

Table A1. Value of the other occupational attributes

	Autonomy	Routine: repetitiveness	Routine: standardization	SE of years of education	Gross income FTE	SE of gross income FTE	Proportion of women	Proportion of immigrants	Size
Lawyer	70.5	25	52.8	0.13	172 449	13 548	37%	28%	16 260
Paediatrician	58	35.4	61.4	0.21	179 019	8 170	54%	57%	14 683
Judge	70.5	25	52.8	0.38	140 189	8 227	22%	30%	5 499
Mechanical engineer	71.2	31.2	68.4	0.16	121 031	3 789	10%	44%	20 990
Physicist	71.2	31.2	68.4	0.44	105 255	8 267	29%	76%	4 739
Biochemist	71.2	31.2	68.4	0.37	117 164	5 766	25%	53%	9 751
Primary school teacher	56.4	24.5	55.2	0.09	106 622	1 624	86%	14%	56 022
High school teacher	56.4	24.5	55.2	0.12	126 596	3 601	53%	24%	28 091
Sociologist	70.5	25	52.8	0.41	144 894	9 516	19%	38%	3 374
Actuary	71.2	31.2	68.4	0.34	102 082	10 674	39%	43%	4 242
Care professional	51.3	35.7	45.3	0.05	61 327	1 151	90%	37%	121 968
Electrician	60.8	38.9	69.1	0.12	83 249	2 825	8%	26%	8 244
Health professional	52.2	34.1	56.1	0.02	79 180	1 020	83%	26%	234 639
Clerk	56.5	44.4	53.3	0.17	87 741	5 401	86%	36%	3 973
Carpenter	55.2	56.1	67.6	0.16	70 232	1 465	3%	22%	27 486
Graphic designer	71.2	31.2	68.4	0.24	72 791	6 882	31%	24%	9 103
Goldsmith	57.2	48.1	73.7	0.00	69 647	11 245	49%	37%	1 355
Polymechanic	50.2	49.8	74.6	0.06	77 798	2 839	4%	35%	78 659
Retail employee	53.6	44.5	46.4	0.04	62 582	1 239	68%	35%	169 024
Hairdresser	53	50.4	49.5	0.06	54 146	3 127	85%	38%	16 002

Table A2. Estimates of the effect of educational requirements and the skill content of occupations

	Model 1	Model 2
<i>Main occupational attributes (standardized)</i>		
Average years of education	-0.496*** (0.0138)	-0.682*** (0.0249)
Strength	0.434*** (0.0315)	0.652*** (0.0541)
Dexterity	-0.213*** (0.0247)	-0.693*** (0.0287)
Information-processing	0.838*** (0.0233)	0.495*** (0.0439)
Problem-solving	-1.014*** (0.0323)	-0.542*** (0.0593)
<i>Other occupational attributes (unstandardized)</i>		
Autonomy		-0.0815* (0.0441)
Routine: repetitiveness		0.105*** (0.0215)
Routine: standardization		0.380*** (0.0262)
SE of average years of education	1.406*** (0.0871)	1.767*** (0.102)
Size	0.000492 (0.000500)	-0.00183*** (0.000561)
Size ²	-1.86e-05*** (2.43e-06)	1.82e-06 (3.01e-06)
Proportion of women	0.0178*** (0.00102)	0.0311*** (0.00125)
Proportion of women ²	-0.000200*** (1.09e-05)	-0.000266*** (1.36e-05)
Proportion of foreigners	0.00133 (0.00193)	0.0480*** (0.00264)
Proportion of foreigners ²	-5.68e-05*** (1.82e-05)	-0.000485*** (2.44e-05)
Observations	50,350	50,350
Number of groups	5,035	5,035

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table A3. Estimates of the interaction effects between educational requirements and the skill content of occupations

	Model 3
<i>Main occupational attributes and interaction effects (unstandardized)</i>	
Average years of education	0.891*** (0.333)
Strength	-0.241*** (0.0292)
Dexterity	0.0826*** (0.0174)
Information-processing	-0.303*** (0.0178)
Problem-solving	0.413*** (0.0731)
Average years of education x strength	0.0172*** (0.00183)
Average years of education x dexterity	-0.00709*** (0.00107)
Average years of education x information-processing	0.0227*** (0.000998)
Average years of education x problem-solving	-0.0351*** (0.00496)
<i>Other occupational attributes (unstandardized)</i>	
SE of average years of education	2.947*** (0.147)
Size	0.00331*** (0.000587)
Size ²	-2.26e-05*** (2.85e-06)
Proportion of women	0.0223*** (0.00137)
Proportion of women ²	-0.000256*** (1.74e-05)
Proportion of foreigners	0.0376*** (0.00344)
Proportion of foreigners ²	-0.000339*** (2.85e-05)
Observations	50,350
Number of groups	5,035

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Note: Unfortunately, the inclusion of the autonomy and routine variables was not possible in this model as it resulted in computation failure.