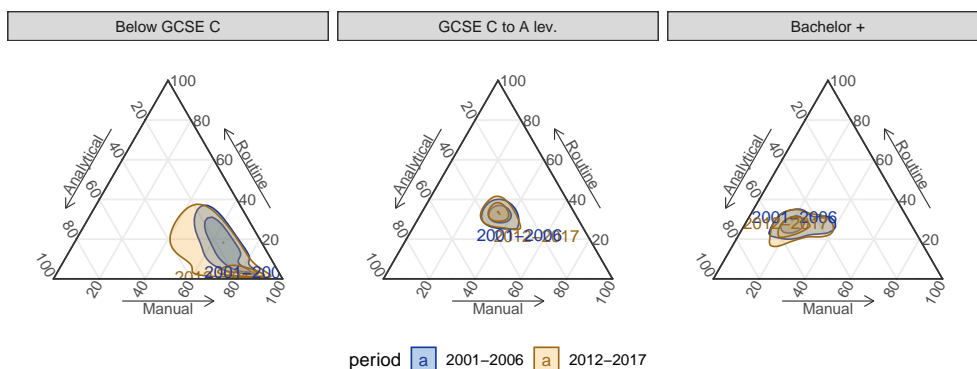


Figure 14: Change across time - comparison of routine measures

(a) Routine PC dummy



(b) Routine PC continuous



(c) Moderate PC use dummy

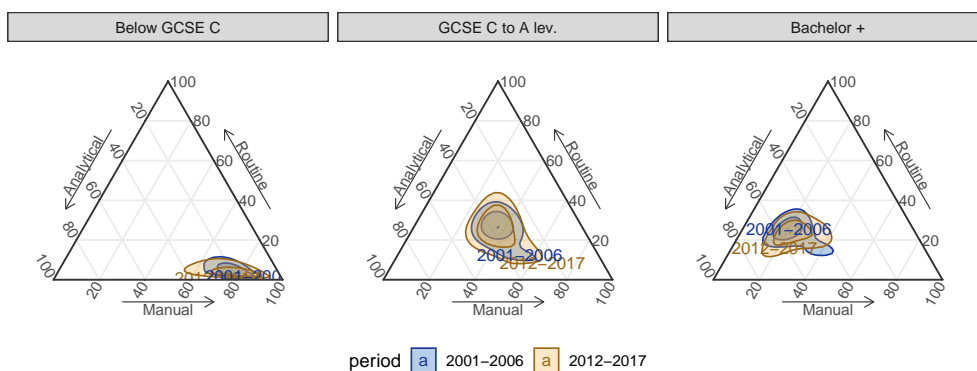
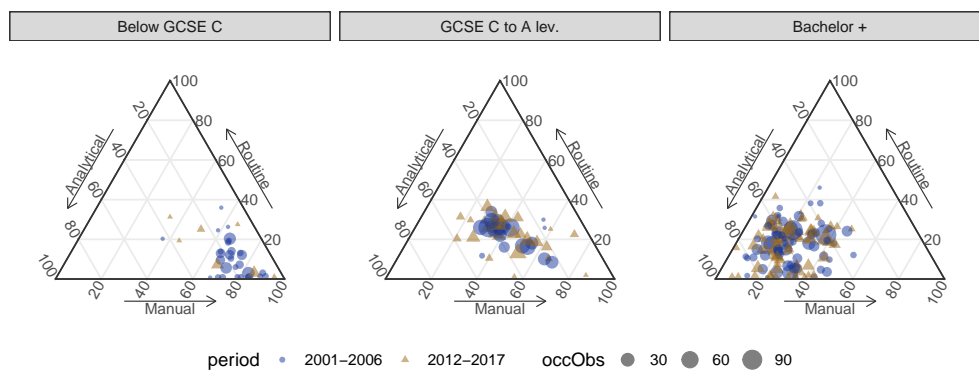
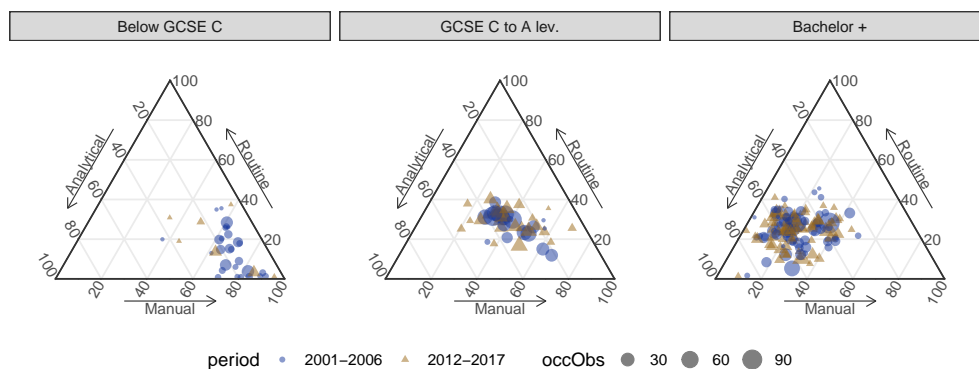


Figure 15: Change across time - comparison of routine measures (scatterplots)

(a) Routine PC dummy



(b) Routine PC continuous



(c) Moderate PC use dummy

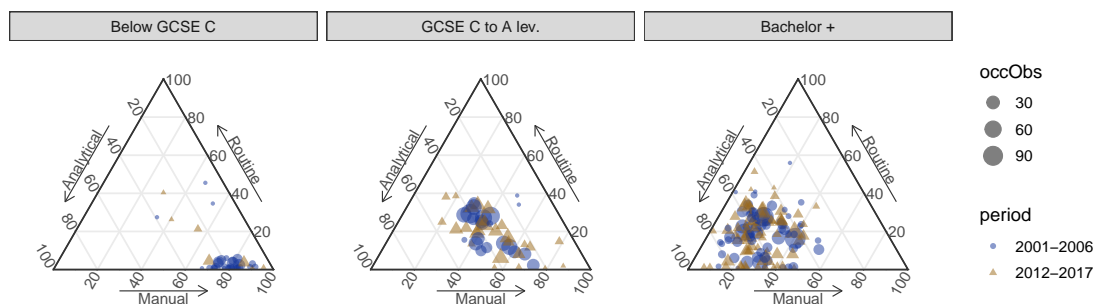
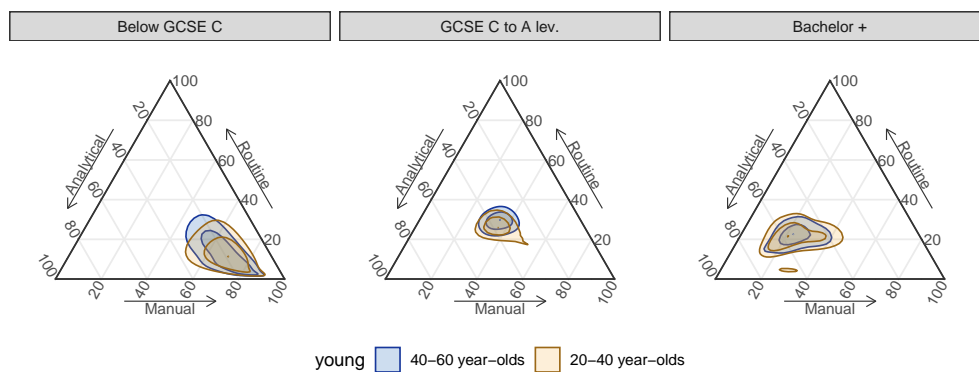


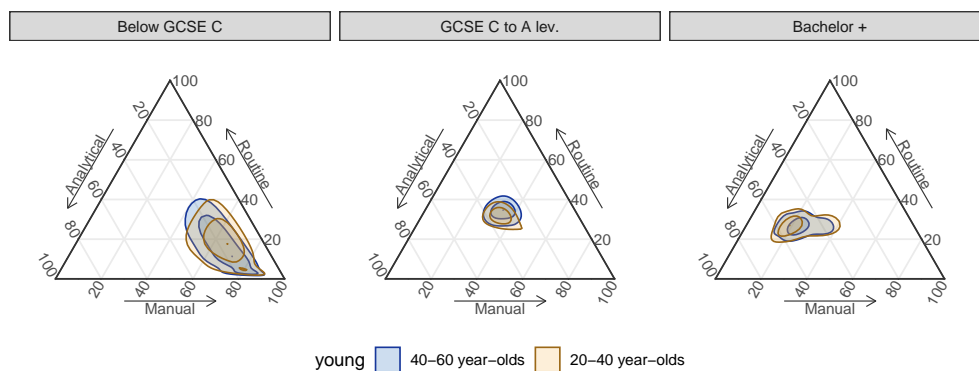


Figure 16: Young versus old workers

(a) Routine PC dummy



(b) Routine PC continuous



(c) Moderate PC use dummy

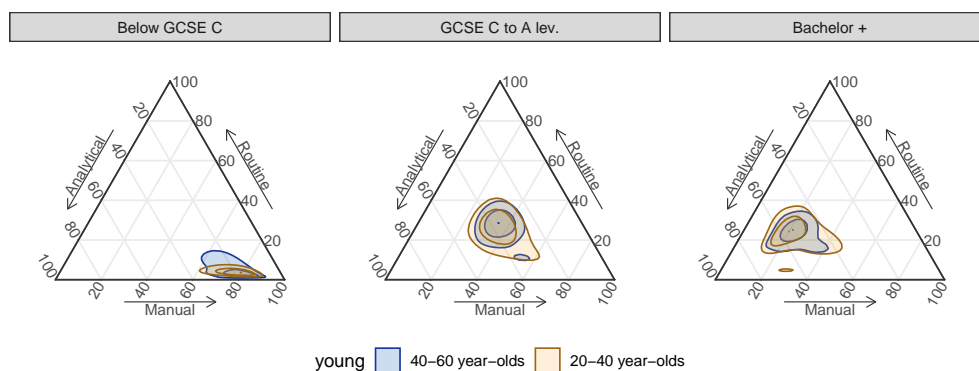
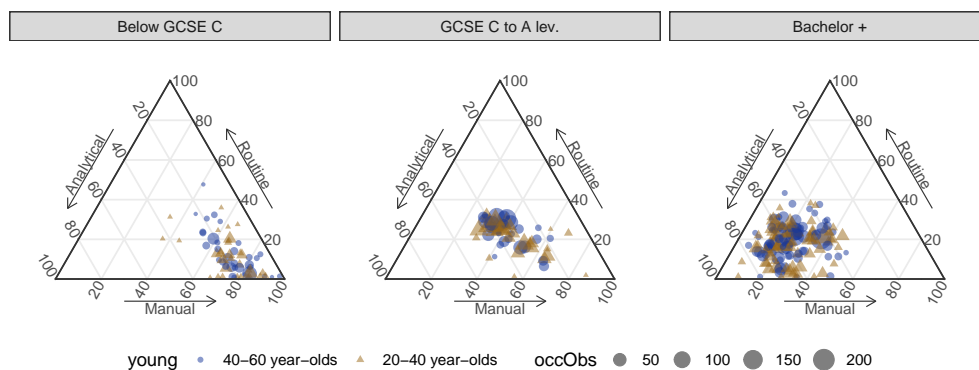
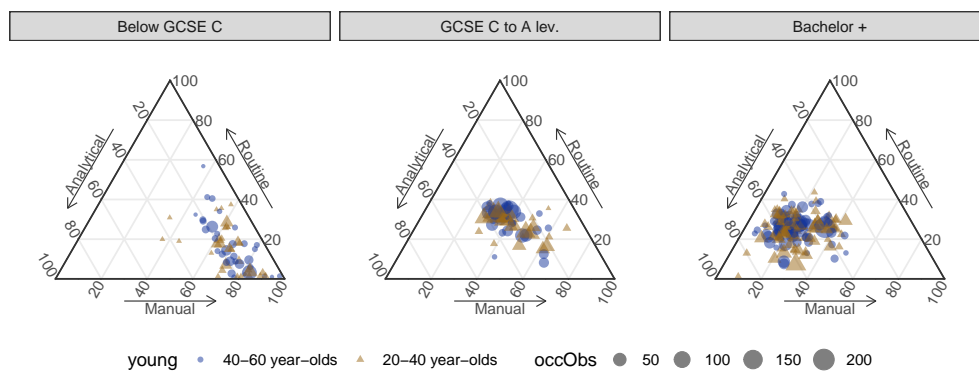


Figure 17: Young versus old workers

(a) Routine PC dummy



(b) Routine PC continuous



(c) Moderate PC use dummy

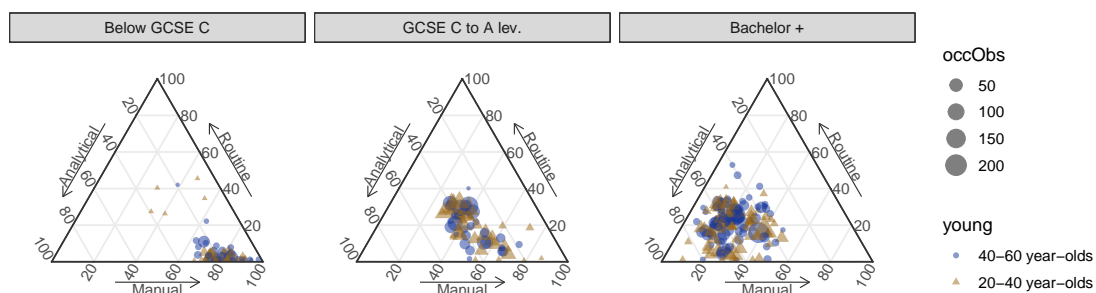
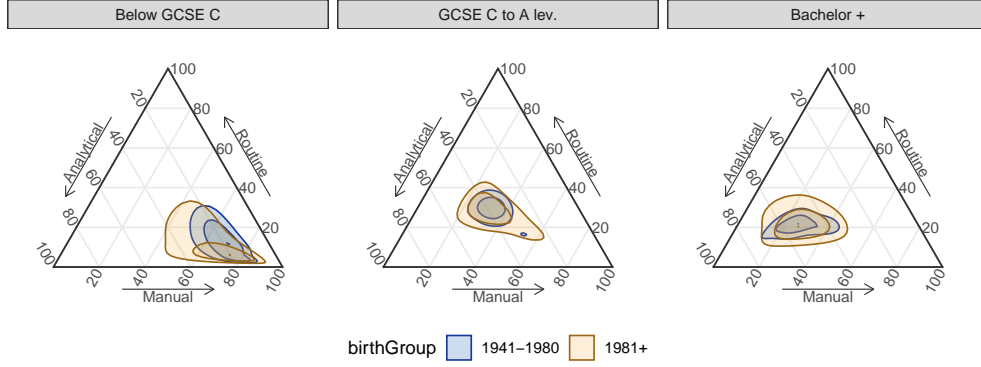
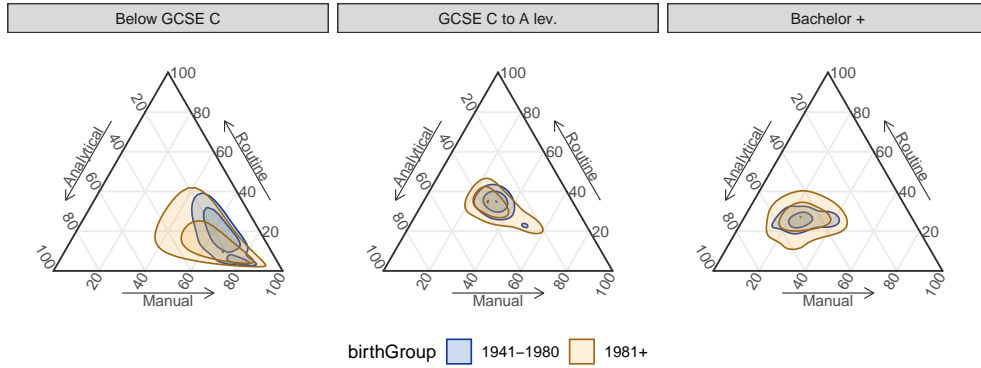


Figure 18: Skill use by birth cohort

(a) Routine PC dummy



(b) Routine PC continuous



(c) Moderate PC use dummy

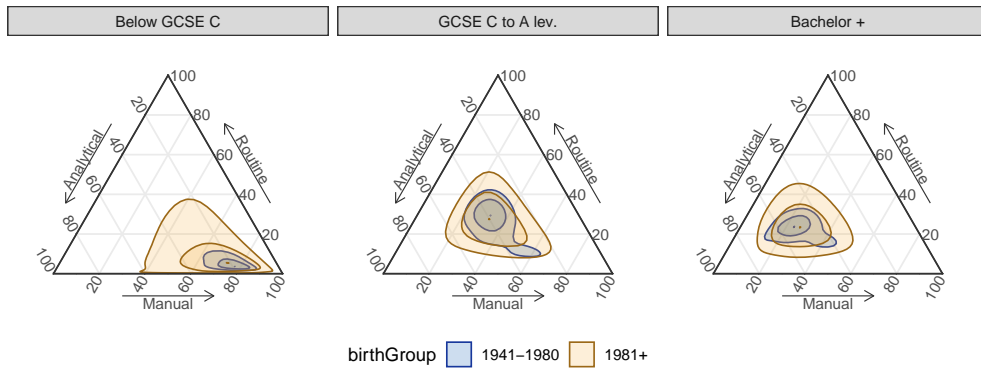
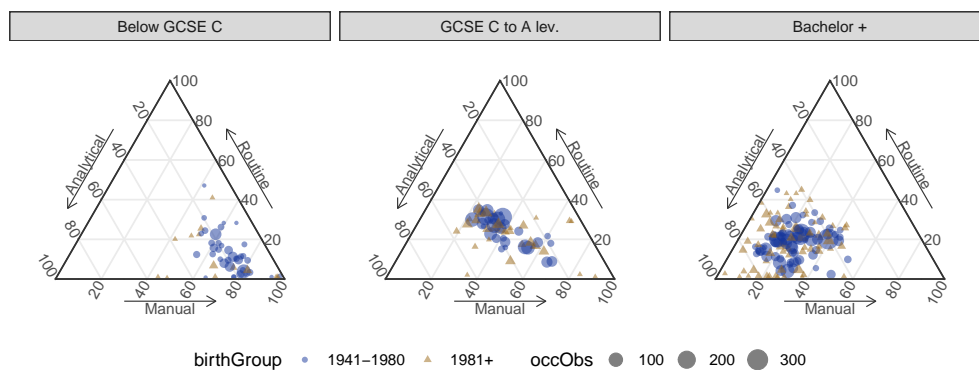
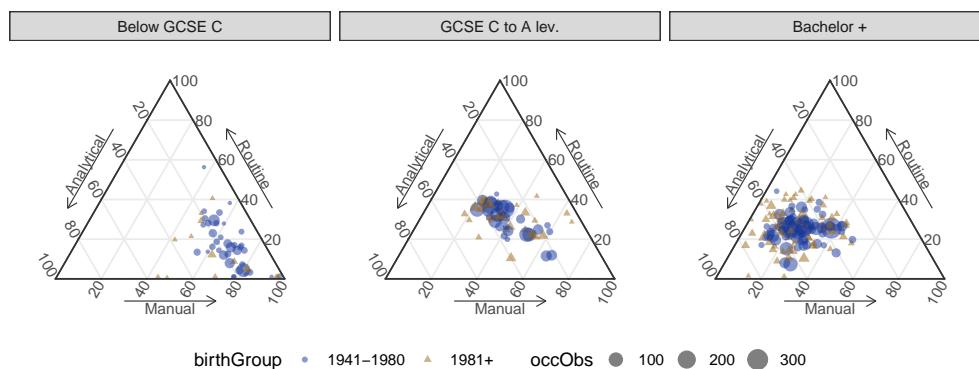


Figure 19: Skill use by birth cohort

(a) Routine PC dummy



(b) Routine PC continuous



(c) Moderate PC use dummy

