

REMARK 1) is it possible that during expansions more precise job offers would attract potential job seekers from the employment pool? expansionary phase induces more job-to-job moves, then employed people usually look for better job (than they currently have).

It might be possible indeed. However, we found that during expansions job offers contain fewer transversal competences than during recessions. It does not necessarily contradict the reviewer's remark. During expansion, companies may more precisely define job-related competences. Our result shows that they include fewer transversal competences: We explained it as a decrease in requirements (downskilling). During recessions these requirements were higher (upskilling). It confirms other international evidence, presented by Modestino et al. (2016) and Hershbein and Kahn (2017). We agree that it is possible that companies define other job seeker traits more precisely, but we did not analyze this phenomenon—it is an interesting question we will explore in our future research (which we mention in the article), in which we will analyze job-related competences, qualifications and occupations.

REMARK 2) I think that paper needs some reorganization, it seems a lit bit chaotic in particular parts. For example in the introduction there is a paragraph on what is being done, then some literature review (although there was some earlier) and next what is being done again.

We reorganized some parts of the article. Introduction now starts with the problem, then the review of relevant literature and presentation of our approach/solution follow. We moved the paragraphs starting with "Chevalier (2011)..." and "Demand for specific competences..." from Introduction after the second paragraph. Now, as references to the literature end, we start stating our contribution.

REMARK 3) The last paragraph on p. 4 refers to skills, and it is probably the only one there that refers to skills, why?

In the economic literature, the term 'skill' is commonly used when authors refer to personality traits. This term traditionally meant only part of competences, while economists started to use it in a broad sense. In this sense, it started to encompass competences, and even other personality traits, like field(s) of education (qualification) or experience. The literature, however, also uses the term 'skill' to mean 'competence.' On page 4, we use the term 'skill' in the competence meaning. That is why we referred to skills there. We clarified this on page 4, first paragraph:

We use the term 'competence' as defined by McClelland. This meaning differentiates between an individual's competences and personal characteristics, most notably his or her educational qualifications and occupational skills. In the literature, the terms 'skill' and 'competence' are sometimes used interchangeably. We refer to such instances.

and on page 5, second paragraph:

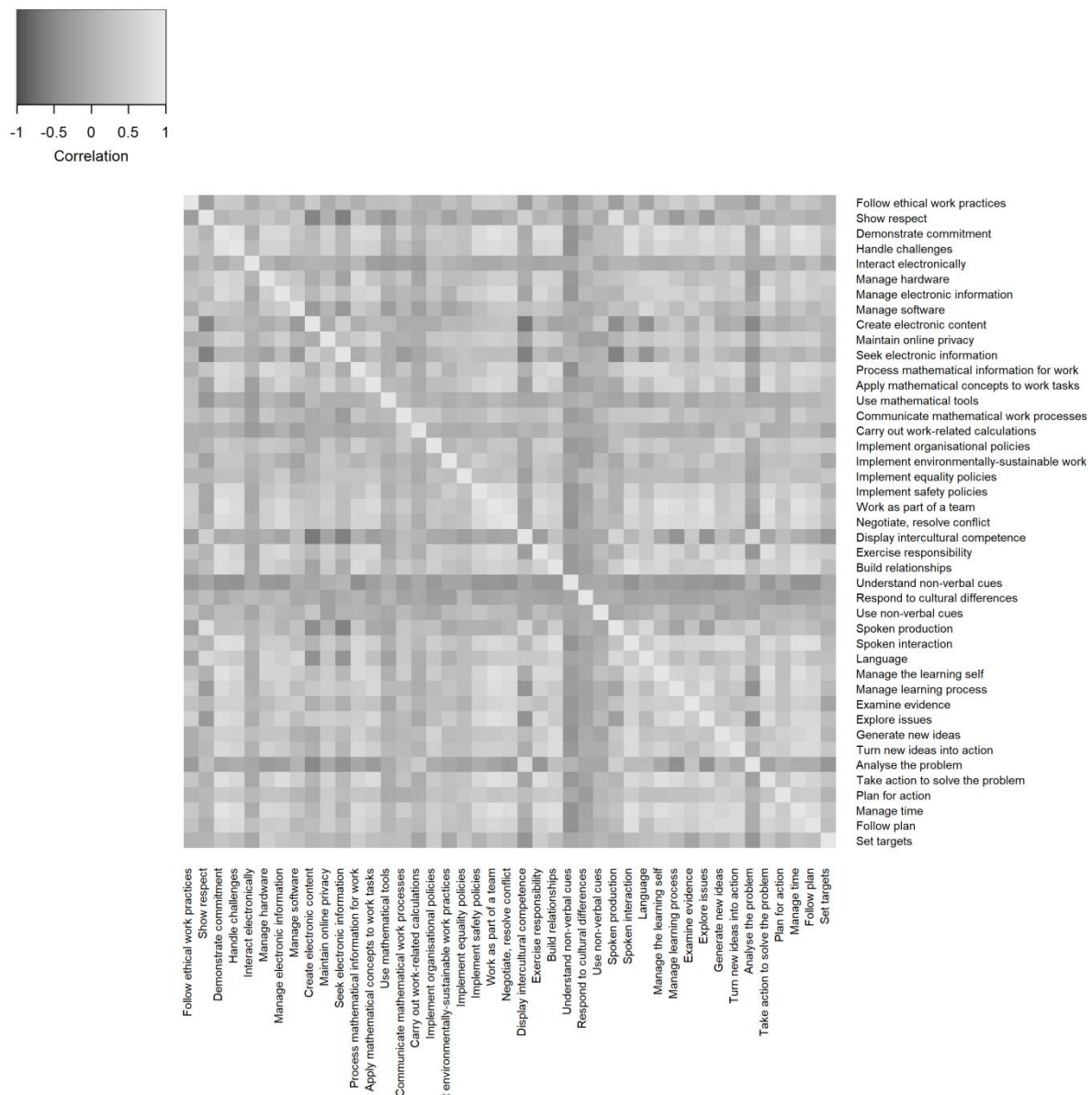
In the widely used International Standard Classification of Occupations (ISCO-08), the term 'skill' is defined as 'the ability to carry out the tasks and duties of a given job' (International Labour Office 2012); and thus has essentially the same meaning as the term 'competence'.

REMARK 4) Description of the tendencies on competencies becomes a little bit tiring at one moment (there are a lot of them) - maybe some clustering, grouping, taxonomy methods could help here - just for the simplicity of the description?

The competences have been classified according to the European Commission ESCO classification (Table 3 in the Appendix). This is an official classification. Other grouping methods, especially the ones that use statistical methods rather than educational ones, do not offer sufficient representation of competences.

REMARK 5) Figure 5 is great, but hardly readable.

We improved it in order to make it more readable. From necessity it contains small font, but it has high resolution now and can be presented a lot bigger on the web page.



REMARK 6) I really like reading the main finding at the end of the introduction paragraph.

We supplied such information on page 3, last but one paragraph:

We find that internet job offers are good sources of information on competences, as they allow us to continuously analyse detailed demand for competences. Our approach enables us to classify the requirements of companies based on official classifications. It also enables to compare such

information with other kinds of information, especially data on labour supply competences. Using this method, we analysed the structure of and the changes in the number of transversal competences. We found some structural and business cycle properties of competences that can be used in formulating educational and economic policies.

REMARK 7) Language proof reading could be helpful in improving the paper.

The revised manuscript went through professional language proofreading.