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TIME USE STUDY & FIELD REPORT &

CANADIAN PILOT STUDY

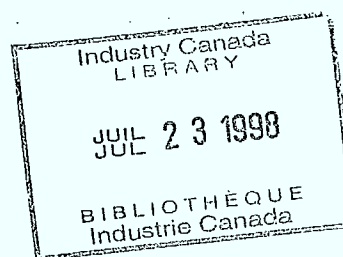
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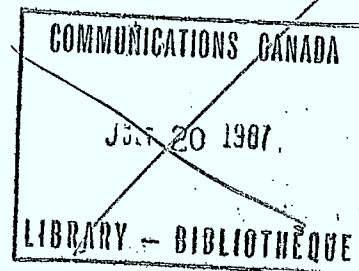
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SEPTEMBER & OCTOBER 1981



Prepared by RES Policy Research Inc.

under contract to

Peat Marwick and Partners

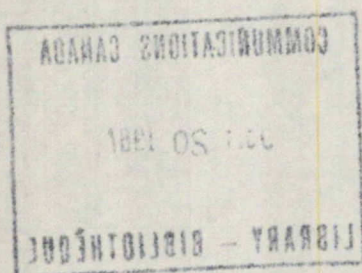
for

The Department of Communications,
Employment and Immigration Commission

and

Statistics Canada

February 15, 1982



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1. GENERAL

The purpose of this report is to summarize the results of the Field Phase of the first Time Use Study conducted on a National basis in Canada. The results and experiences will be of use to those conducting future Time Use Studies and will aid in minimizing related problems.

1.1 Scope

This report deals with the operational aspects of conducting a Time Use Study. It does not deal with the final data captured which are summarized and dealt with in a separate report.

1.2 Acknowledgements

The success of the Time Use Study - National Pilot would not have been achieved without the cooperation and help of the following contributing groups:

- for the telephone bank facilities, training areas, telephone lines, headsets and most importantly the great deal of help and problem solving efforts of Ms. Catherine Casserly and Mrs. Norma McGuire of the Occupational and Career Analysis and Development Branch (OCAD) of CEIC;
- for their key support and advice our thanks to: Dr. Brian Kinsley of the Department of Communications; Mr. Phillip Stevens, Ray Genereux, Ray Ryan, Terry Petherick, Scott Murray, Donald Royce and Mr. Norm Tompkins of Statistics Canada;
- Dr. Andrew Harvey of the Institute of Public Affairs, Dalhousie University, for his guidance on Time Use Coding and coder staff training;
- Mrs. Shirley Souchen (DATACOLL) for her excellent

training of our interviewers;

- Mr. Barry de Ville and other members of Peat, Marwick and Partners.

2. PROJECT ADMINISTRATION

2.1 General

Under the direction of the project manager a project administrator was delegated responsibility for implementation of the Time Use Study - Field Campaign. This involved project planning, hiring and direction of field staff, ensuring that the telephone bank arrangements were in place, project communications, development of control measures and co-ordination of training.

2.2 Project Planning: Field Phase

One of the key factors in determining many of the project requirements was the size of the telephone bank facility. In this project 11 telephones were available. Based on this constraint, the interviewer, coder and supervisory staff requirements, project duration and project budgets had to be estimated. Another key factor involved in the planning phase was an estimate of time of completion of an individual interview which in this case was approximately one hour. Other factors involved in planning the project were training (2-one day training events for interviewers and coders), forms printing, and miscellaneous preparations. The total preparatory time was one month.

Since the project by necessity would be operating seven days a week (4 - 10 p.m. weekdays; noon - 10 p.m. weekends), two complete units of 11 interviewers were needed to allow sufficient time off for interviewers to minimize interviewer fatigue. 10 coders were hired with a required minimum of 3 - 4 on site per day. Two supervisors were hired who worked alternate days. Thus, the actual number of field staff

under control of the project administrator was 34. The total interviewing effort which represented the bulk of project costs was estimated based on the amount of time projected to complete the contracted number of interviews.

Planning of survey form requirements involved preparation of English and French versions of the survey instrument and then estimating print runs needed.

For each telephone number attempted a contact and grid sheet were required. 15 diary sheets were estimated to be needed per interview completed, in addition to the background portion. Once base figures were arrived at, 10 percent extra was added to the total size of the print runs as a safety margin. In total nearly 70,000 pieces of paper had to be printed and controlled from the printing house to the survey site and then to data entry. Each of these factors is discussed in more depth in this report.

2.3 Project Budget

Project costs were broken down into three main areas:

(1) professional costs for training, senior project staff days, i.e., project manager, project administrator, and the two project supervisors, (2) field staff - approximately 3,000 interviewer hours and 1,500 coder hours, and (3) miscellaneous costs such as survey form printing, etc.

The total amount of the costs under (1) and (2) was calculated by projecting the amount of time required to complete the survey; that is, approximately one hour per interview. With 11 telephones available and 50 hours of telephone time available per week it was estimated that up to 60 interviews per day could be completed. Thus the field campaign was estimated to last 5 - 7 weeks.

Final survey results have shown that 45 interviews per day was a more reasonable estimate and that a greater amount of professional time was required. The main factors which affected project estimates were interviewer fatigue, refusal rates and greater than expected supervisory and administrative demands which increased the project's duration and subsequently total professional costs. As well, loss of some interviewer staff resulted in some underutilization of telephone lines during the latter part of the study.

2.4 Hiring and Direction of Field Staff

For this project field staff were recruited through university manpower centers and from past field staff of RES. Future studies may utilize in-house survey staff but the basic rationale would still apply i.e., previous interviewing experience of a related nature, an academic concentration in one of the social sciences (preferably sociology) or as a minimum previous work involving telephone interaction with the public. Interviewing staff screened by the project administrator were judged based on the above criteria as well as their degree of self-confidence and ability to communicate effectively.

Coding staff were hired based on previous survey coding experience or alternatively some statistical experience; they were mostly recruited through university manpower centers.

Preference in hiring of field staff was given to bilingual candidates but this was not mandatory.

Project supervisory staff hired by the project manager had demonstrated previous supervisory experience.

Direction of field staff was the responsibility of the project administrator and involved day-to-day scheduling, on site protocol, advisal of policy and substantive changes, and

ensuring that production and quality were maintained.

2.5 Field Staff Payroll System

Field staff hired were paid at hourly rates with interviewers receiving higher pay scales. To ensure that hours of work per staff member were properly monitored, a double check system was instituted. This involved daily Time Sheets (Appendix A) which field staff signed every day and which were cross checked by the supervisor on site. These sheets also recorded daily production. Second, each field staff member had a claim sheet (Appendix B) on which they filled out their daily hours worked and cases completed. They summarized their claim sheets weekly and then submitted them to the supervisor for verification. These were then processed by the office manager for payment.

A system of bonuses was explained to field staff during the hiring process. This involved two bonuses being offered, one for staying to the end of the project and an additional bonus based on performance. No amount was specified to the staff.

In budget planning sessions the project manager and project administrator decided to set aside 10 percent of direct field costs to put towards bonuses. At project completion, the project administrator reviewed interviewer and coder performance vis-à-vis total hours worked and total interviews completed/coded, thus arriving at individual completions per hour. However, this was not the sole basis for awarding bonuses. The project administrator having spent a lot of time on site, got to know all the staff and knew how field staff rated each others' performance. From these criteria bonuses were paid on a pro-rated basis and every staff member received some money. This system worked well and was accepted by all staff.

2.6 Telephone Bank Arrangements

Arrangements vis-à-vis the telephone bank were coordinated by the project administrator and involved liaising with CEIC officials who supplied the telephone bank and WATS lines. For the project the set-up provided was ideal as it included 11 telephone lines with extensions for monitoring, extra desks which allowed coders to work with interviewers and additional desks for supervisory staff. Further, storage space was available for survey supplies and conference rooms were made available for training sessions and as a rest area for field staff.

Security arrangements for all staff (passes) were coordinated through CEIC security staff to allow for entry to the site. All staff were processed prior to project training events.

2.7 Project Communications

CEIC, DOC and Statistics Canada were the principal client groups concerning survey content and project operations. Prior to project start up, meetings were held to formalize content of survey questions, the coding manual, and prepare the training sessions. Progress meetings were held at regular intervals to review production and quality control and at one point to prepare project staff for a three week period where the designated day interviewing method (see Section 6.2) was tested. Communications between client groups and field staff were coordinated by the project administrator to maintain clearly defined communication linkages. Problems encountered were due to the late start of the project which allowed less than four weeks to prepare the field campaign. This collapsed time frame along with late survey content changes had its most serious impact on data entry. In effect, some information on data entry

requirements was not available until the project was under way and resulted in a fairly substantial amount of staff time in reviewing surveys to ensure they were ready for data entry (see Section 5.4).

Day to day communications were established whereby project supervisors in conjunction with the project administrator reviewed at the beginning of each shift any policy changes, personnel, production or quality problems. Weekly meetings were held where the senior project team i.e., project manager, project administrator and project supervisors reviewed progress and established further controls; for example, daily supervisor reports were instituted to assist the supervisor working the next day to know which interviewer to monitor, who was working, production problems, etc. By this means daily communication of work requirements were controlled. Experiences from the field campaign reinforced the need for a clearly defined communication link between one senior person from each client group and the field administrator. Difficulties arose when this was not followed.

In sum, a communications plan is essential which clearly defines reporting networks within the survey field team and secondly with client groups involved.

2.8 Control Measures

Control measures were established prior to project start-up amongst project staff. These were broken down into production, quality and administrative areas.

Under production, daily records were kept of interviews completed (Appendix C) and of the community and sample type (Appendices E and F).

Quality control measures used involved daily monitoring of 2 interviewers on the telephone, monitoring activity

counts in the time diaries of completed surveys and measurement of these counts against pre-established standards, checking of coder performance and accuracy through review of forms by the coder training professional and daily monitoring of two coders as discussed in Section 5.3 of this report.

Monitoring of project supervisory staff was the responsibility of the project administrator who reported to the project manager as to their performance. The project manager was responsible for senior staff review and direction and overall project performance. Budget and payroll were controlled by the project administrator subject to project manager verification.

2.9 Survey Authentication -

In anticipation of respondents wanting to verify the authenticity of the survey, a government telephone was manned by a public servant at a location near to the telephone bank. Respondents wishing to verify the authenticity of the survey were given the telephone number and invited to place a collect telephone call. In most cases, giving the respondent the telephone number was sufficient.

If the potential respondent decided to check, interviewer staff verified with, or was informed by the public servant that the call had been made; and then recalled the respondent. During the seven weeks of the survey, less than 100 calls were received. It is estimated that between 5 to 10 percent of respondents asked about the survey authenticity and approximately 4 percent actually called to verify.

2.10 Scientific Advisors

Scientific Advisors from the participating groups were periodically on site and regularly in communication with

senior project staff. Other scientific advisors such as Dr. Andrew Harvey, were periodically consulted. Problems which had not been anticipated prior to project start up such as questions on time diary, or coding anomalies that occurred filtered up from field staff to supervisors. Supervisors then informed the project administrator who queried or contacted the appropriate authority as soon as possible. Once a ruling was obtained, the project administrator prepared a memorandum which was disseminated to all project staff. Meetings with scientific staff were held where problems that had occurred were discussed and rulings reviewed.

2.11 Coordination of Training

Prior to the beginning of the field campaign senior project staff met to prepare project training events with the coding and interviewing experts. Once the training packages were prepared (Appendices G and H), training days were scheduled and conference rooms booked at the project site. As mentioned above, time constraints limited the time available. The training events took place just prior to project start-up and were attended by supervisory staff and representatives of client Departments.

3. TRAINING SESSIONS

3.1 Supervisors and Interviewers

Prior to field staff training, the supervisors went through the full training event, and performed live practice interviews in the Ottawa area. These interviews were monitored by the training professional and were recorded on tape for further review.

The staff training sessions were completed on the two days prior to the commencement of the survey and additional training days were held later in the project to fill vacancies. Interviewers attended a one-day eight hour session. The background of the study was explained, the survey forms were reviewed and practice interviewing took place (see Appendix G for more details).

This gave the interviewers a basic grounding. In practically all cases interviewers subsequently commented that a longer training period should have been held with more time devoted to background detail of the Time Use methodology and greater information on the goals that each department involved wanted to achieve (i.e., more precise information on how departments would use Time Use data). It is to Shirley Souchen's (DATACOLL) credit that the training sessions (under extreme time constraints) were as effective as they were.

The two supervisors participated in the training sessions. They also performed practice interviews. Even though they had greater exposure to the interests of client departments, supervisors agreed with interviewers that insufficient time was devoted to a history of Time Use studies and the purposes of different client groups.

3.2 Recommendations

In future Time Use studies, it is recommended that:

- 1) Interview training sessions be of greater duration (two to four days).
- 2) Greater emphasis must be given to background and the purposes for which the information will be utilized.
- 3) Professionals from the different government departments involved hold familiarization events.
- 4) Greater practice time be scheduled for interviewers.
- 5) Unilingual interviewers should be instructed in a few simple phrases in the other official language should they need to refer the respondent to another interviewer proficient in that language.
- 6) If possible, multilingual interviewers be hired to reach ethnic groups which otherwise would be excluded.

3.3 Other Observations

During the field study, interviewer types or styles emerged as interviewers developed skills and made effective use of their personalities to increase the response rate. By way of example, older people and less cooperative individuals responded better to the younger, outgoing female interviewers, while busy or business-like people responded well to the efficient, no nonsense, types. Experience in this area is detailed in the supervisor's reports (Appendix M).

3.4 Coder Training

Coder trainees experienced the same problem of insufficient training time. In view of the nature of a time diary, a considerable training period was required to acquaint staff with the complexity of the coding scheme. For this reason, Dr. Harvey held additional training sessions and

practice coding events before actual coding took place. A follow-up verification of coded interviews was carried out by him, and appropriate corrective measures were implemented (further details -- see Appendix H).

As time progressed, staff became more proficient in coding the time diaries; however, occasional difficulties of interpretation required clarification from Dr. Harvey, the coder-training professional.

A positive factor was the presence of the coders in the same area as the interviewers, thereby allowing the coders to seek clarification in the majority of cases from the actual interviewer. This interaction also made interviewers aware of some of their own omissions or errors.

Supervisors attended a coder training session to enable them to understand the coding scheme and make decisions during the campaign. Several instances of difficult interpretations occurred where debates arose. This process was very useful in increasing coder and supervisory perceptions of the rationale inherent in the coding scheme.

3.5 Recommendations

- 1) In future Time Use studies, it is recommended that the length of the coding sessions be increased to two to four days as with interviewer training.
- 2) Greater training in the background of the time diary coding system be provided.
- 3) Coders, if possible, be twinned with interviewers.
- 4) Coders be given a one-day familiarization training event with the data entry supervisor, including a visit to the data entry site.

3.6 Staff Turnover

32 field staff were invited to attend project training sessions. The 10 coders completed the training, while five potential interviewers left at this point. The training was rigorous; it closely stimulated what would be required during active interviewing. Therefore, this was the best time for unsure applicants to leave. Those interviewers who stayed on were committed to the project as has been demonstrated by extremely low turnover. Subsequent to the initial training session, only two interviewers left the project, one who had to be let go and one who left for personal reasons.

Later in the project, two coders also resigned for family reasons.

In mid-October, a mini training event was held to obtain staff to fill some gaps in the interviewer schedule. Six candidates were screened and attended the sessions. As with the first training event unsure candidates (2) left after completing the training. The four candidates who stayed on worked until project completion.

Throughout the project, staff morale was very high and a real esprit de corps, characterized by mutual aid and support, developed between field and senior project staff.

4. FIELD CAMPAIGN

4.1 General

The field campaign which commenced September 11, 1981 lasted approximately seven weeks, or slightly over the expected six weeks. An average of approximately 45 interviews per day were completed. A random sample of 3,900 telephone numbers was initially planned allocating 300 numbers per location. This was raised to 5,000 -- an essential step as it became apparent in the latter stages that telephone lists would be exhausted.

Under actual field conditions the control measures and training sessions were put to the test. Several factors soon became apparent -- in particular the need for a greater amount of direct supervisory time to control daily operations.

4.2 On-Site Procedure - Supervisory Roles

Site Description

Through OCAD of CEIC, an area was made available for use. Appendix I shows the location of ten of eleven telephones used, with the eleventh being somewhat removed from this location. Hours of interviewing were from 4:00 p.m. to 10:00 p.m. on weekdays, and noon to 10:00 p.m. on weekends.

Each station (telephone location) had two other telephones on the same line which allowed for supervisory monitoring of in-process interviews.

Each station was assigned telephone lists based on two factors. Eastern and western locations were paired so that the early evening period was devoted to calls to the Maritimes, and the later evening period to calls in the West, thereby using the time differentials to maximum benefit while reaching most households at those hours in which Canadian adults are more likely to be found at home, i.e. 5:00 p.m. to 9:00 p.m. (core hours).

All interviews were timed so as to commence no later than 9:30 p.m. local-time. Central locations were telephoned during the full time period. The same rationale was followed for the weekend shifts.

As the campaign progressed, interviewers formed preferences concerning locations (cities). As well, they developed preferences related to stations (desk locations).

4.3 Control Measures

Prior to the telephone campaign the project staff held meetings to design control measures. The principal areas where controls were needed to ensure that the survey methodology was maintained were, sample control, location quotas, daily production and individual interviewer and coder performance (quality control). As well, it was necessary to monitor the rate of depletion of telephone lists, have B.F. (Bring Forward) files for appointments made, and during a three week period in October, prepare control measures for the Designated-Day call campaign.

The methodology for the latter was to be compared with the convenience day methodology. The main purposes of the control measures were to monitor the effectiveness of the respondent selection grid and provide supervisors with a means to effectively maintain records of daily and cumulative results. Appendix A is a copy of the survey forms used. The front or Contact Sheet and the second or Grid Sheet were the key sheets for administering control. For every telephone number called, whatever the result, contact and grid sheets were filled out.

The interviewer's first task was to transfer four telephone numbers at a time from the station lists on to four contact sheets. This was required to maintain the cycle of the four selection grids. The next stage was to write in the community

code on the contact sheet (Appendix E) and attempt the number. The Diary Day was then indicated and the type of interview, i.e., convenience or designated day, was checked. If a successful interview was completed, the two digit sample code was marked on the contact sheet (see Appendix F) identifying the age, sex and Diary Day type of the interview. At the end of each shift completed interviews were given to the supervisor. These were then batched by interviewer I.D. number (on contact sheet) to facilitate monitoring of interviewer production and as identification should a question come up concerning that interview.

Each interview was then given an identifying number which was comprised of the Julian date, combined with a simple - sequence number. For example, on Julian date 254, if 30 interviews were completed the interviews would be marked as 254-001, 254-002 ... through to 254-030.

Once the identifying numbers were marked on the interviews (contact sheet) a daily interview completions control form (Appendix C) was on record. Daily results were then transferred to the daily matrix sheets (Appendix D) which allowed for monitoring of age, sex, day (weekday, Saturday or Sunday) by community.

On a weekly basis a summary matrix sheet was prepared, thereby allowing for on-going assessment of production against time frames and community quotas. These controls formed the basic monitoring system of production during the campaign. They demanded about two hours of work of the site supervisor, usually at the end of the day, or before the commencement of the next day's shift.

5. QUALITY CONTROL

Quality control was extremely important and during the campaign, necessitated staff briefings, memos and communications with client groups, training personnel and, later in the project, data entry staff (see Section 5.4).

Essentially, on-site supervisory personnel had to monitor interviewers and coders on a daily basis to identify if errors were made or quality declined. These are dealt with individually.

5.1 Interviewer Quality Control

On a daily basis supervisors were responsible for monitoring two interviewers. This involved listening on an extension telephone while the interviewer conducted an interview. While so doing the supervisor filled out an interview and at the conclusion of the call compared results. As well, the supervisor would note omissions or any biases the interviewer may have shown during the call. These were discussed and any corrections needed on the interview were made. As would be expected, the vast majority of omissions or errors normally would occur in the Time Diary Section, which consumed the most time. Interviewers were continually faced with the trade-off between securing as much detail as possible, in the Time Diary, versus antagonizing respondents. By probing for too much detail, which was also time consuming, interviewers faced the possibility of respondent frustration which in instances led to respondents refusing to continue and loss of a complete interview.

To further complicate matters, interviewers had to be able to sense the respondent's mood, aid them in remembering their activities, and control their own use of time.

From the Pilot Survey and the 1971 Time Use Survey an average of 28 activities per Time Diary was established. This average was used as a tentative quality control measure. Coders were responsible for recording the number of activities on the front of the completed interview.

Supervisors checked completed time diaries for "interviewer drift", against the average number of activities. By this means, over- or under-reporting of activities was identified; a review session was held with the interviewer to readjust his or her interview techniques.

It should be noted that in some cases, lower and higher numbers of activities occurred due to rushed respondents, or overly cooperative respondents, respectively. In such cases, the interviewer's prime concern was completion of the interview.

In sum, the in-process monitoring of interviewers along with interviewer drift reviews and discussion with interviewers or an individual case, formed an effective method of quality control.

Interviewer Fatigue

As the project progressed interviewer fatigue became the factor that was the most difficult to deal with. Through observation, production monitoring and on-site feedback the project administrator and supervisory staff identified interviewers whose production was falling. Symptoms that affected production were varied; they included high refusal rates for a certain location or an increased sensitivity or feelings of intrusion in peoples' personal lives expressed as the survey progressed. Incentives were discussed amongst the senior field staff and implemented. Examples of incentives used were giving interviewers another location (city) to telephone

when refusals were high, more individual attention to specific interviewers including discussions, encouragement, time off or rescheduling of individual shifts, and at times a small reduction in the number of days worked.

At the group level incentives included staff parties, group discussions, and ensuring that project milestones (e.g. the 1000th interview) were noted and praised. Coffee, cookies etc. were always present and interviewers were allowed to take short breaks between interviews especially when the interviewing was not going well, which every interviewer experienced at one or more times.

5.2 General Review Sessions

At several points during the project the project administrator held review sessions with supervisory, interview and coding staff to review progress and to discuss difficulties. This provided a forum for comments and suggestions from field staff and a group review of procedure changes. Any problems supervisors had noted concerning certain interviewers were brought up in a general sense (no names) to verify if others had experienced similar problems. Requests for policy clarification on specific issues were also dealt with within these forums.

Generally, the review sessions were well received, and provided an excellent forum to air problems.

Advising the group of policy or procedural changes re-enforced the effectiveness of memoranda distributed.

5.3 Coder Quality Control

Coder quality control was critical during the early phases when the coding scheme was still not totally familiar. The procedure adopted was to photocopy two uncoded forms and then have a coder code the original as part of his or her batch.

The copy was coded by a different coder and the results compared between the coders and supervisor. Any errors occurring were discussed and the originals corrected.

Several interviews coded by different coders were sent to Dr. Harvey who reviewed them and when necessary, instructed project staff on further corrective measures.

Once the project was well underway, and the coders were completely familiar with the coding scheme, errors tended to be small and mechanical. Error patterns changed from initial comprehension problems to more mechanical ones in the latter stages. In most cases, coders found that with time the repetitiveness of the coding procedure resulted in a certain degree of boredom. At different times, coders were given administrative work related to batching and record keeping of processed forms to offset this effect.

5.4 Data Entry

The data entry phase commenced in early October, and resulted in a large number of small mechanical errors coming to light on the interview forms. These were rectified by placing two of the coding staff with data entry personnel. Once the type of errors that were occurring were known, project staff rechecked coded forms before they were transferred to data entry.

Several problems related to both coders and interviewers were identified, and resulted in a clearer definition of roles. Up to this point, interviewers felt that coders would catch and correct small errors or omissions. These steps were taken:

Meetings were held and memoranda sent clearly defining responsibilities. The main points were:

- A. Coder responsibilities were strictly related to coding of the time diaries.
- B. Interviewers were responsible for all information on the contact sheet, proper indication of grid information and editing of their interviews before giving them to the coders.

Once these points were clear, error rates dropped dramatically and errors which did occur were related to the diary itself.

Common errors encountered were:

- A. Omission of travel codes between activities.
- B. Collapsing of activities.
- C. Gaps or overlaps in recording of time periods.
- D. Occasional mis-reporting of place rather than activity under primary activity.
- E. Occasional insufficient probing for secondary activities.

For future studies all interview and coding staff should attend a familiarization session with data entry personnel to fully understand their requirements.

6. PROJECT STATISTICS AND METHODOLOGICAL IMPLICATIONS

The two primary objectives of the Time Use project were to assess whether Time Use surveys could be carried out cost effectively by telephone and whether the data was of sufficiently high quality to satisfy the different departmental needs. A further very important objective was to test the reliability of the grid in selecting a representative sample across demographic categories. Results of the National Pilot indicate that the telephone survey methodology is cost effective and should be even more so in the future, since many problems were identified and have been noted in this report. The overall quality of the data relative to time use will not be known until data analysis has been completed.

Statistics to be dealt with here are related to quantitative results of the campaign.

6.1 Telephone Numbers and Interview Completions

During the main campaign as mentioned above, 5,000 numbers were randomly drawn.

Near the end of the project, some telephone lists were exhausted in spite of the increased telephone list size. At this point, the "plus one" method was introduced, whereby the final digit of telephone numbers was increased by one and calls continued.

This system overall was effective, but the percentage of business and disconnected numbers increased by about five to ten percent.

Overall, about 5,500 numbers were called, and 2,439 interviews completed. This is a conversion rate of 44 percent, slightly lower than hoped for.

The degree to which interviewer fatigue and the plus one method affected results during the later stages, is estimated

as between two to four percent. Initial measurements made in September resulted in approximately a 48 percent conversion rate during convenience day interviewing.

Another factor affecting the overall rate arose from the Designated Day campaign, where the success rate fell to 40 to 42 percent. As discussed above, during this phase, interviewers had a more rigid system to follow with less flexibility when assigning appointments, due to the necessity of scheduling appointments for the designated day or the same day the next week. Further, numbers where no answer was achieved during the two days, were set aside and not reused which cut down on potential contacts. Interviewers in general expressed a preference for convenience day interviewing because it was more flexible, easier to work with, and cut down on their paperwork. However, this has to be weighed against the methodological questions related to follow-up studies where the decision has to be made whether to re-interview respondents for the same day of the week and as well, which method provides richer data.

6.2 Methodological Implications - Convenience Versus Designated-Day Interviewing

Statistics Canada requested that this project should test differences between the Convenience and Designated Day methods. The primary consideration was to measure whether convenient day methods might systematically miss certain activities due to availability or willingness of the respondent to participate, based on his or her previous day's activities.

For example, if Fridays (or paydays) result in higher drinking rates and greater unwillingness to respond on the next day, would this result, using convenient day methods, in an under-reporting of the Friday (or payday) activities if the respondent postponed the interview.

Since convenient day interviewing would record only the previous day's activities, those unwilling drinkers would end up reporting, for example, the Saturday or day after payday activities. Using Designated Day methods where interviewers had only the next two days to record the activities of the Designated Day; this should potentially result in a higher reporting of, using the example, payday related activities. Also, the scheduling of appointments using Designated Day where the appointment would be for the same day the following week should result in a higher reporting of activities on designated days.

The results of data analysis will determine whether this occurs or at least identify if there is significant difference in activities or cases reported.

Data analysis will also indicate whether convenient versus designated day interviewing resulted in a variance of activities reported. If designated day interviewing provides richer detail on activities on various weekdays, then some doubt will be cast on the use of convenient day methods based on the assumption that weekdays are sufficiently similar to be interchangeable.

6.3 Respondent Selection Matrix

Throughout the campaign the Trodahl-Carter (T-C) selection matrix method was used; it is simple to use and relatively easy to explain to respondents. Further, its use would ensure more representative sampling of age and sex across demographic categories than would result from simply interviewing the convenient person at home. By and large, this method was easily implemented and added approximately five minutes to the time per interview. Its overall effectiveness is discussed below.

6.4 Date Sampling

In conjunction with the use of the T-C matrix, it was resolved to adopt a date sampling plan that would be easy to administer, efficient and ensure high response.

In essence, this method called for relatively constant sampling over all days of the week during the period interview facilities were available. Daily targets were based on the amount of time available and overall resource limitations.

Initial estimates were for completion of one interview every 50 minutes, or with 11 telephone lines, approximately 60 per day.

The overall rate achieved was approximately 45 per day. The factors which affected the lower overall level of productivity were mainly related to increased administrative and procedural duties of interviewers such as editing, forms control, explanation of grid to respondent, and control of telephone lists etc. This increased again during the Designated Day period when interviewers had to record all results of every telephone call on a daily record sheet (Appendix J). During convenience day interviewing interviewers were not required to maintain a daily record, however, these records proved valuable in conducting preliminary manual statistics on refusal rates etc., during the Designated Day period and should be considered for use in future studies regardless of whether convenient or designated day methods are used.

6.5 General Statistics

Table 1 is a cumulative record of interviews by community by sex, by day of the week (weekday, Saturday or Sunday), with equal coverage for each day. Five sevenths, or 71 percent, of all interviews should be for weekdays with weekend days being approximately 15 percent each. As can be

seen, actual results show a slight variation of two to three percent overall.

Table 2 summarizes results by age cohort, sex and community. Overall, the sample produced 47 percent males to 53 percent females. Some variations exist by community, but this is most likely due to higher refusal rates by males or in certain age groups than any defect in the T-C matrix.

6.6 Interviewer Survey

Upon completion of the Field Campaign interviewing staff were given a survey (Appendix K) which asked them to evaluate the Time Use Study survey instrument. The general purpose was to identify any improvements they felt could be made to the survey form and secondly gather their overall views on the Field Campaign. These are now summarized. 16 interviewers responded.

Result Codes

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4	8	2	2	0

Of those responding, 12 rated the result codes as good to very good with 4 respondents rating them fair to poor. Half of the respondents made comments and offered suggested additions. The most common suggested addition was a "Respondent not contacted appointment made" result code be added. Also suggested was a "Not in service" code be added to distinguish the result from a disconnected number.

Grid Sheet Information

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4	6	6	0	0

Most interviewers rated this section as good to very good. Many commented that stating we were conducting a study as opposed to a survey would be more effective and sound less commercial.

Also the "Can we begin" was felt to result in a lot of refusals as it sounded too uncertain.

Example Sheet

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1	8	6	0	1

The example sheet which introduced respondents to the "Time Diary" and its method was generally rated as good by the interviewers. Those who commented stated they felt the introduction was too long. One or two felt the "Pause" offered another opening for people to refuse.

The Time Diary

1. "Is it easy to use?"

<u>Yes</u>	<u>No</u>
16	0

All interviewers found the Time Diary easy to use. However, as will be seen later in the survey some found it the most difficult section of the survey.

2. Does the format help respondents remember his/her activities?

<u>Yes</u>	<u>No</u>	<u>D.K.</u>
10	2	4

Most of the interviewers felt that the "Diary" format did help people remember their activities. Interviewers commented that it helped them keep track of where they were and allowed for easy prompting of respondents.

3. "Is there a specific column which could be improved?"

Col 1		Col 2-3		Col 4		Col 5		Col 6	
<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>
2	14	2	14	6	10	6	10	6	10

Column 1. This was considered straight forward to all respondents. Two interviewers suggested that a series of boxes be inserted covering regularly occurring activities but this is considered not feasible.

Columns 2-3. As with column 1 these columns were considered acceptable by most interviewers. Two suggested that column 3 "When did this end?" be changed to "How long did this take?" as it was felt respondents remembered an activity's duration more easily than the time the activity ended. Future studies should consider this suggestion seriously.

Column 4.

<u>Yes</u>	<u>No</u>
6	10

Column 4 was acceptable to 10 of the 16 interviewers, however 6 considered improvements necessary. As the survey progressed, certain responses recurred frequently and interviewers felt that the inclusion of boxes to cover them would save a lot of time and repetitive writing. The most common suggestions were:

- under location - a box for school
- a box for a friend's house
- under transit - a box for bicycle
- a box for truck/van
- under who the respondent was with - a box for friends
- a box for relatives

Another suggestion was a change in the wording from "Who was with

you?" to "Was there anyone with you?" as this sounded less inquisitive. In fact, during the survey most interviewers used this suggested wording.

Column 6. Column 6 which identified secondary activities received suggestions similar to columns 5-6; i.e. more boxes for regularly occurring activities. In this case suggested additions were boxes for: reading the newspaper, smoking, telephone call, and drinking. Many activities were so automatic to respondents that they would fail to mention them unless the interviewer probed continuously.

Question 4 - Recurring Problems

When queried about recurring problems most interviewers did not perceive any, other than those mentioned above. However, those who made comments here mentioned the "Were you doing anything else?" question as embarrassing at times when the activity was obviously sexually related. Other comments also related to column 6 such as not enough space to record several activities and that it was time consuming writing out repetitive activities.

PART 11 - Cultural Activities, etc.

Question 1	<u>Yes.</u>	<u>No</u>
	14	2

While practically all interviewers found this question easy to use, several comments were made. Some felt the ordering or ranking of the activities should be changed since starting with theatre, ballet was embarrassing to some respondents who either did not have these facilities or felt there was an upper class bias. However, the ordering of activities was necessary to allow for comparability with the 1975 Leisure

Study in Canada survey data. One comment was received vis-à-vis not being able to distinguish whether the attendance at the activity was inside Canada or not such as during a holiday abroad.

Question 2

Activities omitted elicited some response however most responses were for such activities as bingo etc. Due to space constraints, the survey was only asking for passive (non-participatory) situations. However, this was misinterpreted by interviewers and from suggested additions by respondents as well.

Question 3

When asked about the movie question, two comments consistently appeared. Many respondents had difficulty remembering the name of the last movie they saw and a comment made frequently by both interviewers and respondents was that question K4 did not allow for Canadian movies to be considered more enjoyable than other movies.

Continuing Education

Question 1:

<u>Yes</u>	<u>No</u>
10	6

Six interviewers stated that some respondents had difficulty understanding the question C.a. on the survey form which asked about their attendance at courses. In most cases, this meant explaining what continuing education meant, especially in rural areas. Confusion arose for a few respondents who did not know whether such things as baking courses were applicable. Some were not sure whether this meant high school or university. In a few instances, some had taken more than one course with one being fully sponsored and one being partially sponsored. The

difference could not be specified.

Question 2:

<u>Yes</u>	<u>No</u>
3	13

Thirteen of the interviewers experienced no resistance to this question on funding. The only comment made was the question was unclear to some respondents, the others having just experienced straight refusals.

Marital Status

Questions 1 to 3 presented no problems to any of the interviewers with the exception of initial wording on the French form where "état civil" was not always understood. The suggested replacement was "état marital".

Questions 5 and 6 - Education

As with Marital status questions, interviewers experienced no problems with these questions. However, interviewers noted that respondents sometimes did not understand what primary and secondary education meant and suggested this be changed to elementary and high school.

Age Question

In the vast majority of cases this question presented no problem for most interviewers.

PART III - Employment Status

On the employment status question there was no respondent resistance. However, one or two interviewers wondered as to the extremely low number of unemployed respondents they encountered.

This would suggest a high resistance to respond to the survey on the part of unemployed persons; possibly compounded by the introduction to the survey where Employment and Immigration is mentioned as one of the participating groups.

One interviewer suggested a category for those on disability pensions be included.

Survey question 8 on full or part-time work was occasionally problematical when a woman worked part-time but also was a housewife.

INCOME QUESTIONS

TABLE 1

<u>Section</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Intro	0	1	4	3	8
Time Diary	5	7	1	1	2
Cultural	1	1	2	7	5
Education	0	1	9	5	1
Income	10	6	0	0	0

Table 1 summarizes how interviewers rated the different parts of the Survey in level of difficulty. As can be seen questions on income were rated as most difficult by 10 of the 16 interviewers with the time diary being the most difficult for 5 of the interviewer staff. The next most difficult section as the results show is primarily a trade-off between the Time Diary and the Income questions. Nine of those surveyed found the questions on education as the next most difficult while four selected the introduction. As the Table shows, the Cultural, Educational, and Introductory sections generally presented the least difficulty. It is interesting to note the range of

viewpoints when we look at the ratings for the last three levels of difficulty. For example, two found the Time Diary as the easiest section. While there is a clear indication that most found the income section the most difficult, the variety of ratings on the different sections points to the different interview styles that emerged.

When asked to comment on the income section, interviewers most often responded that respondents had difficulty with the total amount of income they earned and especially found estimating total family income difficult. Respondents that had the most difficulty were senior citizens, housewives and young respondents.

While those interviewers who commented on the format of the questions thought it was a better way of deriving income information some felt it was too indirect and a few respondents indicated they felt as though interviewers were prying too much.

The comment received most often related to question 11c where if the respondent was self-employed, or a farmer, doctor, fisherman, etc. they had no way of estimating an hourly wage. This was clearly a problem that all interviewers had faced during some of their interviews.

General Comments

This final section of the survey was an attempt to garner interviewer comments on the Time Use Study. Comments varied from personal feelings of enlightenment about how Canadians lives are spent to feelings of despair for senior citizens who were barely getting by. Some felt that the survey was very professional and an effective way to develop government policies while others criticized intra-project communications vis-à-vis daily supervision and senior project staff continuity when it came to policy changes. Some felt to be effective when interviewing that they had to be authoritative

with respondents. Overall the interviewers were favourable in their comments. Factors such as quality of air etc. became more important as the survey progressed and interviewers started to get fatigued. It was felt that having the coders present was very beneficial.

For additional information on the interview form, consult the supervisor's reports (Appendix M).

7. SUMMARY CONCLUSIONS

The results of the Time Use Study National Pilot as have been discussed, revealed certain areas critical to conducting a successful campaign.

In particular, experiences revealed that compared to our estimates, a greater amount of Professional time was required. In fact, it was nearly impossible for project staff to carry out all the duties related to effectively controlling daily shift activities.

One alternative attempted was to assign one member of the coding and interviewing staff as "Head Coder" and "Head Interviewer", and involve them in carrying out supervising duties. This worked relatively well for coding staff, but proved less effective for interviewer control because the head interviewer could not continue interviewing, and also carry out supervisory controls -- due to the fluid nature of daily activities.

Another critical area was communications. The four critical areas related to effective communications were: training, department linkages, day-to-day operations and data entry. Expanded training sessions, with greater department involvement are essential to field staff efficiency. If possible, the interview form must be completely finalized and agreed upon prior to field study start-up.

RECOMMENDATIONS

Future studies should have a supervisor and a clerk, in a shift if the total number of staff is seven or more.

Tasks need to be separated, assigning quality control tasks such as monitoring to a supervisor and administrative tasks to an assistant.

All field staff must be completely briefed on data entry requirements as part of their training sessions.

Finally, day-to-day on-site communications must be effectively coordinated, including daily supervisory reports, summarizing, quantitative and qualitative activities performed, and schedules of tasks to be done on the next day (for example, which staff to be monitored, or which control forms are to be done that day). Once implemented, day-to-day communications greatly increased productivity and reduced staff friction and resulted in an effective overall campaign.

TABLES AND APPENDICES

TABLE 1 CUMULATIVE SUMMARY SEX/DAY OF WEEK/COMMUNITY

MALES	01	02	03	04	05	06	07	08	09	10	11	12	13	14	TOTAL
Weekdays	45	50	48	59	52	56	63	41	72	41	28	63	52	74	744
Saturday	19	15	18	16	17	13	10	15	8	12	4	15	8	18	188
Sunday	12	19	6	11	16	16	21	23	10	9	11	25	17	10	206
TOTAL	76	84	72	86	85	85	94	79	90	62	43	103	77	102	1138
FEMALES															
Weekdays	71	60	75	62	65	64	57	63	62	49	41	61	61	75	866
Saturday	23	17	18	13	13	15	11	13	10	12	7	15	13	25	205
Sunday	16	14	10	14	11	13	15	21	12	10	15	14	22	22	209
TOTAL	110	91	103	89	89	92	83	97	84	71	63	90	96	122	1280
SUM TOTAL	186	175	175	175	174	177	177	176	174	133	106	193	173	224	2418

SUMMARY STATISTICS

TOTAL MALES & FEMALES BY DAY OF WEEK/PERCENT

	#	%	VARIANCE
WEEKDAYS	1610	67	-5%
SATURDAY	393	16	+2
SUNDAY	<u>415</u>	<u>17</u>	+3
	2418	100	

TABLE 2 CUMULATIVE SUMMARY AGE/SEX/COMMUNITY

MALES	01	02	03	04	05	06	07	08	09	10	11	12	13	14	TOTAL
15-30	27	40	26	28	28	36	43	43	27	21	14	39	29	32	433
31-55	37	38	29	30	38	39	34	29	34	26	19	48	30	55	486
55+	12	6	17	28	19	10	17	7	29	15	10	16	18	15	219
TOTAL	76	84	72	86	85	85	94	79	90	62	43	103	77	102	1138
FEMALES															
15-30	47	43	36	22	38	37	28	46	33	19	23	42	28	50	492
31-55	41	33	40	37	30	35	35	33	30	33	22	29	40	49	487
55+	22	15	27	30	21	20	20	18	21	19	18	19	28	23	301
TOTAL	110	91	103	89	89	92	83	97	84	71	63	90	96	122	1280
SUM TOTAL	186	175	175	175	174	177	177	176	174	133	106	193	173	224	2418

SUMMARY STATISTICS

TOTAL MALE & FEMALES/AGE COHORT

	#	%
15-30	925	38
31-59	973	40
55+	<u>520</u>	<u>22</u>
	2418	100

APPENDIX A

Administrative Forms for
Control and Monitoring of Field Staff

[illegible]

APPENDIX A.2
 INDIVIDUAL INTERVIEWER TIME/PAY RECORD
 AND STATEMENT OF WORK COMPLETED

INTERVIEWER NO. _____

CODER NO. _____

NAME (please print) _____

TELEPHONE NUMBER _____ S.I.N. _____

DAY & DATE	INTERVIEW HOURS WORKED			INTERVIEWS COMPLETED	CODING HOURS			CODED INTERVIEWS
	START	FINISH	TOTAL		START	FINISH	TOTAL	
TOTAL:					TOTAL:			

INTERVIEWS

CODED INTERVIEWS

INTERVIEW HOURS COMPLETED X (RATE) \$ _____

CODING HOURS COMPLETED X (RATE) \$ _____

TOTAL CLAIMED \$ _____

RES POLICY RESEARCH INC. INTERVIEWER /CODER CLAIM SHEET

PROJECT TITLE: _____ PROJECT NO.: _____

INTERVIEWER'S NO.: _____

INTERVIEWER: _____ CODER'S NO.: _____

This claim covers period from (date) _____ to (date) _____

Details of this claim are shown
on the reverse side of this sheet.

STATEMENT OF INTERVIEWER/CODER:

I certify that this is an accurate record of the time spent on this job and that the work has been done according to the instructions and to the best of my ability. It is understood: that I am engaged in the business of an independent research interviewer/coder and that in the performance of services on your behalf, I will be acting as an independent contractor and not as your employee; RES Policy Research assumes no liability arising from the use of privately owned automobile or other means of conveyance that may be driven in completing the assignment or liability for any sickness or injury arising out of this assignment; that all rights and property relating to this information and material gathered during this assignment rests with RES Policy Research and the material is deemed confidential.

SIGNATURE _____ DATE _____

THIS SPACE FOR OFFICE USE ONLY

Checked by _____

Approved by _____

Cheque no. _____

APPENDIX A.3

Daily Interview Completions Control Sheet

Julian Date	Interview #	Sample Type	Community	Interviewer ID	# of Activities
	001				
	002				
	003				
	004				
	005				
	006				
	007				
	008				
	009				
	010				
	011				
	012				
	013				
	014				
	015				
	016				
	017				
	018				
	019				
	020				
	021				
	022				
	023				
	024				
	025				

APPENDIX B

Forms to Monitor Coverage of
14 Communities and "Sample Types"

APPENDIX B.1 Codes for 14 Communities

<u>COMMUNITIES</u>	<u>CODE</u>
Vancouver	01
Calgary	02
Regina	03
Manitoba (census div. No. 18)*	04
Toronto	05
Sudbury	06
Montreal	07
Sherbrooke	08
Brome (census div. Quebec)*	09
Kings (census div. P.E.I.)*	10
Charlottetown	11
St. John's	12
St. John	13
Halifax	14

* Rural Areas

SAMPLE TYPE CODES *

	<u>SEX</u>	<u>YEAR OF BIRTH</u>	<u>DIARY DAY</u>	<u>CODE</u>
15-30	Male	1951 - 1966	Week Day	01
	Male	1951 - 1966	Saturday	02
	Male	1951 - 1966	Sunday	03
31-55	Male	1926 - 1950	Weekday	04
	Male	1926 - 1950	Saturday	05
	Male	1926 - 1950	Sunday	06
over 55	Male	Before 1926	Weekday	07
	Male	Before 1926	Saturday	08
	Male	Before 1926	Sunday	09
15-30	Female	1951 - 1966	Weekday	10
	Female	1951 - 1966	Saturday	11
	Female	1951 - 1966	Sunday	12
31-55	Female	1926 - 1950	Weekday	13
	Female	1926 - 1950	Saturday	14
	Female	1926 - 1950	Sunday	15
over 55	Female	Before 1926	Weekday	16
	Female	Before 1926	Saturday	17
	Female	Before 1926	Sunday	18
	Male	UNKNOWN	Weekday	19
	Male	UNKNOWN	Saturday	20
	Male	UNKNOWN	Sunday	21
	Female	UNKNOWN	Weekday	22
	Female	UNKNOWN	Saturday	23
	Female	UNKNOWN	Sunday	24

* Sample type codes were not data entered.

COMMUNITY NO.

[illegible]

APPENDIX C

Interview Training Materials

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1.0 INTRODUCTION

Over the last decade there has been a considerable amount of interest in the desirability and feasibility of conducting Time Use Studies in Canada. Although studies have been conducted in various areas in Canada (e.g. Toronto, Halifax-Dartmouth, Vancouver, Kingston and Trois Rivières) no studies have been conducted on a national scale.

The Arts and Culture Branch of the Department of Communications has particular interest in the development of the methodology for Time Use Studies. Over the past six years they have conducted a number of studies of urban, regional, and national interest during which time a number of methodological and data analysis problems have arisen. The purpose of this study is to test the effectiveness of time use methodology in addressing these problems.

National and regional estimates of time use will be generated in order to corroborate past studies and to develop new findings. In addition, this pilot study will build a rationale with illustrative cases for a number of other government departments which could also benefit from the application of time use methodology. A number of departments and their potential interest are as follows:

- Employment and Immigration
 - Job search behaviour
 - Relationship between work and leisure time
 - Career Development

- Transport Canada
 - Time and energy spent travelling
 - Exposure to accident risk while travelling
 - Travel patterns (time, place, volume)

- Health and Welfare
 - Reported and unreported illness
 - Health and lifestyles

- Statistics Canada
 - Contributions of non-market activity to G.N.P.
 - Social accounts.

Since this is a pilot study much of the work to be done is experimental in nature. Therefore in addition to collecting data on time use, many elements of the study design have been directed at developing and refining time diary methods.

2.0 INTERVIEWER'S MATERIALS

The following is a list of forms and supplies that each interviewer should have:

- (a) Telephone numbers
- (b) Contact Sheets
- (c) Time Diary Sheets
- (d) Background Questions
- (e) Interviewer's Guide
- (f) The Time Study Canadian Pilot Coding Nomenclature
- (g) Activity Codes: Time Use Study - Canadian Pilot
- (h) The Rule Book
- (i) What the Respondent Might Like to Know About This Survey
- (j) Building Pass
- (k) Work Schedules
- (l) Pencils and erasers.

3.0 SAMPLING PROCEDURES

3.1 SAMPLING

The sampling procedure has been designed so that people selected for interviews will be representative of the eligible population. This population includes persons 15 and over who are residents of Canada living in non-institutional households. Unless the correct households and correct respondents in those households are selected, the results of the survey cannot be considered accurate. So you, the interviewer, must take great care in following the selection procedures outlined in this section. If you are uncertain about a particular case, ask the supervisor!

3.2 USING THE CONTACT SHEET

Each interviewer will be supplied with a list of telephone numbers and, for each number attempted, a Contact Sheet must be completed. Note that even in the case where the number turns out to be a business number or a number has been disconnected, a Contact Sheet must be completed.

The procedure for using the Contact Sheet is as follows:

BEFORE MAKING THE CALL:

- (a) Fill in the telephone number (obtained from the listing) on both the first and second page;
- (b) Fill in Community ID (See Appendix A for codes);
- (c) Sample Type (Codes are in Appendix B, see Section 6.0),
Coder ID will be coded later on;
- (d) Diary Day - instructions will be provided by the supervisor;
- (e) Diary Date - instructions will be provided by the supervisor;
- (f) Designated Date - instructions will be provided by the supervisor;
- (g) Respondent Selection Grid - the appropriate selection grid will be assigned prior to the telephone call. See Section 3.3 for appropriate procedure;
- (h) If the telephone number is one that was used in the Ottawa-Hull Pre-test, fill in PRE-TEST ID. If the number was not used in the Pre-test (i.e. all communities other than Ottawa-Hull) leave PRE-TEST ID blank.

AT THE TIME OF THE CALL:

- (a) The Call Record:

The following information must be recorded for each call made, starting in the row for call #1.

- Interviewer ID - it will be assigned during the training session;
- Date - use numerical characters only, e.g. September 8 should read 09 08;
- Our Time - use the 24 hour clock;
- Local Time - also use 24 hour clock. When calculating the time, remember to consider Daylight Saving Time;
- Results Code - use the codes provided to the left of the Call Record.

In addition, there is space provided for a description of the results and a recall code. These are provided for the interviewer's facility, and should be used only when needed.

(b) The Appointment Record:

Space is provided for maintaining a record of appointments. Hopefully, respondents will keep appointments. However, if an appointment is not kept, space is provide for up to three.

(c) The Introduction:

The Introduction should be READ EXACTLY AS IT IS WRITTEN on the Contact Sheet inserting the appropriate phrases (i.e. the name of the community you are calling and the telephone number). In addition, please note the following points:

- (i) According to our definition of the eligible population, a respondent must be 15 or older, a resident of Canada,

and live in a non-institutional household. Therefore, any telephone numbers which are non-residential (i.e. business numbers, institutions e.g. convents, hospitals, or schools) do not qualify. In this case, the interviewer should end the contact and record the appropriate Result Code on the Call Record.

- (ii) If the selected respondent is not the person who initially answered the phone, the Introduction to the survey (the boxed in phrases) should be repeated for the selected respondent.

3.3 THE INDIVIDUAL SELECTION GRID

In order to select the respondent within a household, the interviewer will use one of four grids; the number of the grid used for each household should be pre-assigned and circled on the second page of the Contact Sheet. To pre-assign the grid #s that are to be used, take the batch of Contact Sheets which you will be using and circle Grid #1 on the first sheet, #2 on the second, #3 on the third, and #4 on the fourth, and repeat this procedure until you are through the batch. The grids are based upon the number of persons aged 15 and over in the household and the sex distribution.

A sample grid follows:

TOTAL # OF MEN IN HOUSEHOLD	TOTAL NUMBER OF ADULTS IN HOUSEHOLD			
	1	2	3	4 OR MORE
GRID #1 0	woman	oldest woman	youngest woman	youngest woman
1	man	man	man	oldest woman
2		oldest man	youngest man	youngest man
3			youngest man	oldest man
4+				oldest man

The procedure for using the grid is as follows. First you determine the number of people 15 years of age and over and find that number in the column titled 'number of persons 15 years and over'. You then determine the number of males in the household and find that row. Where the row and column meet is the individual in the household selected for the interview; for example, looking at the sample grid, assume that the household has 5 persons over 15, and 2 are males. The cell or box where the row and column meet says the person selected is the youngest man.

Once you have found the individual selected, never substitute for that person. If that person is unavailable try to find out when would be the best time to reach him/her.

3.4 CALL BACK PROCEDURE

If for some reason the interview is not obtained on the first call, the interviewer must make up to six call-backs in an attempt to

complete an interview. To increase the efficiency of contacting all respondents, the time periods for calling back must be varied. To obtain optimal results, attempts should be varied among the following times:

- (a) Weekday evening
- (b) Weekend day
- (c) Weekday day
- (d) Weekend evening

4.0 THE TIME DIARY

4.1 THE TIME DIARY

Generally, activities and times should be reported as the respondent provides the information. Skillful interviewing techniques are needed to ensure that the information collected is in a format that is consistent with the Canadian Time Use Activity Coding Scheme; for example, when collecting information on activities relating to care of children, it is important (relative to the coding scheme) to determine whether the children were under 5, 5 or over, or a mixture of both. For this reason, it is important that the interviewer carefully studies the Time Study: Canadian Pilot Coding Nomenclature (Short Form). This document should be available at all times during the interview for reference purposes.

The Time Diary consists of the following six components:

- I. What were you doing? THE PRIMARY ACTIVITY(IES)
- II. When did this start?
- III. When did this end?
- IV. Where were you? Were you still ... ?
- V. Who was with you? Were you still ... ?
- VI. Were you doing anything else at the same time? THE SECONDARY ACTIVITY(IES).

4.2 READING THE QUESTIONS

Generally, all six Time Diary questions should be read as they appear at the top of the diary for each and every Time Diary entry. The only exceptions are as follows:

- If an activity is of a personal nature (e.g. sleep, sex, or other personal care) Columns V and VI should not be asked. However if the respondent offers the information, record the responses.
- If a respondent has indicated his/her location and you are aware from their activities that his/her location has not changed, then it is not imperative to continually ask Column II.

Note that the wording of the questions is important. In order to eliminate any chance of leading or biasing the respondent, questions should be read exactly as they are written.

4.3 RECORDING THE INFORMATION

All writing and coding will be done directly on the questionnaire; some during the interview by the interviewer and some later on by the coder. Space is provided for the interviewer to make two Time Diary entries on each sheet. In addition, space is provided (the two shaded areas) for coders to make corrections or additions if necessary. Please refer to the sample diary on the following page and note the following inter-

viewer instructions for recording information in each of the columns:

- Column I: Write in the response directly under the three digit box in the non-shaded areas (see A). (The three-digit boxes are reserved for the coders.)
- Column II: Write in the time the activity started in the four digit box. The first 2 digits are for hours and the last two are for minutes. Leading zeroes are not necessary (see B).
- Column III: Write in the time the activity ended in the raised four-digit box. The first 2 digits are for hours and the last 2 digits are for minutes (see C). (The box directly under the end time is reserved for the coders.)
- Column IV: Only one response is allowed in Column IV. Either check the appropriate box if one is available (see D) or write in the response (see E). (The 2-digit box is reserved for the coders.)
- Column V: Up to two responses are permitted for Column V (except in the case of "alone"). Check the appropriate category (see F) and/or write in the appropriate response (see G). (The two 2-digit boxes are reserved for the coders.)
- Column VI: Up to 2 responses are permitted for Column VI. Check the appropriate category (see H) and/or write in the appropriate responses (see I). (The two lower 3-digit boxes are reserved for the coders.)

I.
And then, what did
you do next?

II.
When did
this start?

III.
When did
this end?

IV.
Where were you?/
Were you still ...

V. Who was with you?/
Were you still ...

VI.
Were you doing anything else at the same time
(like reading, talking, watching TV, listening
to the radio, eating, or caring for children)?

DO NOT ASK COLUMBIA V AND VI
ABOUT SLEEP, SEX, OR OTHER
PERSONAL CARE ACTIVITIES

READ UNDERLINED EXAMPLE FOR THE FIRST ACTIVITY.
AND WHEN CLARIFICATION IS REQUIRED

The form is a structured data entry sheet. At the top, there are several header boxes with labels: 'RISK FACTORS', 'TRANSMIT', 'MODE', 'SPECIFICITY', 'CORRELATION', and 'TELEVISION'. Below these headers, there are several rows of data entry fields. Each row is labeled with a letter (A, B, C, D, E, F, G, H, I) and contains boxes for numbers and text. The form is designed to be filled out by a user, with the labels and boxes providing a clear structure for data entry.

TIME STUDY: CANADIAN PILOT
CODING NOMENCLATURE (SHORT FORM)

MISCELLANEOUS	
001	No Activities - a gap in the diary due to coding
481	N A Activities - 10-minutes or more
984	Activities of other reported
0 WORK RELATED	
011	Regular work
012	Home main work place
020	Overtime
021	Apprenticeship
022	Job search
023	U.I. benefits
024	Welfare application
030	Travel at work
040	Waiting, delays
050	Second job; moonlighting
060	Lunch/snacks at work place
070	Other; before/after
080	Coffee and other breaks
090	Travel to/from work
097	Job search travel
098	Travel with stops
1 HOUSEWORK	
100	Preparing food, table
110	Meal cleanup
120	Routine chores: (Indoors)
130	Routine chores: (Outdoors)
140	Laundry/ironing/folding
150	Mending
160	Repairs - General
161	Interior repairs
162	Exterior repairs
163	Care car/maintenance
164	Home improvements
170	Animal/plant care/gardening - general
171	Gardening
172	Pet care
173	Care of house plants
180	Heat/water upkeep
190	Other house work
191	Other indoor housework
192	Other outdoor housework
193	Household paperwork, mail
2 CHILD CARE	
200	Baby care (under 5)
210	Child care (over 5)
218	Child care (mixed ages)
220	Helping homework, instruction general
221	Help - skills
222	Help - homework
230	Reading to
240	Indoor entertaining/play
250	Outdoor entertaining/play
260	Medical care
270	Other child care
278	Babysitting (unpaid)
280	Conversations; reprimands
290	Related travel

3 SHOPPING (INC. SHOP BY PHONE)	
GOODS	
300	Everyday needs - general
301	Groceries; Supermarket
302	All other shopping
310	Durable goods
312	House/apartment
SERVICES	
320	Personal care
330	Medical care for self
340	Administrative services
341	Financial services
342	Other government services
350	Repair services
351	Auto services
352	Clothes repair/cleaning
353	Appliances repair services
354	Household repair services
360	Waiting, queuing for purchase
370	Other services
380	Errands, NA goods or services
390	Related travel (except 312)
4 PERSONAL NEEDS AND CARE	
400	Washing and dressing, packing
410	Medical care
411	Medical care-self
412	Medical/care-HH adults
420	Helping adults
421	Routine non-medical care
422	Help outside HH-relatives
423	Help to friends/neighbours
424	Help to others
430	Meals at home
440	Restaurant meals
450	Night sleep/in bed
460	Day sleep
470	Naps or resting
480	Private, other personal
482	Personal/none of your business
483	Sex
490	Related travel
498	Help related travel
499	Other personal travel
5 ADULT EDUCATION	
500	Full time classes
510	Other classes, part time
520	Special lectures; occasional
530	Politic/union courses
540	Homework and research
541	Self-development
542	Sponsored; unspecified
543	Sponsored; own employ
544	Sponsored; gov't
550	Technical reading
560	Other study
570	Coffee breaks and snacks between classes
580	---
590	Related travel
591	Waiting for class to begin

6 ORGANIZATIONS	
600	Organization work
601	Professional meetings; union
602	Professional/union other
610	Work as officer
611	Meetings of identity orgs. (offices)
612	Other identity, org activity (officer)
620	Other activity
621	Political/citizen; meetings
622	Political/citizen; other
623	Identity org; meeting
624	Identity org; other
630	Volunteer work; civic service club
631	Attend meetings
632	Officer work
633	Fund raising
634	Direct help to I's
635	Other: social, meals
640	Religious clubs
641	Religious, meetings
642	Other religious: social, meals
643	Church group; meetings
644	Church group; other
650	Religious services
651	Services
652	Individual practice
660	Fraternal organizations
661	Meetings of Internal organizations
662	Other
670	Child/youth/family/legion
671	Meetings
672	Other
680	Other Organizational
690	Related travel
698	Travel (helping)
7 SOCIAL ENTERTAINMENT	
700	Attending sports event
710	Popular concerts and entertainment
711	Exhibitions, fairs
712	Zoos, circuses
713	Popular music (Rock, Country)
720	Movies
730	Theatres and Concerts
731	Opera
732	Operetta, musicals
733	Drama
734	Adventure
735	Musicals
736	Documentary/Historical
737	Artistic
738	Comedies
739	Ballet
740	Museums and Art Galleries
741	Museums
742	Art galleries
750	Entertaining or Visits w. friends
760	Parties w. meals
770	Bars, tearooms
771	At bar/night club
772	Dancing
780	Other gatherings
790	Related travel
792	Waiting; queuing

4.4 TIME DIARY SPECIAL INSTRUCTIONS

4.4.1 Interview Start Time

Immediately prior to reading the "Introduction" to the Time Diary, record the interview Start Time (using the 24 hour clock).

4.4.2 The Introduction

The Introduction should be read exactly as it is written.

4.4.3 I. What Were You Doing? ... or ... And Then, What Did You Do Next?

Column I is asked to determine the respondent's primary activity(ies) for example, getting dressed for work, eating breakfast, or travelling to work. Normally a respondent will report one primary activity. In this case, the interviewer should write in the response in the space provided. If, however, the respondent reports MORE THAN ONE PRIMARY ACTIVITY, the interviewer should then ask "Which of these activities would you consider the primary activity?". If the respondent responds that only ONE ACTIVITY WAS PRIMARY, WRITE THAT ACTIVITY IN COLUMN I and move the other(s) to Column VI (SECONDARY). If the respondent responds that MORE THAN ONE ACTIVITY WAS PRIMARY, OR IF THEY CANNOT SAY WHICH ACTIVITY WAS PRIMARY (MORE IMPORTANT, DOMINANT, ETC.), THEN WRITE THOSE ACTIVITIES (TWO OR MORE) WHICH ARE REPORTED AS PRIMARY IN COLUMN I.

Again it is emphasized that it is the interviewer's task to collect information relating to the primary activities in detail appropriate for the Canadian Time Use Coding Scheme; for example, if the respondent reports that he/she listened to music from 12:00 to 1:00, the interviewer should probe to determine what type of music it was, and whether it was on TV, radio, records, or a tape. Therefore, the interviewer

must be familiar with the Coding Scheme to ensure that he/she knows when to probe for further details (a short hand version is available for quick reference purposes).

Note the following points when recording information in Column I:

- If two consecutive activities are reported for one time period, the interviewer should probe to determine when one ended and the other started. Separate Time Diary entries should be made;
- Activity information should be in detail appropriate for the Canadian Time Use Coding Scheme (i.e. attempt to distinguish between eating potato chips at a pub and dining at a restaurant, for example).
- Multiple activities are permitted only when the two activities are CONCURRENT. Also, if the respondent reports two concurrent activities in Column I, the interviewer must ask the respondent if he/she considers one as primary before assuming multiple primary;
- Only the respondent's activities are required (not the spouse's or children's).
- Activities should be logical (e.g. the respondent must have a travel activity if his/her location changes);
- If the primary activity is personal or private, the interviewer should not ask Questions V and VI. If the information is provided, however, record it.
- If a media activity is reported -- television, radio, reading -- attempt to determine what kind of program was on; e.g. television: news or drama.

4.4.4 II. When Did This Start?

The time the activity started should be recorded in the four digit box (2 digits for hours and 2 for minutes) directly under Column

II. Note the following points when recording the activity times:

- Time should be reported employing the 12 hour clock;
- Each diary should start at 4:00 am;
- The end of one activity should be the start time of the next activity;
- All activity times should follow in chronological order;
- There should not be any gaps, e.g. showered 7:10-7:25 and ate breakfast 7:35-7:55.
- There should not be any overlaps, e.g. watched TV 11:00-12:00 and ate lunch 11:40-12:15.
- Time entries for activities lasting even as short as 1 minute should be recorded as such.

4.4.5 III. When Did This End?

The time each activity ended should be reported in Column III.

4.4.6 IV. Where Were You?/Were You Still ... ?

Only one response is required in Column IV. Either check the appropriate box if one is available or write in the response.

The following is the list of "where" categories that the responses to this question will be classified into. It is provided to assist you in ensuring that you have collected the information in appropriate detail.

- 1 - R's Home (includes R's second home)
- 2 - Work Place (when not respondent's home)
- 3 - Transit (car)
- 4 - Transit (walking)
- 5 - Transit (bus)
- 6 - Transit (waiting time)
- 7 - Transit (other)
- 8 - Someone else's home
- 9 - Places of business (including schools, churches, shopping centres, political headquarters, and doctor's offices)
- 10 - Other indoor place of leisure, cultural or sports
- 11 - Other outdoor place of leisure, cultural or sports
- 12 - Bars and restaurants (not at workplace)
- 13 - Others.

Please note that if the activity is travel the response to this question should be one of the transit categories.

4.4.7 V. Who Was With You?/Were You Still ...?

More than one response is possible for this question (except in

the case of 'alone'). Check the appropriate category and/or write in the appropriate response. The list of categories which will be used for Column V are as follows:

- 1 - Alone
- 2 - Spouse/Fiancé
- 3 - Children of household
- 4 - Other adults of household
- 5 - Relatives and friends outside household
- 6 - Neighbours and neighbour's children
- 7 - Co-workers or fellow students
- 8 - Members of an organization
- 9 - Administrative personnel
- 10 - Others, crowds and unidentified people.

4.4.8 VI. Were You Doing Anything Else At the Same Time?

Column VI is asked to determine what secondary activity(ies) the respondent was doing (if any) and should be asked for each Time Diary entry (except for personal activities). The Time Diary Format is designed to encourage the respondent to report secondary activities. The interviewer should read the UNDERLINED EXAMPLE for the first appropriate activity and then repeat it when further clarification is

required. In addition, the interviewer should provide POSITIVE FEEDBACK to the respondent when secondary activities are provided. Some suggestions are provided below. (Note: these are only suggestions, the interviewer is free to use his/her own phraseology). Some suggestions are:

- Thanks, that's useful information;
- Let me get that down;
- Thanks, that information is important to us.

5.0 THE BACKGROUND QUESTIONS

5.1 READING THE QUESTIONNAIRE

The questions should be read exactly as they are written. In some questions the responses should be read and in some they should not be. In those questions where responses are to be read, the categories to be read are preceded by three dots. In the following example, the first three categories would be read to the respondent.

Example 1

How many children are

... under 5 years
 ... 5-12 years inclusive
 ... 13 or 14 years

WRITE IN NUMBER	
N/A	0
DK/NR	9
	2
	0
	0

5.2 RECORDING INFORMATION

All coding will be done directly on the questionnaire; some during the interview, some later on.

DURING THE INTERVIEW:

Most questions are self-coding, that is, the questions are

followed by a list of pre-coded (number) responses and all the interviewer must do is check the correct answer (✓).

Example 2

Are there any children under 15 living in your home?

Yes 1 ☒

No GO TO 5 2 ☐

NR GO TO 5 9 ☐

There are questions in the questionnaire where the response is left open. In some questions a numerical value is required.

Example 3

How many children are

... under 5 years

... 5-12 years

... 13 or 14 years

WRITE IN NUMBER	
N/A	0
DK/NR	9
2	
0	
0	

In other questions written responses are required. For these questions write in the response and it will be coded later.

Example 4

What is the language you first spoke and still understand?

English 1 ☐

French 2 ☐

Other (specify) German

DK/NR 9 ☐

5.8 SPECIFIC REMARKS AND INSTRUCTIONSQUESTIONREMARKS

1 Question 1 refers to activities where the respondent is a spectator. Read part A of the question and record the number of times the respondent attended/visited each of the activities. Note the following:

- (a) If zero times (i.e. did not attend) leave blank;
- (b) If the respondent attended but does not know how many times, code 97;
- (c) If DK/NR (don't know or non-response) code 99.

If the respondent reports attendance at an activity in part A, ask part B (Note - (a)-(c) are also applicable).

If the respondent has reported that he/she has attended a movie in part A (during the last year) ask k-1 to k-4 and note the following:

- (a) k-1 - write in response and check the appropriate category;
- (b) k-2 and k-4 - read those categories with ... preceding them.

For part C all courses should be reported (e.g. handicraft courses, welding and statistics).

2 & 3 Questions 2 and 3 need not be asked if the responses are obvious from the first part of the interview. Do however record the appropriate information.

2 The following definitions are provided for clarification if necessary:

Marital Status Definitions:

- (a) Never Married: This includes persons whose marriages were annulled. If respondent responds 'single', attempt to classify them in one of the following categories.

QUESTIONREMARKS

2
(cont'd)

- (b) Now Married:
(or common law) This includes married persons living with their spouse, even if the spouse is temporarily absent. It also includes people who are living together, regardless of their previous marital status.
- (c) Separated: This includes persons who have been married, are living alone, and who have parted from their spouses and are unlikely to re-unite with them and have not obtained a divorce. The existence of a legal separation agreement should not be a necessary condition for this classification.
- (d) Divorced: This includes persons who have formally ended their marriage by legal means and have not remarried, and are not living with someone else (i.e. now married).
- (e) Widowed: This includes persons who have not remarried after their spouse deceased.
- (f) Other: This class has been added to assist those respondents who do not feel that the above five classes adequately describe their marital status.

- 3 If there are no children under 15 living in the home, record "0's" in Question 4 and skip to Question 5. If NR (non-response) in Question 3, code "9's" in Question 4 and skip to Question 5.
- 4 Read the categories and record the number of children in each. If there are no children in any of the categories, code "0's".
- 5 Check the respondent's highest applicable code.
- 6 Check the highest applicable code.

QUESTION	REMARKS
7	Only one response for the respondent (and one for the spouse) is desired. Note the wording "... which of the following <u>best</u> describes your <u>current</u> employment status?" and that the categories should be read to the respondent.
8	Ask only if the respondent and/or the spouse are currently self-employed or employed. If either or both are not currently self-employed or employed, code "8" (N/A).
9	Read the question and continue in the appropriate column. That is, if greater than \$12,000, the left column, and if less than \$12,000 the right column.
10	Question 10 refers to FAMILY INCOME for all persons living in the household (including the respondent). If the respondent lives alone, do not ask this question. Code the same response that was given in question 9.
11	<p>Question 11 should be asked only if the respondent is self-employed or employed (refer to the response provided in Question 9). Based on the respondent's response check the appropriate code and continue on in the respective column. Within each column (e.g. salaried or paid by the hour) ask each of the questions.</p> <p>In section 2.4, if they reply "no overtime but time off", then code 9988 in the 'per hour' box.</p> <p>If the responses are unknown, leave blank.</p> <p>(Note: Question 2 under 'salaried' - What is your current salary? - Salary refers to annual salary. Therefore, the figure provided should reflect annual salary. If the figure provided is monthly, it would be necessary to multiply it by 12).</p>
12	If language is other than English or French, write in response.

QUESTIONREMARKS

12 and it will be coded by the coders.
(cont'd)

Check whether the interview was conducted in English or French.

The respondent is asked to provide the first three digits of the postal code. This information is required to verify the sample. In rural areas, all six digits are required.

Record Finish Time. NOTE: Use 24 Hour Clock

6.0 EDITING AND CODING

Editing ensures the completeness and accuracy of your interview.

Begin your editing IMMEDIATELY AFTER YOU HAVE COMPLETED THE INTERVIEW.

- (a) Fill in areas which contain your own abbreviation.
- (b) Be sure that every question has been answered.
- (c) Be sure that all writing is legible.
- (d) Record the Result Code on the Contact Sheet.
- (e) Record the Sample Type on the Contact Sheet (see Appendix B).
- (f) Ensure that all other parts of the Contact Sheet are completed. Contact Sheet times should be reported using the 24 hour clock.
- (g) Be sure that the INTERVIEW START and END times are completed correctly using the 24 hour clock.
- (h) Be sure that the TIME DIARY START and END times are reported correctly using the 12 hour clock. That is, the diary starts at 4:00, the times follow in a chronological order, and there are no gaps or overlaps.
- (i) Be sure that open-ended responses answer the question fully.
- (j) Check not applicable code in cases where questions were skipped (because of skip patterns) and were therefore Not Applicable.
- (k) Do not leave an interview unedited overnight.

APPENDIX C-1

WHAT THE RESPONDENT MIGHT LIKE TO KNOW ABOUT THIS STUDY:ABOUT THE SURVEY:

WHO IS SPONSORING (PAYING FOR) THE SURVEY?

It is sponsored by the Department of Communications, and is being paid for by federal research funds allocated to it.

WHAT IS THE PURPOSE OF THIS SURVEY?

There is a lot that isn't known about how Canadians spend their time. The Department of Communications is attempting to find out how people of varying backgrounds balance their time between work and leisure. Their goal is to develop new policies to encourage Canadians to use their leisure time beneficially, for example through sport or attendance at cultural performances.

OTHER RESPONSES ARE ALSO PROVIDED FOR RESPONDENTS WHO REQUIRE FURTHER INFORMATION.

- Transport Canada could determine more accurately how much time and energy Canadians spend travelling.
- Health and Welfare could determine the incidence of reported and unreported illness.
- The amount of work carried out in the home by homemakers could be measured, and this is a valuable contribution to the labour force which is not presently accounted for.

WHO IS THE PERSON RESPONSIBLE FOR THE SURVEY? MAY I TALK TO HIM/HER?

The persons responsible for the survey are Dr. Brian Kinsley, a researcher for the Department of Communications, and Catherine Casserly, a researcher for the Canada Employment and Immigration Commission. Either one would be happy to talk with you. I can have one of them call you, or if you like, you can call them collect in Ottawa. The telephone number is 994-6133.(area code 613).

ABOUT THE RESPONDENT'S ROLE IN THE SURVEY:

HOW DID YOU GET MY NAME (TELEPHONE NUMBER)?

Everyone's number was drawn from the current telephone directories in use throughout the city. The method we use means that every telephone number has an equal chance of being drawn, and it is strictly by chance that yours is one of them.

APPENDIX C-2

POSSIBLE ANSWERS TO REASONS FOR REFUSALS:

REASONS FOR REFUSING	... AND POSSIBLE RESPONSES
TOO BUSY	This should only take a few minutes. Sorry to have caught you at a bad time; I would be happy to call back. When would be a good time for me to call in the next day or two?
BAD HEALTH	I'm sorry to hear that. Have you been sick long? I would be happy to call back in a day or two. Would that be okay?
TOO OLD	Older people's opinions are just as important in this particular survey as anyone else's. In order for the results to be representative for all residents of the city, we have to be sure that older people have as much chance to give their opinion as anyone else does. We really do want <u>your</u> opinion.
FEEL INADEQUATE: DON'T KNOW ENOUGH TO ANSWER	The questions are not at all difficult. They mostly concern how you spend your time rather than how much you know about certain things. Some of the people we have already interviewed had the same concern you have, but once we got started they didn't have any difficulty answering the questions. Maybe I could read just a few questions to you and you can see what they are like.
NOT INTERESTED	It's very important that we get the opinions of everyone in the sample, otherwise the results won't be very useful. So, I'd really like to talk with you.
NO ONE ELSE'S BUSINESS WHAT I THINK	I can certainly understand; that's why all of our interviews are confidential. Protecting people's privacy is one of our major concerns and to do it, people's names are separated from the telephone numbers just as soon as the number is selected. And all the results are released in a way that no single individual can ever be identified.
OBJECTS TO SURVEY ..	We think this particular survey is very important because the information provided will be useful to people in government, so we would really like to have your opinion too.
OBJECTS TO TELEPHONE SURVEYS	We have just recently started doing our surveys by telephone, because this way is much faster and it costs a lot less.
GOV'T WASTE OF TIME/ MONEY	I can understand how you feel; that's why we've taken steps to save time and/or money in conducting this survey. (For example, telephoning instead of personal interviewing).

HOW CAN I BE SURE THIS IS AUTHENTIC?

I would be glad to give you the name and telephone number of the researcher in charge of the survey. He can verify my name and number, and I can call you back. My name is ... and the number is 994-6133 (area code 613). (Please call collect.)

WHY DO YOU NEED TO KNOW HOW MANY PEOPLE LIVE HERE?

Different households have different numbers of people living in them. And if our survey is to be truly representative of all the people in the city, then in some households I need to talk to a male, and in others a female. So to find out who I need to talk to I first have to know how many persons there are fifteen or over, and then I need to know how many are men.

WHY DON'T YOU INTERVIEW MY (HUSBAND/WIFE/SON/DAUGHTER, ETC.)?

We can't do that because it's one of the things that keeps our surveys from being representative of the entire city. If we didn't follow this selection procedure all of the time, we would probably end up with too many men, or on the other hand, too many women.

IS THIS CONFIDENTIAL?

Yes, most definitely! After the interview is completed, the answers are put onto computer tapes without names. Then the questionnaires are destroyed. All information we release is in the form of a certain percent said "yes" and a certain percent said "no". In this form, no individual response can ever be identified.

Also, the matter of confidentiality is terribly important to the success of the company I work for, because we do a lot of surveys. Thus, we are very careful to protect people's anonymity.

CAN I GET A COPY OF THE RESULTS?

Yes, we would be glad to send you a summary of the results, if you will give me your current address. We hope to have the results ready in a few months. (If more detail is sought, call Brian Kinsley, or write the Department of Communications, Arts and Culture Branch, Ottawa).

APPENDIX C-3

GENERAL PROCEDURES

A. Before you start, be sure ...

1. To post this "Rule Book", and "What the Respondent Might Like to Know" in front of you.
2. You have three sharpened pencils with erasers.

B. Who to talk to:

Avoid going through the enumeration process with a person who is not a member of the household (e.g. babysitters) or young children. Ask when the family (or parents) will return and tell them you will call back.

C. The interview: Be sure ...

1. To mark the time the interview starts (use 24 hour clock).
2. To read the questions precisely as written.

As you know, even a single word can drastically change the meaning of a question for respondents. Attempts to interpret the question in response to a respondent's query frequently does the same thing. Key phrases you might use to respond to the question "What do you mean?" ...

I'm sorry, I don't have that information.

It's important that the question be answered as best you can in terms of the way it's stated; maybe I could read it to you again.

I will write down the concern (or qualification) you just mentioned so it will be taken into account in the analysis.

3. The respondent understands the question:

It is very easy for respondents to miss a word or two that is crucial to the meaning of the question. Sometimes they are embarrassed to admit that they didn't quite understand. If you suspect a question has been misunderstood, do not tell the respondent that you think he misunderstood -- these responses may be of help:

Could I reread the question and the answer I've written down just to be sure I have everything you wanted to say.

I think I may not have read the question correctly, so may I read it again just to be sure.

4. To use neutral probes as needed.

When you are in doubt about how to interpret the respondent's answer or what it means, the coder will be in even greater doubt. Probe until you are sure. But, do it neutrally. A statement like "Then what you really mean is ..." does not convey neutrality.

Before accepting an answer of "I don't know", be sure to probe. Respondents frequently use that phrase in a way that says "I'm thinking!".

Some examples of probes you might use:

Yes, I see, (or) Uh-huh, stated in an expectant manner and followed by a pause.

Could you be a little more specific?

I'm not sure I am entirely clear about what you mean. Could you explain it a little more?

Could I read back what I have written down to be sure I have exactly what you wanted to say?

5. Write down everything.

If a respondent qualifies an answer, or if a comment (probe) you offer stimulates a new response, write it down. Attempt to get it in verbatim form. Remember if your handwriting is poor, you may need to rewrite answers after interviews.

6. If respondent becomes incensed, uses abusive language, etc., Be nice! Do not hang up! Keep cool!

This is not likely to happen. If it does be patient, maybe the person had a bad day. Some responses that might help:

Yes, I see. Uh-huh.

Yes, I understand you do feel quite strongly about this matter. But we really do need the information.

If all else fails, wait for the opportunity to say something to this effect:

I think I can understand your feelings, and your not wanting to complete the interview. But, thank you very much anyway. Goodbye.

D. When you hang up:

1. Immediately record finish time.
2. Immediately go over every single answer to make sure it was done correctly. Rewrite answers to open-end questions which you even suspect might be illegible.
3. Immediately record the Result Code on the Contact Sheet
4. Immediately record Sample Type on the Contact Sheet.

E. When you are finished for the night:

1. Fill out hours on time sheet.

F. After you have left:

We have an obligation to respondents to keep their interview confidential. We feel very strongly that this obligation should be honored. Therefore, please do not tell anyone the substance of any interview or part of an interview, no matter how fascinating or interesting it was. Also, please avoid giving your own summary of findings. Just because 90 percent of your respondents feel a certain way does not mean that 90 percent of everyone else's feel the same way. Confidentiality is essential. Please help us maintain the reputation we have established for protecting the anonymity of respondents, and honestly analyzing and reporting data. If you want a copy of results from this survey, let the supervisor know, and we will be sure you get them just as soon as they are available.

APPENDIX C-4

<u>COMMUNITIES</u>	<u>CODE</u>	<u>GTA TELEPHONE NUMBERS</u>
Vancouver	01	175 + 9 + 7 digits
Calgary	02	170 + 9 + 7 digits
Regina	03	121 + 9 + 7 digits
Census Div. No. 18 Manitoba*	04	see supervisor
Toronto	05	186 + 9 + 7 digits
Sudbury	06	172 + 9 + 7 digits
Montreal	07	183 + 9 + 7 digits
Sherbrooke	08	159 + 9 + 7 digits
Prome (census division, Quebec)*	09	see supervisor
Kings (census division P.E.I.)*	10	see supervisor
Charlottetown	11	178 + 9 + 7 digits
St. John's	12	147 + 9 + 7 digits
St. John	13	171 + 9 + 7 digits
Halifax	14	162 + 9 + 7 digits
Ottawa	15	9 + 7 digits

* Rural areas

APPENDIX C-5

Interviewer Training Schedule

1.0 ORIENTATION (1:00-1:20)

- Background and purpose of study
- Introduction of key professional staff

2.0 THE SURVEY INSTRUMENT (1:20-3:30)

- Overview of survey instrument
- The Contact Sheet
- The introduction to the interview
- Time Diary:
 - primary activities
 - start and end time
 - where
 - who was with you
 - secondary activities (feedbacks and examples)
- Follow-up questions
- Canadian Time Diary Coding Scheme and how it relates to interview:
 - short and long hand schedules of coding schemes
 - review of each of the activity type blocks (e.g. work related, housework, child care)
- Taped interview while reading the completed questionnaire

3.0 SAMPLING PROCEDURE (3:30-4:00)

- Who to interview (household and respondent selection, the contact sheet)
- When to interview
- Call back procedure:
 - when
 - number of call backs

/...2

- 2 -

4.0 PRACTICE INTERVIEWING (4:00-5:30)

- Listen to live interview on tape (which contains problem situations, e.g. a situation where the respondent reports two or more consecutive activities for one time period, or where the respondent reports an illogical sequence of activities)
- Discussion of additional potential problems or special situations (e.g. gaps in time, insufficient detail reported for activities, an English interviewer with a French-speaking respondent)

5.0 DINNER BREAK (5:30-6:30)6.0 ADMINISTRATION (6:30-7:00)

- Distribution of work schedule (procedure for reserve staff)
- Time sheet and pay records
- Instruction on access to site and pass
- Instruction on use of government lines
- Role of supervisor
- Role of government sponsors

7.0 PRACTICE INTERVIEWING (7:00-9:00)

- Interviewers interview each other (each is given an opportunity to play the role of respondent and the interviewer).

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APPENDIX D-1

Coder Training

One day, September 11, was allocated to coder indoctrination and training; one day, September 12, to practice coding and refinement of coding procedures; and two days, September 13 and 14, to carefully supervised initial coding. All sessions were held at Place du Portage, Phase IV, 5th floor.

On the training day (see Appendix A), the coders were oriented to the study, provided a detailed review of the survey instrument, and Canadian Time Diary Coding Scheme (Appendix B) and the coding procedure, (Appendix C). Following the foregoing indoctrination, the coders individually coded and then reviewed, as a group, a sample diary.

Prior to the practice coding on the second day, the coders were asked to further review the codes and to code a more complex diary for joint review. On the second and third training days, coders coded and reviewed copies of actual diaries and, as a result of experience and discussion, additional coding procedures were developed. Among procedures developed at this stage were the following:

1. Primary (420) Primary Backup (110)

Help other adult wash dishes.

In general, a 420 code will have a qualifier in the primary backup column.

5. A procedure was established whereby if an activity was subject to interpretation under two or more possible codes, the lowest code would be used.

CONSISTENCY CHECKING

At the conclusion of the training period, all coders were given the same diary to code and were asked to record the time required to code it. The diaries were then exchanged and reviewed with the trainer as a group. Each person corrected in red any change required to bring the diary they were checking into conformity with the mutually agreed coding. This procedure was repeated with a trainer following the first two days of coding.

On an ongoing daily basis, one interview has been duplicated for coding by two coders. The two coded diaries are then reviewed by a supervisor and any inconsistencies are discussed with the coders concerned.

On October 17, 18, and 19, meetings were held with coders to review progress to that point, and to discuss any problems. Additionally, spot checks were made of currently coded diaries and those that had been monitored as described above. This check was quite reassuring as to the consistency of coding decisions made across coders.

2. Primary (660) Primary Backup (862)

Singing while attending a meeting of
SPEBSQSA

Whenever respondent is attending a
meeting of an organization code the
organization code in the primary column
and any identifiable, codable activity
being carried on while they're in the
primary backup column.

3. Primary (098) Primary Backup (390)

Waiting for friend while on way to
work.

When travel to other activities occurs
during trip to and from work, code work
travel as 098 in the primary column and
the second activity travel (i.e., 390
for shopping travel) in the primary
backup column.

4. Special Time Allocations:

a) let dog/cat in or out.....5 mins.

b) phone calls as a secondary
activity when no time is
allotted.....5 mins.

APPENDIX D-2

Coder Training Schedule

1.0 Orientation (1:00 - 1:30)

- * Background and purpose of study
- * Introduction of key professional staff
- * Overview of Survey Instrument
- * Distribution of coding materials
- * Confidentially

2.0 Detailed Presentation of Survey Instrument (1:30 - 2:00)

- * The introduction to the interview
- * Time Diary
 - primary activities
 - start and end time
 - where
 - who was with you
 - secondary activities
- * Follow-up questions
- * Canadian Time Diary Coding Scheme
 - short and long schedules of coding schemes
 - coding instructions

3.0 Coding Procedure (2:00 - 5:00)

- * The introduction and follow-up
- * The Time Diary
 - review of simple diary
 - review of detailed coding
 - * general editing instructions
 - * primary activities
 - * secondary activities
 - * special situations
 - review of problem codes
 - four C's

4.0 Practice Coding (6:00 - 9:00)

- simple diary
- detailed diary
- problem codes

5.0 Practice Coding (Saturday, 1:00 - 5:00)

- actual diaries

APPENDIX D-3
CODING INSTRUCTIONS

TIME USE STUDY — CANADIAN PILOT CODING INSTRUCTIONS 81/08

1.0 GENERAL EDITING INSTRUCTIONS

1.1 Time - 24 Hours

Total time for activities done on diary day must equal exactly 24 hours (1440 minutes). The diary begins at 4:00 a.m. and should end 24 hours later, on the following day. Check to see that the "time ended" for each activity is the same as the "time began" for the next activity, and that these times are in chronological order, e.g.:

DROVE TO THE STORE	12:30 - 12:45
SHOPPED FOR A HAMMER	12:45 - 12:55

If there are gaps in time or overlapping times, edit them using the instructions in 1.3.

1.2 Primary, Secondary Definition

1.2.1 Primary activities are the activities listed in or edited to the "I. What did you do?" column of the diary. (Up to two are permitted.)

1.2.2 Secondary activities are the activities listed in or edited to the "VI. Were you doing anything else at the same time?" column of the diary. (Up to two are permitted.)

1.3 Recording Activities and Times

Generally, activities and times should be coded as the interviewer has recorded them. An activity listed as a primary will remain a primary activity unless travel is the concurrent activity. Secondary activities remain as secondary activities unless:

1. The activity is travelling
2. The activity could not possibly be done while doing the primary activity

When adjacent primary activities fall into the same code category, code them as they are recorded in the diary: do not group them together, except in the case of work activities when items IV-VI remain the same and school activities (going to and from classes at the school).

1.3.1 Gaps

When a gap of 10 minutes or less exists between the time one activity ended and the next activity began, allocate 1/2 of the time to the activity preceding the gap and 1/2 of the time to the activity following the gap, e.g.:

SHOWERED	7:30
	7:10 - 7:25
ATE BREAKFAST	7:30
	7:35 - 7:55

If the gap is longer than 10 minutes, edit in a "time began" and "time ended" for this time period in the gray area between activities, label it NA and code 481. Code the "time began" and "time ended" for the NA activity, and code "9s" in items IV, V, and VI.

1.3.2 Overlaps

When there is an overlap of up to 60 minutes in time periods, calculate the overlap time and divide it equally between the two activities by subtracting 1/2 the overlapping time from the ending time of the first activity and adding the other 1/2 of the overlapping time to the beginning time of the second activity, e.g.:

WATCHED T.V.	11:50
	11:00 - 12:00
	11:50
EATING	11:40 - 12:15

In this example, there is a 20 minute overlap which is divided equally into two 10 minute time segments. Ten minutes is then subtracted from the time spent "watching TV" and converted into clock time. The other ten minutes is added onto the time spent "eating" and converted into clock time.

If the time overlap is greater than 60 minutes, see the supervisor.

1.3.3 Allocating odd minutes

In dividing time for gaps, overlaps, and coding multiple activities (which will be covered later) often an even split of minutes will not be possible. In this case, allocate the extra minute to the first activity involved.

1.3.4 Activity by others

When R reports an activity done by someone other than (her/him) self, check the secondary activity to ascertain what R was doing. Circle out what others were doing and draw an arrow from R's activity to the primary activity column, assuming the time period is the same, items IV and V remain the same and there are no secondary activities.

If unable to ascertain R's activity, circle out what the other people were doing, write in NA, and code 984 (activities of others reported). Code the "time began" and "time ended" for the segment and code "9s" in items IV, V and VI.

1.3.5 Common sense

If in following any of these editing instructions, a clearly nonsensical record would be produced, see supervisor.

NONSENSICAL EXAMPLE:

PUT ON SWIMSUIT & SUNBATHED 1:00 - 3:30

EDITED RESULT:

PRIMARY: PUT ON SWIMSUIT 1:00 - 1:10

GREY AREA: SUNBATHE 1:10 - 3:30

1.3.6 NA Diary

If R has given no activities or 1 or 2 activities for the whole day, NA the diary as follows:

PRIMARY	TIME BEGAN	TIME ENDED	WHERE	WITH WHO	SEC'Y
481	0400	0400	9	9	481

1.3.7 Special Time Allotments

The following assumed times should be used when the listed activities are lumped in with other activities or not given a time period of their own.

ACTIVITY	TIME ASSUMED
DRESSING/GETTING READY (CODE 400)	10 MINUTES
WALKING TO A NEIGHBOUR'S, A FRIEND'S, OR OTHER NEARBY PLACE	2 MINUTES
READING, MEDITATING AND OTHER ACTIVITIES MENTIONED AFTER "WENT TO BED" (IF NOT ALLOTTED A TIME BUT ARE MENTIONED)	30 MINUTES
"GOING TO THE JOHN" (CODE 400)	3 MINUTES
FEEDING PETS (CODE 172)	5 MINUTES

2.0 PRIMARY ACTIVITIES

2.1 Reporting

In all cases where an activity is reported as a primary activity it will remain a primary activity except where travel has been listed as a secondary activity (see "Secondary Activities: Travel", section 3.2)

2.2 Multiple Primaries:

2.2.1 Primaries with Separate Codes

If more than one concurrent primary activity is listed for a segment of time, and the respondent cannot distinguish which is primary and which is secondary, edit the latter activity code into the primary back-up column, e.g.:

1. WHAT DID YOU DO?

EXAMPLE A: ATE DINNER AND WATCHED
NEWS ON TV

6:00 - 7:00

PRIMARY COLUMN: ATE DINNER 6:00 - 7:00

BACK-UP COLUMN: WATCHED NEWS ON TV

EXAMPLE B: DISCUSSED BUSINESS
OVER LUNCH

12:00 - 2:30

PRIMARY COLUMN: DISCUSSED BUSINESS 12:00 - 2:30

BACK-UP COLUMN: HAD LUNCH

If more than two concurrent activities are indicated, and the respondent cannot distinguish which is primary and which is secondary, divide the time of the third activity proportionately and edit the third activity in the grey area primary activities.

EXAMPLE C: CONVERSATION WITH SPOUSE,
ATE BREAKFAST, READ PAPER 8:00 - 9:00

PRIMARY COLUMN: CONVERSATION WITH
SPOUSE 8:00 - 8:40

BACK-UP COLUMN: ATE BREAKFAST

GREY AREA: READ PAPER 8:40 - 9:00

2.2.2 Primary Activities with Same Code

If the multiple primary activities fall into the same code category, such as making beds, vacuuming and dusting, do not divide the segment of time, but code as one primary activity.

2.2.3 Combination

When 3 or more primary activities are grouped together in one time segment and some fall into the same code category and some do not, edit the different activity into the primary back-up column. If more than two activities emerge, split the time proportionately between all the listed activities then divide the activities according to the code categories and their order of mention.

EXAMPLE A: MADE BEDS, VACUUMED
AND WATERED PLANTS 11:00 - 12:30

PRIMARY: MADE BEDS, VACUUMED, 11:00 - 12:30
PRIMARY BACK-UP: WATERED PLANTS

EXAMPLE B: MADE BEDS, WATERED
PLANTS AND VACUUMED

PRIMARY: MADE BEDS 11:00 - 12:00
PRIMARY BACK-UP: WATERED PLANTS
GREY AREA: VACUUMED 12:00 - 12:30

EXAMPLE: WATCHED TV, PREPARED DINNER
AND SET THE TABLE 6:00 - 7:00

PRIMARY: PREPARED DINNER AND
SET THE TABLE 6:00 - 7:00
PRIMARY BACK-UP: WATCHED TV

EXAMPLE D: SET THE TABLE, WATCHED TV
AND PREPARED DINNER 6:00 - 7:00

PRIMARY: SET THE TABLE 6:00 - 6:40
PRIMARY BACK-UP: WATCHED TV
GREY AREA: PREPARED DINNER 6:40 - 7:00

2.3 Primary Activities Taking 1 Minute or Less

If an activity normally takes 1 minute or less to do and is not allocated a time period in the diary, circle the activity out.

EXAMPLE:
(ENTERED CAB) AND DROVE HOME 9:00 - 9:15

2.4 Consecutive Primaries

If primary activities, that are consecutive, are reported in the same time slot, edit the second activity into the primary grey area, and divide the time evenly (or use the special time allotments in 1.3.7).

EXAMPLE: PICKED UP THE MAIL AND
LET OUT THE DOG 8:00 - 8:10

PRIMARY: PICKED UP THE MAIL 8:00 - 8:05
GREY AREA: LET OUT THE DOG 8:05 - 8:10

3.0 SECONDARY ACTIVITIES

3.1 Reporting

A secondary activity is left as a secondary unless:

1. It is travel.
2. It cannot possibly be done concurrently with the primary activity.

3.2 Travel

If the secondary activity is travel, move it to the primary activity column and move the first primary to the primary back-up column. (If the primary back-up column is already in use, move it to the grey area.)

3.3 Non-concurrent

If the secondary activity cannot be done at the same time as the primary activity:

1. Circle it out of secondary.
2. Edit it into the primary grey area underneath.
3. Split the time evenly.

EXAMPLE:

I. WHAT DID YOU DO?	VI. ANYTHING ELSE?
GOT READY FOR WORK	DID DISHES
PRIMARY: GOT READY FOR WORK	8:00 - 8:23
GREY AREA: DID DISHES	8:23 - 8:45

3.4 Multiple Secondaries

Two secondary activities can be accommodated in the secondary and secondary back-up columns.

When there are more than two secondary activities listed for one time segment:

1. CIRCLE OUT THE EXTRA SECONDARY AND EDIT IT INTO THE SECONDARY GREY AREA BENEATH.
2. RECORD THE SAME PRIMARY ACTIVITY(IES) ON THIS LINE.
3. DIVIDE THE TIME SEGMENT PROPORTIONATELY.

EXAMPLE:

I. WHAT DID YOU DO?	VI. ANYTHING ELSE?
ATE DINNER 5:00 - 6:00	TALKED WITH WIFE,
	READ PAPER, (WATCHED TV)
ATE DINNER 5:40 - 6:00	WATCHED TV

3.5 Secondary - Description of Primary

If the secondary activity just describes the primary activity in more detail, drop the secondary activity, e.g.:

I. WHAT DID YOU DO?	VI. ANYTHING ELSE?
VISITED WITH NEIGHBOURS	(TALKED ABOUT
	<u>FINISHING BUILDING</u>)

3.6 Secondary - "Off and On"

If a secondary activity is reported as being done "off and on" with the primary activity (or "back and forth", "in and out", "part of the time") code half of the time with the secondary and half without.

4.0 ACTIVITY CODE INSTRUCTIONS - SPECIAL SITUATIONS

4.1 Getting up/going to bed

"Going to bed" and "getting up" are only coded as separate activities if a segment of time is allotted to them, in which case code "400". If they have been mentioned, but no discrete time has been allocated to them, then circle them out.

EXAMPLE:

(GOT UP)

(8:00)

WENT TO WORK

8:00 - 8:15

If there is a gap in the morning between "getting up" and for example, "leaving for work", allot that time period for "washing and dressing".

4.2 Helping Others

- ° Helping other HH adults -- code the task performed.
- ° Helping HH children -- code under child care.
- ° Helping someone from outside household -- code 421, 422, 423 or 424.
- ° Drove someone (eg. wife) to work -- code 498.

4.2 Meals

"Coffee" at a restaurant = restaurant meal (440).
 "Coffee" at home (430).

4.4 Shopping

Be aware of where R went shopping. If one segment of time is listed for "went shopping" and places are specified in item 4 or elsewhere, divide according to multiple primary rules and record the different places. Do not automatically code "300".

4.5 Waiting

Code waiting activities in the category under what they are waiting for, e.g., "waiting to eat" -- code "400". Except for waiting for services (shopping) code "360", waiting for travel (code travel purpose with waiting), waiting for classes code "591", social entertainment code "792", and active leisure code "899".

4.6 "Sat and ..."

Do not code the sitting, just the other activity (talked, read, etc.).

4.7 Coffee while working

1. When 15 minutes or less is allotted for "coffee while working", code "coffee break" (080) in the primary back-up column and "work" (011) in the primary.
2. If over 15 minutes for "coffee while working", code 15 minutes for "coffee break" (080) in the grey area, and the rest of the time "work" (011).

4.7.1 Coffee Breaks and Work Discussions

Code 011 as the primary activity (even if it is mentioned second) and code 080 in the primary back-up.

4.8 Additions and Repairs

The activity code makes a distinction between making a repair (160, 161, 162) and making an addition (164). The following definitions and examples are provided to facilitate deciding what is an addition and what is a repair.

If an activity is clearly not an improvement, check section 4.8.4 then consider classifying it as a repair.

4.8.1 Additions - Home Improvements

Definition of addition-home improvement: an activity which increases the value of the house by adding something that was not there before and that will stay with the house if R moves.

Examples of additions (home improvements) include the following:

Interior remodeling and improvements: New room/partitions/closets/ vestibules/entrances/floors/interior stairs, remodeling of rooms, tiling, paneling, linoleum, built-in cabinets or shelves, new foundation, cementing or finishing a basement, wall-to-wall carpeting.

Plumbing and gas installations: Plumbing and gas fixtures, sinks, hot water heaters, hot water systems, water softeners, wells, all built-in gas appliances (e.g. incinerators), new bathroom fixtures, garbage disposal units.

Electrical installation and electrical fixtures: Electric wiring and all built-in electric appliances.

Heating, cooling and ventilating systems: New furnace, heating system (hot air ducts, radiators, etc.), central air conditioning (built-in only -- not room type installed in windows), exhaust fans.

Adding new attachments: storm windows and doors, screens, doors, shutters, windows, venetian blinds, awnings, TV antenna.

Improvements to house exterior: siding, weather stripping, insulation, gutters, exterior steps, porches, new roof, chimney, other than paint.

Landscaping grounds improvements: lawns, shrubbery, and other landscaping, sidewalks, driveways, fences, walls, patios, fireplaces, garages, swimming pools, tennis courts.

4.8.2 Repairs

Definition of repair: an expenditure which puts into working order a fixture or part of the house which has become worn or rundown or is otherwise in bad shape.

Examples of repairs include the following:

All painting: exterior of interior.

Interior repairs and upkeep: refinishing floors, cleaning and renovating, remodeling, repair of interior stairs, walls, ceiling, plastering, exterminating.

Redecorating: wallpapering, reupholstering, all redecorating unless otherwise specified.

Electrical repairs and upkeep: electrical wiring, electrical repairs, repairs to built-in electrical appliances.

Repairing and maintaining old attachments: repairs or replacements of storm windows, doors, screens, venetian blinds, awnings, shutters, windows.

House exterior repairs and upkeep: repairs of roof, siding, porch, insulation, gutters, spraying for termites.

Landscaping and grounds repairs: landscape maintenance, repairs to sidewalk, driveway, fences, walls, garages, pools, tennis courts, patios.

4.8.3 Additions and Repairs: Exceptions

The addition and repair codes should capture only those activities done to R's own house and surrounding property.

1. If the addition or repair activity was on other property for income purposes, e.g. creating another apartment out of his du or working on a farm building, code as work activities.
2. If the addition or repair activity was helping someone else on their du, code in the "helping" categories.
3. Count as home improvements the additions to a cabin or a barn on R's property for non-business or non-farm purposes.
4. Count as home improvements a cabin or vacation home or second home being built (or partially built) by R.

4.8.4 Additions and Repairs: Indecision

If you can't decide whether "addition" or "repair", generally things that are expensive (i.e. over \$250) are additions.

4.8.5 Heat/Water Repairs and Upkeep

Heating, cooling, and ventilating systems repairs and upkeep: repairs to furnace, heating and ventilating systems.

4.9 Feeding Kids

If R says he/she "fed kids" and this includes both fixing and serving food to children ages 4 and under, code 1/2 the time meal preparation (100) and the other 1/2 baby care (200). If "feeding children" under 5 and over 5, split as above (218). If "feeding children" all over 4, code meal prep only (100).

4.10 Visiting/talking

You may "double code" (i.e. as primary and secondary) code 750 to capture "talking" while "visiting". Do not code "talking" as a secondary activity with the following primaries:

230: Conversation with kids (unless reading)
961: Phone conversation
962: Other conversations

4.11 Travel

4.11.1 Purpose of Trip

Travel is generally associated with the purpose of the trip, both going to and coming back from. For example, if "drove to the grocery store" took 10 minutes and "drove home" took another 10 minutes, code both 10 minute segments as travel related to shopping (390).

4.11.2 Multiple Purpose Trips

In the case of a trip that had multiple purposes, e.g.,

Biked to drugstore	Code 390
Picked up a prescription	300
Biked to my friend's house	790
Visited	750
Biked home	790

Code each travel segment as travel related to the next primary activity, then code the last segment of the trip ("biked home") as travel time related to the last activity ("visited").

4.11.3 Trip Within a Trip

If there is a clear trip within a trip, then code travel to and from as you would if R went there and back from home.

EXAMPLE:	CODE:
DROVE TO CHURCH	690
DROVE TO STORE	390
BOUGHT PACIFIER	300
DROVE BACK TO CHURCH	390
WENT TO CHURCH	651
DROVE HOME	690

4.11.4 Secondary and Non-concurrent

Travel can never be a secondary activity. When travel is reported as a secondary activity and it is a non-concurrent activity:

1. Circle it out and move it to the primary grey area under the primary it was listed with.
2. If there are more than two primary activities, split the time according to travel time not reported rules (4.11.13; 4.11.14).
3. Edit item IV to "transit".
4. Assume item V is the same as for the associated primary unless noted otherwise.
5. Assume there is no secondary activity.

4.11.5 Secondary and Concurrent

When travel is reported as secondary activity and it is going on concurrently with the primary activity, edit it into the primary column and the former primary into the primary back-up column.

4.11.6 Travel to and from R's Work

Travel related to work (code 090) is to capture only time R spends commuting to get to his/her place and to get back home from the work place (at the end of R's work day). Any intervening trips are to be coded as travel related to the purpose of the activity (e.g. travel to and from lunch will be coded as travel related to personal care).

4.11.7 Interrupted Travel to and from R's Work

Since many respondents do not go directly to work or directly home afterwards:

A. INTERRUPTED WORK TRAVEL -- ONE WAY (090)

First, ascertain if one of the travel times (to or from work) is direct. When one of the times is direct, use that as the travel time for commuting the other way. Any left over minutes should be divided among the travel time related to other activities along the way. (Use work travel code 090.)

B. INTERRUPTED WORK TRAVEL -- BOTH WAYS (098)

If both the trip to and from work include activities along the way, start with the trip to work: subtract 5 minutes from the total travel time for each different travel activity (but R must have at least five minutes left for commute to work time).

Once you have subtracted for stops, use the remaining (trip to work) total time for computing the base time for the trip home from work, and divide the remaining time equally between other travel activities on the way home. (Code with travel time in these cases as 098 = work commute time interrupted in both directions.) The balance (i.e. the trip to work) should be 098 and not 090. Other travel activities should still related to specific travel purpose.

EXAMPLE:

DROPPED WIFE OFF AT WORK	8:00 - 8:10
TOOK SUITS TO CLEANERS	8:10 - 8:20
WENT TO WORK	8:20 - 8:25

LEFT WORK AND WENT TO GROCERY SHOPPING	5:00 - 5:15
WENT TO BANK	5:15 - 5:45
WENT HOME	5:45 - 5:55
	5:55 - 6:00

CODE: HELPING OTHER ADULT HH MEMBERS (498)	8:00 - 8:05	(5 MINS.)
CLOTHING SERVICES (352)	8:05 - 8:10	(5 MINS.)
TRIP TO WORK (CODE 098)	8:10 - 8:25	(15 MINS.)

TRAVEL TO SHOPPING	5:00 - 5:08	(8 MINS.)
	(CODE 390)	
SHOPPING (NOTE CLOCK TIME FOR SHOPPING HAS CHANGED)(CODE 300)	5:08 - 5:38	(30 MINS.)
TRAVEL TO FINANCIAL SERVICES (CODE 390)	5:38 - 5:45	(7 MINS.)
TRIP HOME FROM WORK (CODE 098)	5:45 - 6:00	(15 MINS.)

4.11.8 Travel While Working

Code travel while working by coding "travel" in the primary column and "work" in the primary back-up except for 030 which is travel during work which is specifically differentiated from normal work yet part of work.

4.11.9 Travel to Cottage

Split travel time to cottage as follows (both coming and going):

1/2 of time to "490"
1/2 of time to "890"

4.11.10 Pleasure Driving

Code "drive around", "out for a ride", etc. as "817".

4.11.11 Travel Shopping

Code "picked up friend to go shopping" as travel shopping (not social).

4.11.12 Pick up others

In general, code the travel time related to the purpose of the trip --e.g. "taking someone else to work" code 498.

4.11.13 No Travel Reported: Small Activity (90 minutes or less)

If travel has not been reported and travel is implied by a change of place, and the activity reported was 90 minutes or less (an hour and a half), allow 1/2 of the total time spent for travel (except walking to a neighbour's, section 1.3.7). Split the travel time in half and show half (1/4 of total activity time) of the time to travel to the destination and half to get home, e.g.:

NO TRAVEL TIME SHOWN:

WENT TO BROTHER'S HOUSE

9:30 - 10:30

CODE:

TRAVEL TO BROTHER'S HOUSE

9:30 - 9:45

VISITED BROTHER

9:45 - 10:15

TRAVEL HOME

10:15 - 10:30

4.11.14 No Travel Reported: Large Activity (over 90 minutes)

If travel has not been reported and travel is implied by a change of place, and the activity was over 90 minutes, assume total travel time was 45 minutes of the activity and edit in 23 minutes travel there and 22 minutes travel back (unless you have reason to believe otherwise).

4.11.15 No Travel Reported: Adjacent Activities

When travel is omitted from two (or more) adjacent activities

1. Take the travel time getting from one activity to the other from the longest activity (of the two), using appropriate editing instruction for travel not reported.
2. Then, from the shorter activity of the two, take 1/4 of the time for travel and the rest for the activity.

EXAMPLE:

PRIMARY ACTIVITY	TIME REPORTED	TIME EDITED
TO THE GROCERY STORE	1 HR.	15 MIN TRAVEL 45 MIN STOP
TO THE LAUNDROMAT	2 HRS.	23 MIN TRAVEL 75 MIN AT LAUND. 22 MIN TRAVEL
TO THE SHOPPING CENTRE	1 HR.	45 MIN STOP 15 MIN TRAVEL

4.11.16 Exception to No Travel Reported

If travel has not been reported and R went next door, or down the street or somewhere else close by, allow 2 minutes going and 2 minutes coming back from the time the activity took (unless activity took less than 5 minutes, then see supervisor).

APPENDIX D-4

Abbreviated Coding Scheme

TIME STUDY: CANADIAN PILOT

CODING NOMENCLATURE (SHORT FORM)

MISCELLANEOUS	
001	No Activities - a gap in the diary due to coding
481	N A Activities - 10 minutes or more
984	Activities of other reported
0 WORK RELATED	
011	Regular work
012	Home main work place
020	Overtime
021	Apprenticeship
022	Job search
023	U.I. benefits
024	Welfare application
030	Travel at work
040	Waiting, delays
050	Second job; moonlighting
060	Lunch/snacks at work place
070	Other; before/after
080	Coffee and other breaks
090	Travel to/from work
097	Job search travel
098	Travel with stops
1 HOUSEWORK	
100	Preparing food, table
110	Meal cleanup
120	Routine chores: (Indoors)
130	Routine chores: (Outdoors)
140	Laundry/ironing/folding
150	Mending
160	Repairs - General
161	Interior repairs
162	Exterior repairs
163	Care car/maintenance
164	Home improvements
170	Animal/plant care/gardening - general
171	Gardening
172	Pet care
173	Care of house plants
180	Heat/water upkeep
190	Other house work
191	Other indoor housework
192	Other outdoor housework
193	Household paperwork, mail
2 CHILD CARE	
200	Baby care (under 5)
210	Child care (over 5)
218	Child care (mixed ages)
220	Helping homework, instruction general
221	Help - skills
222	Help - homework
230	Reading to
240	Indoor entertaining/play
250	Outdoor entertaining/play
260	Medical care
270	Other child care
278	Babysitting (unpaid)
280	Conversations; reprimands
290	Related travel

3 SHOPPING (INC. SHOP BY PHONE)	
GOODS	
300	Everyday needs - general
301	Groceries; Supermarket
302	All other shopping
310	Durable goods
312	House/apartment
SERVICES	
320	Personal care
330	Medical care for self
340	Administrative services
341	Financial services
342	Other government services
350	Repair services
351	Auto services
352	Clothes repair/cleaning
353	Appliances repair services
354	Household repair services
360	Waiting, queuing for purchase
370	Other services
380	Errands, NA goods or services
390	Related travel (except 312)
4 PERSONAL NEEDS AND CARE	
400	Washing and dressing, packing
410	Medical care
411	Medical care-self
412	Medical/care-HH adults
420	Helping adults
421	Routine non-medical care
422	Help outside HH-relatives
423	Help to friends/neighbours
424	Help to others
430	Meals at home
440	Restaurant meals
450	Night sleep/in bed
460	Day sleep
470	Naps or resting
480	Private, other personal
482	Personal/none of your business
483	Sex
490	Related travel
498	Help related travel
499	Other personal travel
5 ADULT EDUCATION	
500	Full time classes
510	Other classes, part time
520	Special lectures; occasional
530	Politic/union courses
540	Homework and research
541	Self-development
542	Sponsored; unspecified
543	Sponsored; own employ
544	Sponsored; gov't
550	Technical reading
560	Other study
570	Coffee breaks and snacks between classes
580	---
590	Related travel
591	Waiting for class to begin

6	ORGANIZATIONS
600	Organization work
601	Professional meetings; union
602	Professional/union other
610	Work as officer
611	Meetings of identity orgs. (offices)
612	Other identity, org activity (officer)
620	Other activity
621	Political/citizen; meetings
622	Political/citizen; other
623	Identity org; meeting
624	Identity org; other
630	Volunteer work; civic service club
631	Attend meetings
632	Officer work
633	Fund raising
634	Direct help to I's
635	Other: social, meals
640	Religious clubs
641	Religious, meetings
642	Other religious: social, meals
643	Church group; meetings
644	Church group; other
650	Religious services
651	Services
652	Individual practice
660	Fraternal organizations
661	Meetings of Internal organizations
662	Other
670	Child/youth/family/legion
671	Meetings
672	Other
680	Other Organizational
690	Related travel
698	Travel (helping)
7	SOCIAL ENTERTAINMENT
700	Attending sports event
710	Popular concerts and entertainment
711	Exhibitions, fairs
712	Zoos, circuses
713	Popular music (Rock, Country)
720	Movies
730	Theatres and Concerts
731	Opera
732	Operetta, musicals
733	Drama
734	Adventure
735	Musicals
736	Documentary/Historical
737	Artistic
738	Comedies
739	Ballet
740	Museums and Art Galleries
741	Museums
742	Art galleries
750	Entertaining or Visits w. friends
760	Parties w. meals
770	Bars, tearooms
771	At bar/night club
772	Dancing
780	Other gatherings
790	Related travel
792	Waiting; queuing

8	ACTIVE LEISURE
800	Playing sports and phys. exercise - general
801	F'ball/B'ball/Baseball/ V'ball/Hockey
802	Racquet sports
803	Golf/mini golf
804	Swim, waterski
805	Ski, skate
806	Bowl, pool, pingpong, pinball
807	Frisbee, catch
808	Exercises, yoga
810	Hunt, fish, camp - general
811	Hunting
812	Fishing
813	Boating/sailing/canoeing
814	Camping/beach
815	Snowmobiling/dunebuggies
816	Gliding
817	Excursions, pleasure drive
818	Picnicking
820	Take walk, ride, or run-general
821	Walking for pleasure
822	Hiking
823	Jogging, running
824	Bicycling
825	Motorcycling
826	Horseback riding
830	Hobbies
831	Photography
832	Car work
833	Leisure equipment repair
834	Collections, stamps
835	Carpentry and woodwork
836	Recording tapes
840	Domestic homecrafts
841	Preserving foodstuffs
842	Knitting
843	Sewing
844	Care of animals/livestock
850	Artistic hobbies
851	Sculpt/pot/paint/draw
852	Literature/poetry
860	Making music/theatre/dance
861	Play instrument
862	Sing; hum
863	Acting
864	Dance
870	Games, cards, etc.
880	Other active leisure
888	Classes/lessons for an activity
890	Related travel/sports
898	Vacation travel
899	Waiting, queuing

9	PASSIVE LEISURE
900	Radio, (unspecified, general, (other)
901	Classical music
902	Popular, Country
903	Jazz, Blues
904	Plays
905	News, Local
906	News, national, international
907	Sports
908	Interview/openline
909	Science, Instructional
910	TV (unspecified, general other)
911	Classical, Ballet, Dance, Drama
912	Musicals, variety, comedy, soaps
913	Films/movies
914	Detective, real life, etc.
915	News
916	Science, instructional
917	Sports
918	Public affairs/documentaries
919	Game, quiz, talk shows
920	Records/tapes/just listening
921	Country
922	Opera
923	Popular
924	Symphony
925	Jazz, Blues
930	Reading books, (unspecified, general, other)
931	Science/technical/Non-fiction
932	Science fiction
933	Mystery
934	Romance
935	Western
936	Classics
937	Other novels
938	Drama, short stories
939	Poetry
940	Reading magazines
941	Pamphlets
942	Reading, Not ascertained
950	Reading newspaper
960	Talking
961	Conversation: phone
962	Conversation: face-to-face
963	HH talks/conversations
970	Letters, reading, writing
971	Reading mail (not letters)
980	Relaxing, thinking
981	Relaxing
982	Thinking, planning, reflecting
983	Doing Nothing, "just sat"
989	Other passive leisure
990	Related travel

APPENDIX D-5

Detailed Coding Scheme

	MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
0	Work Related		
011	Normal occupational work (1st or main job); activities at the main job including work brought home, travel which is part of the job, and overtime.	a) Work activities related to attending conference or convention away from regular place of work. b) All work travelling of bus drivers, taxi drivers and truck drivers. c) Babysitting or housecleaning for pay (as R's main job)	012 Work at home. 020 Overtime, specified as such by R. 050 Second jobs or moonlighting. 450 Sleep at motel while on work trip.
012	Work at home; work activities for pay, done in the home when home is the main workplace.		011 Work at store next to R's house.
020	Overtime specifically differentiated from normal work by R.		011 Overtime where R does not specifically call the work overtime.
021	Unpaid (or low paid) work as apprentice; student nurse or doctor.		
022	Job Search; looking for work, including visits to employment agencies, phone calls to prospective employers, answering want ads.		
023	Unemployment benefits; applying for or collecting unemployment compensation.		
024	Welfare; applying for or collecting welfare.		

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
030 Travel during work that is specifically differentiated from normal work and yet part of work.	a) Travelling to work conference b) Trips of a travelling salesman	011 Travel within workplace. 011 Travel as part of main job, e.g., busdriver, deliveryman. 450 Sleeping at a motel while on a business trip.
040 Waiting time or interruption during work that is specifically differentiated from normal work; e.g., machine breakdown, supply shortage.		011 Waiting time which R does not specifically designate. 080 Coffee breaks.
050 Work on a second job. Moonlighting. Regardless of where the second job is performed. Paid work for those not having main job; garage sales, rental property (Outside of R's home or at R's home).		
060 Meals or snacks eaten at the place of work (e.g., meals at company cafeteria). Include eating, smoking, drinking coffee, drinking coffee as secondary activity while working (at work place).		430 Meals at home. 440 Restaurant meals (include eating, smoking).
070 Non-working time spent at R's workplace before starting or after finishing normal work, e.g. changing clothes, talk with fellow employees (usually activities occurring in the time period between the trip to or from work and regular work).		440 Have breakfast at restaurant close to work. 770 Have drink with fellow employees at
080 Coffee and other breaks or periods at work, unscheduled breaks and other non-work during work hours; e.g. "took a break", "had coffee".		

114.

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
090 Travel to and from workplace including waiting time (see coding rules for specific instructions regarding coding of travel).	Trip to fellow employees house to take him along to work .	290 Take children to school on way to work 390 Trip to drug store after work 498 Take wife to work 490 Trip to restaurant for breakfast before work
097 Travel related to job search, unemployment benefits, welfare, food stamps, waiting for related travel.		
098 Travel; to and from R's workplace when R's trips to and from work were both interrupted by stops; including waiting for related travel.		
1. Housework		
100 Preparing food and meals, cooking and serving food, setting table, putting groceries away, fixing lunches.	Packing lunches for next day	200 Prepare food for baby 840 Canning or preserving food
110 Cleaning up after meals, e.g., doing dishes, putting away food, picking up kitchen, clearing table.		120 Cleaned kitchen (unrelated to specific meals).
120 Indoor (routine) cleaning and chores ; e.g., dusting, making beds, picking up, washing windows, vacuuming, fall/spring cleaning, work around the house, etc.		

115.

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
130 Outdoor (routine) cleaning and chores; e.g., sidewalks, garbage, raking leaves, mowing grass, garbage removal, snow shovelling, storm windows, cleaning garage, cut wood.		370 Took garbage to dump
140 Laundry and ironing, including aspects such as washing, drying and hanging clothes on the line, ironing, folding, putting clothes away.		843 "Sewing"
150 Mending and upkeep of clothes esp. maintenance activities such as sewing and shining shoes.		843 Sewing a dress, knitting a sweater
160 Other repairs and home operations: general; e.g., painting, plastering, furnace, appliances, plumbing, furniture.		170 Other lawn care. 180 Heat and water upkeep. 193 Pay bills.
161 <u>Repairs, maintenance interior</u> , fixing or repairing indoors, appliances, furniture, painting a room.		832 Auto repair and tinkering (as hobby)
162 <u>Repairs, maintenance, exterior</u> ; fixing repairs outdoors, painting the house, fixing the roof, repairing the driveway (patching).		
163 Car care and maintenance; necessary repairs and routine care to cars; changed oil, changed tires, washed car, "worked on car" except when clearly as a hobby -- (code 832).		832 Work on car as a hobby
164 <u>Home improvements</u> : additions to and remodelling done to the house, garage, and grounds; new roof, repaved driveway.		

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
170 Gardening, plant and animal care.	a) Playing with animals. b) Seeding or fertilizing lawn.	000 Paid work with animals or plants. 130 Mow the lawn. 370 Take animal to veterinarian.
171 Gardening; flower or vegetable gardening; spading, weeding, composting, picking, "worked in garden".		
172 Pet care; care of household pets including activities with pets; playing with the dog; walking the dog; (caring for pets for relatives, friends, code 421 or 422).		421 Caring of pets for relatives. 422 Caring of pets for friends.
173 Care of houseplants.		
180 <u>Upkeep of heat and water supplies.</u> All activities related to furnaces, plumbing, etc.		
190 Other housework (general), in particular household bills and paperwork.		300-370 Paying bills at a store. (Specific to type of shopping).
191 Other indoor housework, NA whether cleaning or repair "Did things in house".		
192 Other outdoor housework: "worked outside," "puttering in garage".		
193 Household paperwork: paying bills, balancing the checkbook, making lists, getting the mail, working on the budget, income tax return.	Getting mail from the lobby or front door.	

	MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
2.	Child care		
200	All child (including housework, feeding and cooking) specifically for babies, i.e. children less than 5 years old.	Simultaneous care of babies and children is split in half, i.e., half of the duration is coded 200 as the primary activity and the 210 as the secondary activity and half as 210 as the primary and 200 as the secondary.	210 Child care (5-18 years old).
210	Care to older children (ages 5-18) specifically codeable in Codes "220-260" (over 18 consider as adults).		100-190 Housework devoted to children, esp. fixing meals or snacks. 220-260 Specific child care activities.
218	Child care; mixed ages or NA ages of children.		
220	Helping with or supervising schoolwork (homework); general instructional activities (non-school).	Helping with art projects.	
221	Helping/teaching children learn, fix, make things. Helping son bake cookies; helping daughter fix bike (homework code 222).		
222	Help with homework or supervising homework.		
230	Read to children.		222 Help children with homework. 240-250 Play with children. 930-950 Other reading. 960 Talk with adults. 280 Reprimands.

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
240 Playing with children (indoors); indoor activities with children including games (playing unless obviously outdoor games).	Games with children.	230 Reading to or talking with children 250 Playing with children (outdoors).
250 Walking with or playing (outdoors) with children; outdoor activities with children including sports, walks, biking, other outdoor games.	Sports, walk, biking with children.	240 Indoor games with children. 820 Taking a walk by yourself or with another adult. 330 Medical care for self (or dentist) 410-412 Medical care for self or other adults.
260 Medical care to children e.g. give children medicine or visit child's doctor or dentist.	a) Took son to doctor. b) Gave daughter medicine.	
270 Other child care, not codeable in "200-260" e.g. unpaid babysitting for someone else, including phone conversations relating to child care other than medical.		230 Reading to or talking with children 240 Indoor games with children 250 Outdoor games or walks with children
278 Babysitting (unpaid) or child care outside R's home or to children not residing in HH.		

MAIN CODE

- 280 Conversations; talk with children; reprimands.
- 290 Child care travel (activities relating to 200-270) e.g. take child to school including waiting.
3. Shopping
- 300 Shopping for everyday goods and products, e.g., food, clothing, gasoline; including for clothing, small appliances; at drug stores, hardware stores, department stores, "downtown" or uptown, "shopping," "shopping center", "buying gas", "window shopping".
Going to the drugstore.
- 301 Groceries, Supermarket, shopping for food.
- 302 All other shopping for goods including for clothing, small appliances, at drug store, hardware.
- 310 Shopping for durable goods; e.g., cars, appliances.
- 312 House, apartment; activities connected to buying, selling, renting, including phone calls, looking for house, apartment; showing house, including travelling around looking at real estate property (for own
- 320 Personal care; Beauty, Barber Shop, Hair Dresser.
- 330 Medical care for self; visits to doctor, dentist, optometrist, including making appointments.
- 340 Administrative Services General.
- 320 Personal care services or products.
- 330 Medical care services or products.
- 350 Auto or appliance repair services.
- 412 Take wife to dentist.
- 370 Going to Lawyer's office.

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
341 Financial services; activities related to taking care of financial business; going to the bank, paying utility bills (not by mail), going to accountant, tax office, loan agency, insurance office.		
342 Other(government)services: post office, driver's license, sporting licenses, marriage licenses, police station.		
350 Repair and cleaning services e.g., laundry and dry cleaning services, auto and TV repair.	Rug cleaning (outside home)	
351 Auto services; repair and other auto services including waiting for such services.		
352 Clothes repair and cleaning: cleaners, laundromat, tailor.		
353 Appliance repair: including furnace, water heater, electric or battery operated appliances; including watching repair person.		
354 HH repair services: including furniture; other repair services NA type; including watching repair person.		
360 Waiting for purchase of goods and services.	Waiting for repair man at home	
370 Other, professional services, and "shopping"--no further details.	a) Door-to-door salesmen or solicitors. b) Going to lawyer's office. c) Going to the dump. d) Picking up food at take out place. e) Attendance at an auction	
380 Errands, running errands, borrowing goods.		
390 Related travel, travel related to obtaining goods and services, including waiting.		312 Buying and selling apartments.

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
4. Personal Needs		
400 Personal washing and dressing including getting up or getting ready for bed, changing clothes, shaving or setting hair, packing and unpacking clothes, personal hygiene, going to the bathroom.		070 Changing clothes or cleaning up at work.
410 Personal medical care at home e.g., home medical treatment by doctor or taking medicine.	a) Caring for sick friends or relatives in H.H.	260 Medical care to children 420 Non-medical care or help
411 Medical care at home to self.		
412 Medical care - HH adults.		
420 General care and help given to other adults e.g., help neighbor put up storm windows.		100-190 Regular housework. 260 Caring for children. 410 Medical care for friends at home.
421 Routine non-medical care to adults in household; "Got my wife up," "ran a bath for my husband".		
422 Help and care to relatives not living in HH; Helping, caring for, providing for needs of relatives; (except travel) helping move, bringing food, assisting in emergencies, doing housework for relatives; visiting when sick.		

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
423 Help and care to neighbors, friends: (same as 422 for friends and neighbors).		
424 Help and care to others, NA relationship to R; (same as 422 for others).		
430 Meals and snacks at home.	a) Drinking a cup of coffee or a glass of beer. b) Coffee, restaurant goods eaten at home.	060 Meals at work. 440 Meals at restaurant or friends.
440 Meals outside the home or work-place e.g., at restaurant, friend's house.	a) Out for coffee.	710 Meals at nightclub. 760 Meals as part of a visit. 770 Food or drink at bar, tearoom or drugstore. 780 Meals at other social gatherings.
450 Essential sleep (usually at night); including "in bed" but not asleep.	Sleep during day for person on the night shift; longest sleep for day.	460 Naps 470 Resting 980 Relaxing, thinking
460 Incidental sleep e.g., naps (usually during the day).	"Dozing", "laying down"	450 Essential sleep
470 Resting, routine naps	Regular siesta	980 Relaxing

123.

MAIN CODE

UNUSUAL CASES

CASES CODED ELSEWHERE

480 All other private activities and unascertainable activities occurring at home, but not specifically related to other unascertained categories.

481 NA activities. A time gap greater than 10 minutes.

482 Personal, private; "none of your business".

483 Sex.

490 Travel, personal; including waiting.

498 Travel (helping); travel related to codes 421, 422, 423 and 424 including travel which is the helping activity; waiting for related travel.

499 Other personal travel; travel related to other personal care activities waiting for related travel; travel, NA purpose of trip - e.g., "went to Montreal" (no further explanation given).

070 Other work related.
190 Other housework.
270 Other child care.
370 Other shopping.
560 Other education.
680 Other organizational.
780 Other gatherings.
880 Other leisure.

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
5. Adult Education		
500 Attending class as a full-time student (or as the principal occupation).	a) Talking with instructor. b) Student teaching (as part of school program).	510 Night school course. 520 Attending special lectures.
510 Attending classes or training courses as less than a full-time student. Other classes, courses, lectures, academic or professional; R not a full-time student or NA whether a student.	a) Talking with instructor. b) Student teaching (as part of school program).	520 Attending special lectures.
530 Political programs or union training courses, e.g., Foreign Policy Association or League of Women's Voter's discussion or study groups.		
540 Homework and research for any course or lecture.	Correspondence course work.	660 Union-management meetings.
541 Homework, studying, research, reading, related to self-development, except for current job; "went to the library".		011 Research or paperwork for one's job 550 Reading for personal instruction.
542 Sponsored (full or partial) homework for career-development; on-the-job training; sponsor not specified.		

MAIN COLLAPSED CODE

UNUSUAL CASES

CASES CODED ELSEWHERE

- | | | |
|-----|---|--|
| 543 | Sponsored study own employer. | |
| 544 | Sponsored study government (federal; provincial; municipal). | |
| 550 | Reading technical journals or books for personal instruction (unrelated to codes "500-520"). | 650 Read the Bible or religious books.
950 Reading the newspaper. |
| 560 | Other and education not covered above, e.g., study breaks, discussions, or time at school not spent in any of the activities coded 500-550. | 650 Read the Bible.
780 TGIF parties with schoolmates. |
| 570 | Coffee breaks and snacks between classes. | |
| 590 | Related travel; travel related to education coded above; waiting for related travel. | |
| 591 | Waiting for class to begin. | |
| 6. | Organizations. | |
| 600 | Participating as a member of a social-political organization or labor union, e.g., union meeting, educational associations; AFL-CIO. | 610 Activity as an officer.
620 Unspecified organization. |
| 601 | Meetings; professional/union; attending meetings of professional or union groups. | a) Prepare financial report.
b) Call members to announce meeting. |
| 602 | Other activities, professional/union; other activities as a member of a professional or union group including social activities and meals. | 806 Take part in bowling league.
840 Take part in sewing circle. |
| 610 | Voluntary activity as an elected official of a social-political organization or Labor Union. | |

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
611 Meetings: Identity organizations; attending meetings or special interest, identity organizations.		
612 Other activities, identity organizations; other activities as a member of a special interest, identity organization, including social activities and meals.		
620 Participating in meetings or organizations other than those covered in codes 600-610, esp. "meetings" not further described, e.g., attend meeting at YMCA and attending girl's club meeting.		800 Take part in bowling league. 840 Take part in sewing circle.
621 Meetings, political/citizen organizations; attending meetings of a political party or citizen group, including city council.		
622 Other activities, political/citizen's organizations; other participation in political party activities. Voting, jury duty; helping with elections and associated meals.		
623 Meetings, identity organizations; attending as a participant.		
624 Other activities, identity organizations, as a participant.		
630 Volunteer work for a civic purpose, e.g., community centre.		420 Help other adults. 600 Work on charity dance.
631 Attending meetings or volunteer, helping organizations.		
632 Officer work; work as an officer of volunteer, helping organizations, R must indicate he/she is an officer to be coded here.		
633 Fund raising activities as a member of volunteer helping organization, collecting money, planning a collection drive.		

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
634 Direct Help to individuals or groups as a member of volunteer helping organizations; visiting, bringing food, driving.		
635 Other activities as a member of volunteer helping organizations, including social events and meals.		
640 Participating in religious organizations or activities.	a) Take part in church play or choir practice. b) Organize participants for religious service.	650 Actual religious behaviour.
641 Meetings: Religious helping groups; attending meetings of helping-oriented church groups -- ladies aid, circle, missionary society, knights of columbus.		
642 Other activities; religious helping groups: other activities as a member of groups listed in 641 including social activities and meals.		962 Chatting with other before or after service.
643 Meetings: other church groups; attending meetings of church group, not primarily helping-oriented, or NA if helping-oriented.		
644 Other activities, other church groups; their activities as a member of church groups which are not helping oriented or NA if helping, including social activities and meals; choir practice; bible class.		
650 Religious and services practices.	a) Saying morning or evening prayers. b) Read the Bible or religious books. c) Join in religious service on mass media.	

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
651 Attending services of a church or synagogue, including participating in the service; ushering, singing in choir, leading youth group, going to church, funerals.		
652 Individual practice; religious practice carried out as an individual or in a small group; praying, meditating, bible study group (not at church), visiting graves.		
660 Participating in factory or worker councils or committees, including union-management activities; fraternal associations - Kiwanis; Civitan Lions, Chamber of Commerce, Legion.		530 Union training courses. 600 Union meetings.
661 Meetings, fraternal organizations; attending meetings of fraternal organizations.		
662 Other activities, fraternal organizations; other activities as a member of fraternal organizations including social activities and helping activities and meals.		
670 Participating in other organizations including boy and girl scouts; little league, YM/YMCA; School volunteer.		
671 Meetings, family organizations; attending meetings of child/youth/family oriented organizations.		
672 Other activities, family organizations; other activities as a member of child/youth/family oriented organizations including social activities and meals.	a) Phone mothers for cub scouts. b) Work on Boy Scout Christmas Tree Sale c) Coach for hockey, swim team, etc.	

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
680 Organizational activity not covered above (meeting and other activities included here).	a) Hearing at City Hall, jury duty. b) Naval reserve. c) Unreported timespent between attending church and leaving for home. d) Police call on home.	
690 Travel related to organizational activities, including waiting for related travel.		
698 Travel (helping): Travel related to direct help as a member of a volunteer (helping) organization (code 634); including travel which is the helping activity, waiting for related travel.		
7. Social Entertainment		
700 Attending sports events.	a) Watching husband bowl. b) Coaching girl's basketball.	910 Watching sports on television.
710 Popular concerts and entertainment.	a) Square dancing. b) Watching ice follies.	
711 Exhibitions and Fairs.		
712 Zoos, Circuses.		
713 Popular Music (Rock, Country).		
720 Attending movies including drive-in movies.		780 Watching home movies. 910 Watching movies on television.
730 Attending theatre, shows, concerts, opera.		
731 Opera.		
732 Operetta, musicals, show, etc.		
733 Drama, tragedy.		

MAIN COLLAPSED CODE

UNUSUAL CASES

CASES CODED ELSEWHERE

734 Adventure, war films.

735 Musicals.

736 Documentary, historical and educational films.

737 Artistic films.

738 Comedies

739 Ballet.

740 Attending museums, exhibitions, and galleries.

741 Attending museums.

742 Attending art galleries.

750 Entertaining or visiting friends and relatives; socializing with people other than R's w/ HH members either at R's home or another home; talking/chatting in the context of receiving a visit or paying a visit.

760 Parties or receptions, including meals (in a name setting).

770 Going to bars, tearooms, soda fountains, etc.

771 At bar/nightclub

772 Dancing

780 Other gatherings

790 Related travel, including waiting to travel.

792 Waiting; queuing

961 Telephone conversation/visit.

440 Go to restaurant for meal.

710 Going out to nightclub for dinner.

760 Have friends over for dinner.

716 Dinner party at a nightclub.

750 Entertaining friends (no meals).

770 Party or gathering at a bar.

710 Go to nightclubs.

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
8. Active Leisure		
800 Playing sports and physical exercises, even as part of organizational activity e.g., union bowling tournament.		560 Take golf lesson. 700 Watching someone else play sports.
801 Football, basketball, baseball, volleyball, hockey.		
802 Tennis, squash, racketball, paddleball.		
803 Golf, miniature golf.		
804 Swimming, waterskiing.		
805 Skiing, skating.		
806 Bowling; pool, ping-pong, pinball.		
807 Frisbee, catch.		
808 Exercises, yoga.	Doing exercises with TV	
810 Hunting, fishing, camping.		820 Hiking.
811 Hunting.		
812 Fishing.		
813 Boating, sailing, canoeing.		

MAIN CODE

UNUSUAL CASES

CASES CODED ELSEWHERE

814 Camping, at the beach.

815 Snowmobiling, dune-buggies.

816 Gliding, ballooning, leaping off high buildings, flying.

817 Excursions, pleasure drives (no destination), rides with the family.

818 Picnicking.

820 Taking a walk.

821 Walking for pleasure.

822 Hiking.

823 Jogging, running.

824 Bicycling.

825 Motorcycling.

826 Horseback riding.

830 Hobbies and collections, including cleaning and repairs of hobby equipment.

831 Photography.

832 Working on cars -- not necessary to their running; customizing, painting.

833 Working on or repairing leisure time equipment (repairing the boat, "sorting out fishing tackle").

834 Collections, scrapbooks.

835 Carpentry and woodworking (as a hobby).

Window shopping.

a) Ham radio.

b) Flower arrangements -- not further specified.

c) Tape recording TV show.

840 Sewing, knitting, etc.

850 Artistic hobbies (e.g. ceramics).

MAIN COLLAPSED CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
840 Domestic homecrafts such as knitting, sewing and dressmaking or canning and preserving.	Baking for pleasure, not directly related to meals (e.g., cookies, candy).	150 Mending necessary as part of housework.
841 Preserving foodstuffs (canning, pickling).		
842 Knitting, needle-work, weaving, crocheting (including classes), crewel, embroidery, quilting, quilling, macrame.		
843 Sewing.		
844 Care of animals/livestock when R is not a farmer (pets code 172; "farmer" code 012, work).		
850 Artistic hobbies, such as painting, sculpting, creative writing.		560 Painting lessons or classes. 830-840 Other hobbies.
851 Sculpture, painting, potting, drawing.		
852 Literature, poetry, writing (not letters), writing a diary.		
860 Singing or playing a musical instrument, artistic dancing.		560 Music or dance lessons. 710 Dancing at a nightclub.
861 Playing a musical instrument, whistling.		
862 Singing, humming.		

MAIN COLLAPSED CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
863 Acting (rehearsal for play)		
864 Non-social dancing (ballet, modern dance, body movement)		710 Dancing at a nightclub.
870 Games e.g., cards, bingo, crossword puzzles.		560 Bridge lesson.
		750 Games as part of visit.
		800 Play sports (e.g., pool).
880 Other active leisure especially pleasure drives, sightseeing and unascertained times surrounding active leisure.	a) Look at slides (not part of a visit). b) Went to look at airplane crash. c) Get permission to use boat ramp. d) Flying a kite	890 Drives connected with previously noted active leisure like hunting etc.
888 Classes/lessons for that activity		
890 Related travel/sports/active leisure		
898 Vacation travel		
899 Waiting, queuing		

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
9. Passive Leisure		
900 Listening to the radio (General; Unspecified)	Listening to the car radio is coded as a 920 Listen to records. secondary activity.	
901 Classical music, opera.		
902 Popular, Country.		
903 Jazz, Blues.		
904 Plays.		
905 News, Local.		
906 News, national, international.		
907 Sports.		
908 Interviews, open line.		
909 Science Instructional.		

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
910 Watching television (General; Unspecified)		650 Joining in religious services on television. 808 Do exercises with TV.
911 Classical, Ballet, Dance, Drama.		
912 Musicals, variety, comedy, soaps.		
913 Films/movies.		
914 Detective, real live, etc.		
915 News.		
916 Science, instructional.		
917 Sports.		
918 Public affairs, documentaries.		
919 Game, quiz, talk shows.		
920 Listen to records, tapes, just listening.		830 Make tape recordings.
921 Country.		011 Read as part of job. 230 Read to children. 540 Read for homework.
922 Opera.		
923 Popular		550 Technical reading.
924 Symphony		650 Read the Bible (religious activity)
925 Jazz, Blues.		

MAIN CODE	UNUSUAL CASES	CASES CODED ELSEWHERE
930 Reading Books: General.		560 Educational Study
		540 Research
931 Science/Technical/Non-Fiction.		
932 Science Fiction.		
933 Mystery.		
934 Romance.		
935 Westerns.		
936 Classics.		
937 Other novels.		
938 Drama, short stories.		
939 Poetry.		
940 Magazines.		
941 Pamphlets.	Reading pamphlets, bulletins and newsletters.	
942 Reading NA what; or other.		
950 Reading newspapers.		

MAIN CODE

UNUSUAL CASES

CASES CODED ELSEWHERE

- 960 Talking with adults, including telephone conversation.
- 961 Phone conversations -- not coded elsewhere, including all visiting by phone.
- 962 Other talking/conversations; face-to-face conversations, not coded elsewhere (if children in HH only, code 230); visiting other than 750 or 963.
- 963 Conversations with HH members only; adults only or children and adults.
- 970 Writing or reading letters.
- 971 Reading mail, not letters.
- 980 Relaxing, thinking, planning, doing nothing.
- 981 Relaxing, planning.
- 982 Relaxing, thinking, reflecting.
- 983 "Doing nothing", "sat"; just sat; (if "sat and ..." then delete "sat and").
- 989 Other passive leisure, smoking dope.
- 990 Related travel

Missing Data Codes

- 984 Activities of others reported - R's activity not specified.
- 481 NA activities - a time gap greater than 10 minutes.
- 001 No activities - a gap in the diary by re-arranging activities in coding.

750-760 Talking as part of visit.

190 Writing and mailing bills.
850 Creative writing.

470 Resting

APPENDIX E

Survey Instruments

English Version	140
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French Version	148
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TIME USE STUDY CONTACT SHEET: NATIONAL PILOT

SEPTEMBER-OCTOBER 1981

TELEPHONE NUMBER: _____

PRE-TEST ID: _____

COMMUNITY: _____

SAMPLE TYPE: _____

CODER: _____

CALL RECORD									
CALL #	INT ID	DATE		OUR TIME		LOCAL TIME		RESULTS DESCRIPTION	CODE
		MON	DAY	HOUR	MIN.	HOUR	MIN.		
1									
2									
3									
4									
5									
6									
7									
8									
9									

APPOINTMENT RECORD			
	APPOINTMENT #1	APPOINTMENT #2	APPOINTMENT #3
DIARY DAY:			
DIARY DATE:			
APPOINTMENT DATE:			
LOCAL TIME:			
OUR TIME:			

RESULT CODES

- 01 No answer
- 02 Busy
- 03 Respondent not contacted
- 04 Respondent contacted, appointment made
- 05 No eligible respondent/quota met
- 06 Refused (when, why, at what point, M or F)
- 07 Language difficulty
- 08 Partially completed
- 09 Interview completed
- 10 Disconnected
- 11 Wrong number
- 12 Business number
- 13 Poor connection
- 14 Designated day not possible
- 15 Other

RECALL CODES

- A Respondent not selected
- B Respondent selected only
- C Have talked with respondent (give any instructions helpful for interview)

DIARY DAY Sunday 1 ☐

Monday 2 ☐

Tuesday 3 ☐

Wednesday 4 ☐

Thursday 5 ☐

Friday 6 ☐

Saturday 7 ☐

month day

DIARY DATE _____, 1981

DESIGNATED DAY yes 1 ☐

no 2 ☐

Hello, I'm _____, and I am calling on behalf of the Department of Communications. We are conducting a survey to try and understand how people spend their time. Your telephone number was drawn in a random sample of the _____ area. First of all, I need to be sure I've dialed the right number. Is this (_____)?

Also could you please tell me whether this number is for a business or a residence?

BUSINESS

HOME

BOTH

Does anyone live there on the premises?

YES

NO

END CONTACT

Do (they/you) have another phone number in the residence, or do (they/you) use this number for personal business?

**HAVE ANOTHER
END CONTACT**

USE THIS

The interview is completely confidential and anonymous, so I will not need your name or address. Also, I will be glad to answer any questions you may have about this study. Can we begin?...it is important that we have both males and females of varying ages so that the results truly represent all the people in the city. To find out who I need to talk to, I need to ask you two short questions. Can you tell me how many people fifteen years or older there are in your household?

CIRCLE ANSWER IN THIS ROW

And how many are men?

CIRCLE ANSWER IN THIS COLUMN IN THE GRID WHICH IS MARKED

CIRCLE APPROPRIATE GRID NUMBER PRIOR TO CALL

TOTAL # OF MEN IN HOUSEHOLD	TOTAL NUMBER OF ADULTS IN HOUSEHOLD			
	1	2	3	4 OR MORE
GRID #1 0	woman	oldest woman	youngest woman	youngest woman
1	man	man	man	oldest woman
2		oldest man	youngest man	youngest man
3			youngest man	oldest man
4+				oldest man
GRID #2 0	woman	youngest woman	youngest woman	oldest woman
1	man	man	oldest woman	man
2		oldest man	woman	oldest woman
3			youngest man	woman or oldest man
4+				oldest man
GRID #3 0	woman	youngest woman	oldest woman	oldest woman
1	man	woman	man	youngest woman
2		youngest man	oldest man	oldest man
3			oldest man	youngest man
4+				youngest man
GRID #4 0	woman	oldest woman	oldest woman	youngest woman
1	man	woman	youngest woman	man
2		youngest man	woman	youngest woman
3			oldest man	woman or youngest man
4+				youngest man

CIRCLE CATEGORY AT INTERSECTION AND USE THE FOLLOWING SENTENCE

Okay, according to the method used by the department, I need to interview the _____ in your household.

(GRID DESCRIPTION)

(IF PERSON ON LINE IS RIGHT SEX)

(IF PERSON ON LINE IS WRONG SEX)

Would that be you?

YES

NO

May I speak with that person?

YES

NO

WHEN SELECTED PERSON ANSWERS REPEAT INTRODUCTION AND START INTERVIEW

When may I call to reach (him/her)?

So that I will know who to ask for, what is (his/her) first name (REPEAT BACK TO BE SURE YOU HAVE IT. IF RESPONDENT OBJECTS TO PROVIDING A NAME, DO NOT PRESS THE ISSUE).

→(START INTERVIEW)

TIME USE STUDY QUESTIONNAIRE: NATIONAL PILOT

SEPT-OCT. 1981

START TIME: HOUR MINUTE

_ _ _ _ _

The questions I am about to ask should take about 20 minutes. I want to add that this interview is completely confidential and that I will be happy to answer any questions you may have about the study either now or later. OK?

As I have mentioned, the purpose of this study is to try to better understand how people spend their time. In order to learn something about how you spend your time, I need to know, in as much detail as you can recall, what you did during the day yesterday starting at 4:00 o'clock in the morning. We are interested not only in what you did, but where you were, whom you were with, and whether you were doing more than one thing at the same time.

Let me give you an example of what a time diary might be like. The day starts at 4:00 o'clock in the morning.

Yesterday morning I was asleep until 7:15. From 7:15 until 7:50 I showered and dressed. Then from 7:50 until 8:25 I ate breakfast. While I was eating, I talked with my oldest son and my husband and watched TV. After I finished eating, I walked to the bus stop from 8:25 to 8:30.

Now, please take a moment to begin recalling the activities you did yesterday ... the information you provide will be very much appreciated.

(PAUSE)

First of all, starting at 4:00 o'clock yesterday morning, what were you doing?

I.
And then, what did
you do next?

II.
When did
this start?

III.
When did
this end?

IV.
Where were you?/
Were you still ...

V.
Who was with you?/
Were you still ...

VI.
Were you doing anything else at the same time
(like reading, talking, watching TV, listening
to the radio, eating, or caring for children)?

DO NOT ASK COLUMNS V AND VI
ABOUT SLEEP, SEX, OR OTHER
PERSONAL CARE ACTIVITIES

READ UNDERLINED EXAMPLE FOR THE FIRST ACTIVITY,
AND WHEN CLARIFICATION IS REQUIRED

The diagram shows a 10x10 grid with various symbols and labels. The grid is divided into three horizontal sections. The top section contains labels A, B, C, D, E, F, G, H, and I. The middle section contains labels A, B, C, D, E, F, G, H, and I. The bottom section contains labels A, B, C, D, E, F, G, H, and I. The grid is filled with various symbols, including numbers, letters, and geometric shapes.

Top Section:

- A:** A 1x10 grid of squares.
- B:** A 1x10 grid of squares.
- C:** A 1x10 grid of squares.
- D:** A 1x10 grid of squares.
- E:** A 1x10 grid of squares.
- F:** A 1x10 grid of squares.
- G:** A 1x10 grid of squares.
- H:** A 1x10 grid of squares.
- I:** A 1x10 grid of squares.

Middle Section:

- A:** A 1x10 grid of squares.
- B:** A 1x10 grid of squares.
- C:** A 1x10 grid of squares.
- D:** A 1x10 grid of squares.
- E:** A 1x10 grid of squares.
- F:** A 1x10 grid of squares.
- G:** A 1x10 grid of squares.
- H:** A 1x10 grid of squares.
- I:** A 1x10 grid of squares.

Bottom Section:

- A:** A 1x10 grid of squares.
- B:** A 1x10 grid of squares.
- C:** A 1x10 grid of squares.
- D:** A 1x10 grid of squares.
- E:** A 1x10 grid of squares.
- F:** A 1x10 grid of squares.
- G:** A 1x10 grid of squares.
- H:** A 1x10 grid of squares.
- I:** A 1x10 grid of squares.

Labels and Symbols:

- A:** A 1x10 grid of squares.
- B:** A 1x10 grid of squares.
- C:** A 1x10 grid of squares.
- D:** A 1x10 grid of squares.
- E:** A 1x10 grid of squares.
- F:** A 1x10 grid of squares.
- G:** A 1x10 grid of squares.
- H:** A 1x10 grid of squares.
- I:** A 1x10 grid of squares.

1. Next, I'd like to ask you about your attendance at cultural and sports events since this time last year.

A. Please tell me, since then, how many times did you attend/visit ...

B. And, of these, how many times did you attend ... during July and August?

97 Attended but no. of times not given
99 DK/NR

	A	B
... a. Live theatre	<input type="checkbox"/>	<input type="checkbox"/>
... b. Opera or operetta	<input type="checkbox"/>	<input type="checkbox"/>
... c. Ballet	<input type="checkbox"/>	<input type="checkbox"/>
... d. Classical musical performance (symphony, choir, quartet, individual classical artist, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>
... e. Other musical performance (folk, rock, jazz, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
... f. Other live performance (circus, ice show, lecture, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>
... g. A museum	<input type="checkbox"/>	<input type="checkbox"/>
... h. A public art gallery	<input type="checkbox"/>	<input type="checkbox"/>
... i. An historic site (building, park, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
... j. Fair, exhibition, or carnival	<input type="checkbox"/>	<input type="checkbox"/>
... k. Movie (commercial cinema, film society, travelogue, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>
... l. Sports event	<input type="checkbox"/>	<input type="checkbox"/>

IF MOVIE ATTENDANCE SINCE THIS TIME LAST YEAR

k-1. What was the name of the last movie you went to see? **WRITE IN RESPONSE**

Title present 1 ☐
Title not present 2 ☐
N/A 8 ☐
DK/NR 9 ☐

k-2. How would you describe it ...

... excellent 1 ☐
... very good 2 ☐
... good 3 ☐
... fair 4 ☐
... poor 5 ☐
N/A 8 ☐
DK/NR 9 ☐

k-3. Was it Canadian-made?

Yes 1 ☐
No 2 ☐
N/A 8 ☐
DK/NR 9 ☐

k-4. In general, do you think Canadian movies are as enjoyable as movies produced outside Canada?

Yes 1 ☐
No 2 ☐
N/A 8 ☐
DK/NR 9 ☐

C. Now tell me,

- a. Since this time last year, have you attended any lectures, courses, or training sessions of a continuing education nature?

Yes 1 ☐

No ☐ GO TO 2 2 ☐

DK/NR ☐ GO TO 2 9 ☐

- b. Were these directly related to career development, or for personal interest only?

Career 1 ☐

Personal ☐ GO TO 2 2 ☐

Both 3 ☐

N/A 8 ☐

DK/NR 9 ☐

- c. Was this sponsored or paid for in any way?

Yes 1 ☐

No ☐ GO TO 2 2 ☐

Partially 3 ☐

N/A ☐ GO TO 2 8 ☐

DK/NR ☐ GO TO 2 9 ☐

- d. Who was the sponsor?

Own employer 1 ☐

Gov't (Federal/Provincial/Municipal) 2 ☐

Other 3 ☐

N/A 8 ☐

DK/NR 9 ☐

2. To close off this interview, I'd like to ask a few questions about your background -- this will help us to summarize the study results. ☐ ASK 2, 3 IF NOT OBVIOUS
- Would you please tell me your present marital status?

Never married 1 ☐

Now married (or common law) 2 ☐

Separated 3 ☐

Divorced 4 ☐

Widowed 5 ☐

Other 6 ☐

NR 9 ☐

3. Are there any children under 15 living in your home?

Yes 1 ☐

No ☐ GO TO 5 2 ☐

NR ☐ GO TO 5 9 ☐

4. How many children are

☐ WRITE IN NUMBER ☐ N/A0

☐ DK/NR...9

... under 5 years

... 5-12 years inclusive

... 13 or 14 years

5. Now, would you please tell me how many years of primary and secondary education you have completed?

No schooling **GO TO 6a** 1 ☐
 1 to 8 years of primary/secondary 2 ☐
 9 to 10 years 3 ☐
 11 years 4 ☐
 12 years 5 ☐
 13 years 6 ☐
 DK/NR 9 ☐

6. Have you taken any post-secondary education? (That is, education that normally requires high school graduation)?

No post-secondary education 1 ☐
 Took some post-secondary education 2 ☐
 Received a post-secondary certificate or diploma.. 3 ☐
 Received a university degree 4 ☐
 DK/NR 9 ☐

- 6a. And in what year were you born?

IF UNKNOWN, ASK FOR BEST ESTIMATE

9999 DK/NR

7. Now, would you tell me which of the following best describes your current employment status (and, if married, your spouse's)? ...

	RES.	SPOUSE
... Currently self-employed	1 <input type="radio"/>	1 <input type="radio"/>
... Currently employed by someone	2 <input type="radio"/>	2 <input type="radio"/>
... Homemaker	3 <input type="radio"/>	3 <input type="radio"/>
... Student	4 <input type="radio"/>	4 <input type="radio"/>
... Currently unemployed	5 <input type="radio"/>	5 <input type="radio"/>
... Retired	6 <input type="radio"/>	6 <input type="radio"/>
Other	7 <input type="radio"/>	7 <input type="radio"/>
N/A		8 <input type="radio"/>
DK/NR	9 <input type="radio"/>	9 <input type="radio"/>

FOR CURRENTLY SELF-EMPLOYED OR EMPLOYED

	RES.	SPOUSE
8. Is this full-time or part time work?		
Full-time	1 <input type="radio"/>	1 <input type="radio"/>
Part-time	2 <input type="radio"/>	2 <input type="radio"/>
Seasonal	3 <input type="radio"/>	3 <input type="radio"/>
N/A	8 <input type="radio"/>	8 <input type="radio"/>
DK/NR	9 <input type="radio"/>	9 <input type="radio"/>

9. And now, what was your approximate annual income before taxes during 1980? When thinking about your personal income, please consider your income before taxes and include all sources of income such as pensions, unemployment insurance, family allowance, and student's grants ... would it be \$12,000 or more, or would it be less than that?

\$12,000 OR MORE ... ASK:

If more, would it be ...

... under \$20,000 or ... 4 ☐

... over \$20,000 5 ☐

DK/NR 9 ☐

LESS THAN \$12,000 ... ASK:

If less, would it be ...

... over \$7,000 or ... 3 ☐

... under \$7,000 ... **ASK:**

If under, would it be ...

... over \$3,000 or ... 2 ☐

... under \$3,000 1 ☐

IF RESPONDENT LIVES ALONE, SKIP TO QUESTION 11

10. Next, can you tell me what was the approximate income for all members of your family living in the same household as you, including yourself during 1980. Again, please include all sources of income. Would it be \$24,000 or more, or would it be less than that?

\$24,000 OR MORE ... ASK:

If more, would it be ...

... under \$35,000 or ... 4 ☐

... over \$35,000 5 ☐

N/A 8 ☐

DK/NR 9 ☐

LESS THAN \$24,000 ... ASK:

If less, would it be ...

... over \$16,000 or ... 3 ☐

... under \$16,000 **ASK:**

If under, would it be ...

... over \$8,000 or 2 ☐

... under \$8,000 1 ☐

INTERVIEW CONDUCTED IN

English 1 ☐

French 2 ☐

And finally, could you please tell me the first three digits of your postal code?

ALL 6 DIGITS ARE REQUIRED FOR RURAL AREAS

FOR CURRENTLY SELF-EMPLOYED OR EMPLOYED

11. Are you salaried, paid by the hour, or what?

a.

b.

c.

Salaried 1 <input type="radio"/>	Paid by hour .. 2 <input type="radio"/>	Other 3 <input type="radio"/>	N/A... 8 <input type="radio"/>
1) How many hours a week do you usually work? <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> hours	1) What is your hourly wage for your regular work time? \$ <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> per hr.	1) How is that? <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	NR ... 9 <input type="radio"/>
2) What is your current salary? BEFORE TAXES \$ <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	2) If you worked an extra hour, how much would you earn for that hour? \$ <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	2) If you worked an extra hour, how much would you earn for that hour? \$ <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>	
3) If you were to work more hours than usual during some week, would you get paid for those extra hours? yes 1 <input type="radio"/> no GO TO 12 2 <input type="radio"/>	4) How much would you make for that overtime? \$ <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> per hr.		

12. What is the language that you first spoke and still understand?

English 1 ☐

French 2 ☐

Other (specify) _____ ☐

DK/NR 9 ☐

These are all the questions I have. Thank you for your cooperation.

HOUR MINUTE

FINISH TIME _____

ÉTUDE DE L'EMPLOI DU TEMPS—FICHE DE CONTACT: PILOTE NATIONAL SEPTEMBRE-OCTOBRE 1981

Nº. DE TÉLÉPHONE

PRE-TEST ID

COMMUNAUTÉ

TYPE D'ÉCHANTILLON

CODIFICATEUR

DOSSIER DES APPELS									
APPEL #	ID. INT	DATE		HR. LOCALE		HR. REG.*		RÉSULTATS	
		MOIS	JOUR	HR	MIN	HR	MIN	DESCRIPTION	CODE
1									
2									
3									
4									
5									
6									
7									
8									
9									

DOSSIER DE RENDEZ-VOUS			
	RENDEZ-VOUS #1	RENDEZ-VOUS #2	RENDEZ-VOUS #3
JOURNÉE CIBLE:			
DATE DE JOURNÉE CIBLE:			
*HEURE DE LA RÉGION CONTACTÉE:			
HEURE LOCALE:			

CODÉS DES RÉSULTATS

- 01 Pas de réponse
- 02 Ligne occupée
- 03 Répondant non interrogé
- 04 Répondant interrogé, entrevue accordée
- 05 Aucun répondant acceptable/objectif atteint
- 06 Refus (quand, pourquoi, à quelle étape, H. ou F.)
- 07 Problème de langage
- 08 Entrevue passée en partie
- 09 Entrevue passée
- 10 Débranché
- 11 Faux numéro
- 12 Numéro d'affaires
- 13 Mauvaise communication
- 14 Journée cible ne convient pas
- 15 Autres

CODÉS DES RAPPELS

- A Répondant non choisi
- B Choix du répondant seulement
- C Parlé au répondant (fournir les directives utiles pour entrevue)

JOURNÉE CIBLE: dimanche 1 ☐

lundi 2 ☐

mardi 3 ☐

mercredi 4 ☐

jeudi 5 ☐

vendredi 6 ☐

samedi 7 ☐

mois jour

DATE DE JOURNÉE CIBLE: , 1981

JOUR DÉSIGNÉ: oui 1 ☐

non 2 ☐

ÉTUDE DE L'EMPLOI DU TEMPS -- QUESTIONNAIRE: PILOTE NATIONALE SEPTEMBRE-OCTOBRE 1981

HEURE DE DEPART

	heure	minute
	<input type="text"/>	<input type="text"/>

L'entrevue durera environ 15 minutes, et tout demeurera strictement confidentiel. Si vous avez des question, n'hésitez pas à me les poser à tout moment. D'accord?

Comme vous le savez, la présente étude vise à mieux comprendre comment les gens emploient leur temps. Afin de mieux comprendre votre propre emploi du temps, j'aimerais savoir avec le plus de détails possibles ce que vous avez fait hier durant la journée à partir d'aux environs de 4h du matin. Nous aimerions aussi savoir où vous étiez, avec qui vous étiez, et si vous faisiez plus d'une chose à la fois.

Laissez-moi vous donner un exemple d'emploi du temps. La journée commence à 4h du matin. Hier matin, je me suis levée à 7h15. De 7h15 à 7h50 j'ai fait ma toilette et je me suis habillée. Ensuite de 7h50 à 8h25, j'ai déjeuné. Pendant le déjeuner, j'ai parlé à mon fils aîné et à mon mari, et j'ai regardé la télévision. Après avoir mangé, je me suis rendu à l'arrêt d'autobus de 8h25 à 8h30.

Maintenant, veuillez prendre un moment afin de réfléchir à vos activités d'hier ... vos renseignements seront très appréciés.

(PAUSE)

Bon, commençons à 4h hier matin. Que faisiez-vous?

Bonjour, je m'appelle _____ et je représente le ministère des Communications. Nous sommes en train de faire une étude sur la façon dont les gens emploient leur temps. Votre numéro de téléphone a été choisi au hasard parmi un échantillon de la région.

Premièrement, j'ai besoin de savoir si j'ai composé le bon numéro. Est-ce que c'est le _____ (SI PAS CLAIR). Est-ce que c'est un numéro de téléphone à domicile ou d'un numéro d'affaires?

D'AFFAIRES

Est-ce que quelqu'un demeure là?

OUI **NON**
FIN DU CONTACT

Avez-vous (ont-ils) un autre numéro de téléphone dans la résidence ou bien est-ce que vous vous servez de cet numéro pour vos appels personnels?

AVOIR UN AUTRE **EMPLOYER CETTE FORMULE**
FIN DU CONTACT

L'entrevue est complètement confidentielle et anonyme, donc je n'ai besoin ni de votre nom, ni de votre adresse. De plus, si vous avez des questions au sujet de la présente étude, il me fera plaisir d'y répondre. Pouvons-nous commencer?... Il est important que notre échantillon soit composé d'hommes et de femmes d'âges variés, afin que les résultats représentent vraiment toutes les personnes de la ville. Afin de déterminer à qui je dois parler, il faut que je vous pose deux petites questions. Pouvez-vous me dire combien de personnes âgées de quinze ans et plus habitent à la maison?

ENCERCLEZ LA RÉPONSE DANS CETTE RANGÉE

Et combien sont des hommes?

ENCERCLEZ LA RÉPONSE DANS CETTE COLONNE DU QUADRILLAGE INDICHER

ENCERCLEZ LE NUMÉRO DU QUADRILLAGE APPROPRIÉ AVANT L'APPEL		TOTAL D'ADULTES DANS LA MAISON			
		1	2	3	4 OU PLUS
QUAD #1	0	femme	femme la plus vieille	femme la plus jeune	femme la plus jeune
	1	homme	homme	homme	femme la plus vieille
	2		homme le plus vieux	homme le plus jeune	homme le plus jeune
	3			homme le plus jeune	homme le plus vieux
	4+				homme le plus vieux
QUAD #2	0	femme	femme la plus jeune	femme la plus jeune	femme la plus vieille
	1	homme	homme	femme la plus vieille	homme
	2		homme le plus vieux	femme	femme la plus vieille
	3			homme le plus jeune	femme ou femme plus vieille
	4+				homme aîné
QUAD #3	0	femme	femme la plus jeune	femme la plus vieille	femme la plus jeune
	1	homme	femme	homme	homme le plus vieux
	2		homme le plus jeune	homme le plus vieux	homme le plus vieux
	3			homme le plus vieux	homme le plus jeune
	4+				homme le plus jeune
QUAD #4	0	femme	femme la plus vieille	femme la plus vieille	femme la plus jeune
	1	homme	femme	femme la plus jeune	homme
	2		homme le plus jeune	femme	femme la plus jeune
	3			homme le plus vieux	femme ou femme plus vieille
	4+				homme le plus jeune

ENCERCLEZ LA CATÉGORIE À L'INTERSECTION ET UTILISEZ LA PHRASE SUIVANTE

D'accord, d'après la méthode utiliser par le ministère, je dois interviewer dans la maison.

(DESCRIPTION QUADRILLAGE)

SI LA PERSONNE AU TÉLÉPHONE EST DU SEXE EN QUESTION

Est-ce vous même?

OUI
NON

SI LA PERSONNE AU TÉLÉPHONE EST DE L'AUTRE SEXE

Puis-je parler à cette personne?

OUI
NON

QUAND LA PERSONNE CHOISIE RÉPOND, RÉPÉTEZ L'INTRODUCTION ET COMMENCEZ L'ENTREVUE

Quand puis-je téléphoner pour (le/la rejoindre)?

Pour savoir à qui je dois parler, pourriez-vous m'indiquer son prénom? (REPÉTEZ LE PRENOM AFIN DE VOUS ASSURER QUE VOUS AVEZ BIEN COMPRIS. SI LE RÉPONDANT NE VEUT PAS INDICHER LE PRENOM, N'INSISTER PAS.)

→ (COMMENCEZ L'ENTREVUE)

I.
Et ensuite,
qu'avez-vous
fait?

II.
A quelle
heure avez-
vous
commencé?

III.
A quelle
heure avez-
vous fini?

IV.
Où étiez-vous?/
Étiez-vous toujours...

V. Avec qui étiez-vous?/
Étiez-vous toujours ...

POUR LES COLONNES V ET VI NE
POSEZ PAS DE QUESTIONS SUR LES
HEURES DE SOMMEIL, SUR LES
ACTIVITÉS SEXUELLES OU AUTRES
ACTIVITÉS PERSONNELLES.

VI.
Faisiez-vous autre chose en même temps (par
exemple: lire, converser, regarder la
télévision, écouter la radio, manger, ou
prendre soin des enfants?)

LISEZ L'EXEMPLE SOULIGNÉ POUR LA PREMIÈRE ACTIVITÉ
ET AUSSI SI L'ON VOUS DEMANDE DES ÉCLAIRCISSEMENTS

				DOMICILE		LIEU DE TRAVAIL		EN ROUTE							SEULE(E) CONJUGU(E) FAMILIALE			CONVERSATION			RADIO			TELEVISION		
				1	2	3	4	5	6	7	1	2	3				960	900	910							

C. J'aimerais savoir si

- a. depuis un an, jour pour jour, vous avez assisté à des conférences, suivi des cours, ou participé à des sessions de formation dans le cadre de l'éducation permanente?

Oui 1 ☐

Non **SAUTEZ À 2** 2 ☐

NSP/PDR **SAUTEZ À 2** 9 ☐

- b. Ces activités étaient-elles reliées directement à votre carrière ou faisaient-elles partie de vos intérêts personnels?

Carrière 1 ☐

Personnel **SAUTEZ À 2** 2 ☐

Les deux 3 ☐

S/O 8 ☐

NSP/PDR 9 ☐

- c. Ces activités étaient-elles payées d'une façon (parrainées ou étaient-elles payées de quelque façon).

Oui 1 ☐

Non **SAUTEZ À 2** 2 ☐

Partiellement 3 ☐

S/O **SAUTEZ À 2** 8 ☐

NSP/PDR **SAUTEZ À 2** 9 ☐

- d. Qui était le parrain?

Votre employeur 1 ☐

Gouv't (federal/provincial/municipal) 2 ☐

Autres 3 ☐

S/O 8 ☐

NSP/PDR 9 ☐

2. Pour terminer l'entrevue, j'aimerais vous poser quelques questions sur vos antécédents -- ceci nous aidera à résumer les résultats de l'étude.

POSEZ LES QUESTIONS 2 ET 3 SI LES RÉPONSES NE SONT PAS ÉVIDENTES.

Quel est votre état civil?

Jamais marié(e) 1 ☐

Marié(e) (ou de droit commun) 2 ☐

Séparé(e) 3 ☐

Divorcé(e) 4 ☐

Veuf(ve) 5 ☐

Autres 6 ☐

PDR 9 ☐

3. Avez-vous des enfants âgés de moins de quinze ans à la maison?

Oui 1 ☐

Non **SAUTEZ À 5** 2 ☐

PDR **SAUTEZ À 5** 9 ☐

4. Combien d'enfants demeurent à la maison ...

ÉCRIVEZ LE CHIFFRE

... moins de 5 ans

... de 5 à 12 ans (inclusivement)

... 13 ou 14 ans

5. Maintenant, veuillez me dire combien d'années d'études primaires et secondaires que vous avez terminées.

Aucune **SAUTEZ À 6a** 1 ☐
 De 1 à 8 années 2 ☐
 De 9 à 10 années 3 ☐
 11 années 4 ☐
 12 années 5 ☐
 13 années 6 ☐
 NSP/PDR 9 ☐

6. Avez-vous fait des études post-secondaires? (Il s'agit d'études aux quelles on ne peut s'inscrire habituellement q'à près l'obtention d'un diplôme secondaire).

Aucune 1 ☐
 Un peu 2 ☐
 Certificat ou diplôme post-secondaire 3 ☐
 Diplôme universitaire 4 ☐
 NSP/PDR 9 ☐

- 6a. Et en quelle année êtes-vous né(e)?

SI INCONNUE, DEMANDEZ LA MEILLEURE APPROXIMATION

9999 NSP/PDR

7. Dites-moi maintenant lequel des énoncés suivants décrit le mieux votre emploi actuel (et si vous êtes marié, celui de votre conjoint ...)

	REP.	CONJOINT
... Autonome	1 <input type="radio"/>	1 <input type="radio"/>
... Employé(e)	2 <input type="radio"/>	2 <input type="radio"/>
... Ménagère	3 <input type="radio"/>	3 <input type="radio"/>
... Etudiant(e)	4 <input type="radio"/>	4 <input type="radio"/>
... Sans emploi	5 <input type="radio"/>	5 <input type="radio"/>
... A la retraite	6 <input type="radio"/>	6 <input type="radio"/>
Autre	7 <input type="radio"/>	7 <input type="radio"/>
S/O		8 <input type="radio"/>
NSP/PDR	9 <input type="radio"/>	9 <input type="radio"/>

POUR CEUX QUI SONT AUTONOMES OU EMPLOYÉS

8. Le travail est-il à temps plein ou à temps partiel?

	REP.	CONJOINT
Temps plein	1 <input type="radio"/>	1 <input type="radio"/>
Temps partiel	2 <input type="radio"/>	2 <input type="radio"/>
S/O	3 <input type="radio"/>	3 <input type="radio"/>
NSP/PDR	8 <input type="radio"/>	8 <input type="radio"/>
	9 <input type="radio"/>	9 <input type="radio"/>

9. Veuillez maintenant indiquer laquelle des catégories suivantes s'applique à votre revenu personnel de 1980. Veuillez préciser votre revenu avant impôt et inclure toutes les sources de revenu tel que les pensions, l'assurance chômage, les allocations familiales, les bourses d'études ... est-ce \$12,000 ou plus, ou est-ce moins de \$12,000?

\$12,000 ET PLUS ... DEMANDEZ:

Si plus, est-ce ...

... moins de \$20,000 ou..4 ☐

... plus de \$20,000.....5 ☐

MOINS DE \$12,000 ... DEMANDEZ:

Si moins, est-ce ...

... plus de \$7,000 ou..3 ☐

... moins de \$7,000.....

DEMANDEZ:

Si moins, est-ce ...

... plus de \$3,000 ou ..2 ☐

... moins de \$7,0001 ☐

NSP/PRR9 ☐

SI LE REPONDANT VIT SEUL, PASSEZ A LA QUESTION 11

10. Pouvez-vous me dire quel fut, en 1980, le revenu approximatif de tous les membres de la famille demeurant avec vous. Veuillez inclure votre propre revenu dans ce montant. Toutes les sources de revenu doivent être considérées. Est-ce \$24,000 et plus, ou est-ce moins de \$24,000?

\$24,000 ET PLUS ... DEMANDEZ:

Si plus, est-ce ...

... moins de \$35,000 ou..4 ☐

... plus de \$35,000.....5 ☐

MOINS DE \$24,000 ... DEMANDEZ:

Si moins, est-ce ...

... plus de \$16,000 ou..3 ☐

... moins de \$16,000....

DEMANDEZ:

Si moins, est-ce ...

... plus de \$8,000 ou ..2 ☐

... moins de \$8,000...1 ☐

S/O8 ☐

NSP/PDR9 ☐

POUR LES PERSONNES TRAVAILLANT A LEUR PROPRE COMPTE

11. Êtes-vous salarié(e), payé(e) à l'heure, ou autre?

a.	b.	c.	
Salarié(e) 1 <input type="radio"/>	Payé(e) à l'heure ... 2 <input type="radio"/>	Autre 3 <input type="radio"/>	S/O...8 <input type="radio"/>
1) Combien d'heures travaillez-vous normalement par semaine? [] [] heures	1) Quel est votre taux horaire pour une heure normale d'ouvrage? \$ [] [] [] [] l'heure	1) De quelle façon êtes-vous payé(e)? [] [] [] []	PDR...9 <input type="radio"/>
2) Quel est votre salaire actuel? REVENU BRUT \$ [] [] [] [] []	2) Combien seriez-vous payé pour une heure supplémentaire d'ouvrage? \$ [] [] [] []	2) Combien seriez-vous payé pour une heure supplémentaire d'ouvrage? \$ [] [] [] []	
3) Si vous travaillez plus d'heures que la normale durant la semaine, êtes-vous payé pour ces heures supplémentaires? oui1 <input type="radio"/> non PASSEZ À 12 2 <input type="radio"/>			
4) Combien gagneriez-vous pour ces heures supplémentaires? \$ [] [] [] [] l'heure			

12. Quelle est la première langue que vous avez parlée et que vous comprenez encore?

Anglais1 ☐

Français2 ☐

Autres(précisez) [] [] [] []

NSP/PDR9 ☐

ENTREVUE ACCORDÉE EN

Anglais1

Français2

Et finalement peux-je avoir les trois premiers chiffres de votre code postal.

6 CHIFFRES SONT REQUIS POUR LES RÉGIONS CHAMPÊTRE

[] [] [] [] [] []

Voilà. C'est tout. Merci beaucoup de votre coopération.

HR MIN

TERMINÉ À: [] [] [] []

APPENDIX F
Supervisors' Reports

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APPENDIX F-1

Report 1

by

Terry O'Donnell

This summary outlines my views and experiences as a supervisor in the TIME USE STUDY (TB/B22262), Phase 1, September 11 to November 8, 1981. The order is as follows:

- I. Supervisor's relations with all groups and individuals involved in the project.
- II. Supervisor's actual tasks.
- III. Supervisor's personal observations with a view to improvements in subsequent similar projects.

I. RELATIONS WITH GROUPS AND INDIVIDUALS

I.1 The Interviewers

As this was a telephone survey, the central task was the completion of 2,250 telephone interviews. Relations with interviewers were important. Concerning these staff, I assumed that 1) they were professionals, 2) they were committed to the project, and 3) ethical in their relations with the public. My experience has tended to confirm the validity of these assumptions.

Given the task at hand, I acted as follows: When interviewers arrived on site I tried to get them to sign in quickly, to gather their materials swiftly and quietly, to organize their telephone numbers etc., and to begin making calls promptly. In the first weeks, staff sometimes horsed around, chatted loudly, congregated in noisy groupings, etc. I often found it necessary to remind them that they were disturbing other public servants on site, and to act more professionally by organizing their materials and commencing work more quickly. Within a few weeks, most had adjusted well and were more conscientious in getting to work.

There is little doubt that interviewers gained satisfaction from achieving their "quotas" (one interview per hour had been suggested as a reasonable target); I encouraged staff to aim at this goal. As might be expected in the early stages, I found it necessary to check staff on routine errors - for example: failure to record sample type or community type; time of interview; probing of secondary activities; accuracy with background information; proper use of grids and so forth.

Throughout the duration of the project, I spent time in answer-

ing interviewers' queries. A typical example is that of "respondent eligibility" over which there was some confusion. For example, if someone was handicapped (deaf or very hard of hearing), I instructed interviewers to scratch the respondent and to select the next available respondent. In cases of language difficulty, I instructed the interviewer to ask the help of another family member. However, interviewers generally reported such difficulties (in fact I recall only one such interview) that we were virtually forced to either abandon the interview altogether or select the next available respondent. I estimate that when I acted as supervisor, about ten such interviews were conducted.

Regarding motivation of staff, at least once a week, I spoke to them as a group. The content of my talk would generally be based on directives from the project manager, observations of line or professional staff (e.g. Shirley Souchen), etc. , and the purpose would always be to influence staff's attitudes and performance. I found that they invariably responded well to specific criticism (e.g. failure to record all primary activities; omissions in background section); I informed staff of progress to date; I also suggested goals (e.g. "We need to average 50 interviews each weekday to meet project objectives."). When possible and appropriate, I commended staff for professional performance and urged them to maintain their standards. Judging from comments, these strategies enjoyed some success, as evidenced from interviewers' own questions about "How well are we doing?"

I also made a point of speaking with each interviewer during a given session so as to maintain rapport. By taking a real interest in each person's performance and well being on site (I avoided discussion of family life, personal issues, etc.) I could ask such questions as, "And how is it going tonight?" or "How are people responding?" . If the person was doing well, it was an easy task to offer reinforcement (e.g. "That's great. If you keep that up you could do a "7" tonight!"). If an interviewer wasn't doing well, I would discuss what might be happening. For example, I might observe, "Well, I overheard your last conversation. You really tried hard to convince the respondent - well done! But next time you'll be more

fortunate, so hang in." Generally, I would acknowledge that valuable time may have to be used to convince people to do the survey, to make appointments, to locate eligible respondents, etc. I designed my comments with a positive thrust no matter what the situation (I never "put down" someone having a bad night), so that interviewers would not get down on themselves when falling below the quota. In a word, I offered positive reinforcement, regardless of someone's performance.

From time to time, it would of course be necessary to correct someone's performance (see QUALITY CONTROL, below). If someone (usually several) were chatting too much, I spoke to them (a small group) and reminded them that they were here for a purpose. As a general comment, I imagine that they found criticism from the project manager and supervisors generally fair since I did not hear through the grapevine comments to the contrary.

Quality Control

Ideally, we would have done some unobtrusive monitoring of interviewers but such was impossible. While we were instructed to monitor 2 interviewers per session, this was not often possible given the demands on the supervisor's time, not to mention the time required to conduct a complete monitoring. At any rate, at one time or another, I monitored nearly every interviewer and focussed especially on new staff. I always informed the interviewer about to be monitored, and stressed that the exercise is designed to assist the person to do a better job. Typically, the monitor would listen in on the interview; would allow the interviewer to edit his/her completed interview; and the two would then discuss what had happened, by comparing the records of the supervisor and the interviewer.

Errors encountered tended to be small - confusion over time; or the handling of a shopping activity; failure to distinguish multiple primary activities or to probe for ages of young children, etc. Not surprisingly, interviewers occasionally failed to ask all the required questions. Also, and not surprisingly, those monitored seldom exhibited shoddy work. In only a single case, requiring dismissal from the project, did monitoring uncover unsatisfactory performance.

On the positive side, monitoring proved useful: interviewers were able to correct their own errors in the subsequent discussion with

monitor. Secondly, the exercise did impress upon the interviewer the importance of accuracy in recording activities, and properly editing final copies. Relative to the discussion on motivation, I did not hesitate to stress the positive aspects of the interviewer's performance, and to underline the professional manner in which the interview was conducted.

Interviewers' Behaviours, Work Styles and Dynamics

The TASK of an interviewer is as follows: on arrival at the swing space where eleven GAT telephone lines were available for use, interviewers assembled a dozen CONTACT & GRID sheets; an equal set of background sheets (last four pages) and a large number of DIARY SHEETS (approximately 150). The interviewer went to his station, a desk equipped with telephone, and began to "SET UP". This involved transcribing telephone numbers (for example six eastern and six western numbers) to the contact sheets, recording the community number and circling the appropriate grid number. Before starting new calls, the interviewer would first check previous work to see if appointments had been made. He/she would then begin.

At the end of the session the interviewer would assemble the materials at his/her desk. Completed interviews were turned over to the supervisor; "rejects" were placed in a special envelope; future appointments which the interviewer could not keep, were placed in a "BRING FORWARD" file, and were left with the supervisor. Otherwise, the interviewer retained these contact sheets in his personal files. As well, interviewers kept their own numbers, (for example, "BUSY" or "NO ANSWER"), which they called up to NINE TIMES before discarding (these calls were to be made twice each for: WEEK DAY, WEEK NIGHT, WEEKEND DAY, and WEEKEND NIGHT). Less efficient interviewers tended to be less successful in making the required number of TYPE of call.

The work of interviewers is quite individualistic in the sense that each interviewer personally carries out all details related to a given interview and it is often interesting. On the job, interviewers enjoyed sharing comments about their work. As a supervisor

I often heard such comments as "People in St. John's are really friendly" or, "I had a fascinating interview with an engineer from Calgary", etc.

I also observed several major types of behaviour: competition, cooperation and comparison. Friendly rivalries developed among several pairs of interviewers; this often assumed a subtle form, as interviewers quietly competed among themselves, or against their own previous high performances. If someone were enjoying a productive session, that person would take considerable satisfaction in setting a goal higher than the usual. For example, if someone had already completed four interviews in the first three hours, he/she might aim for eight completions in a six hour session. Minimally, the typical interviewer competed with the clock to realize the quota: one interview per hour. As excessive attention to quantity could result in a loss in quality, I reminded interviewers that the latter was at least as important. In one conversation with several interviewers, I explained that supervisors did not expect everyone to be as productive as the highest producers as there were legitimate differences in style.

Another common mode of behaviour was cooperation. Interviewers often helped one another to organize materials more efficiently; shared strategies on dealing with difficult respondents, etc. This was common in strategies to convince unwilling interviewees to reply to the survey. Most staff assisted in setting out interview sheets and needed materials at the beginning of a session; setting up coffee supplies, etc. At the end of a session, staff usually helped "clean up". There was however a tendency to hurry the last details - in the rush for buses or an end to work. Errors did occur at such points - as when individuals failed to sign out properly, or to complete their pay sheets. Examples of cooperation also occurred here - as

when a swifter, more efficient interviewer helped a slower colleague to turn in unused materials, "rejects", appointments, and completed interviews.

Interviewers often compared their results. Major topics for discussion would be total number of completions, "rejects", disconnections, "no answers", length of interviews, time needed to convince respondents, etc. Still other remarks revolved about the respondents themselves (e.g. "I'm getting a lot of husbands home tonight.") Obviously, the sheer variety among respondents across Canada was itself a conversation topic. "People in _____, are quite rude/nice/friendly/open/vague/rushed/helpful"

Underlying the above, it is important to stress the esprit de corps developed in the course of the project and shared by most staff members. In their behaviour toward one another, staff were invariably supportive. On occasion, and for legitimate reasons, coders criticized interviewers' work. Other than such job-related feed back, there was a minimum of negative remarks within the group.

One could also detect a group orientation among most, and an individualist (or "loner") style among a few. Most interviewers and coders developed a personal interest in at least some of their colleagues. People took breaks or lunches in small groups; chatted with each other during lulls, etc. I estimate that about two-thirds were group oriented. The remaining third tended to be "self-starters". Significantly, only one of the latter participated in social functions organized in October for TIME USE staff.

When we appealed for continuing work among the interviewers in the Halifax "Add On", as well as the Halifax Panel (last three weeks of November), we received a more enthusiastic and loyal response from the group oriented types. Group solidarity likely contributed to

success of the project - especially when it was expressed as commitment to project goals. It must also be pointed out that among the more individualistic staff, about half were "high producers" who contributed substantially to the project.

INTERVIEWER TRAINING

Most staff were being recruited in the week of August 31 to September 4. With a view toward training of interviewers, Ms. Shirley Souchen met with Charles, Roberta and myself to review the instrument. Shirley spent a full session with Roberta and myself, from noon to about 7:00 p.m. In one sense, this was a mini-training session. Techniques used would be repeated in subsequent training sessions. In the mini-session, Ms Souchen explained the rationale behind, and the actual administration of, the instrument with a view toward accuracy in repeating the exact questions and format. Following this, we listened to a sample taped interview. Next, we took turns interviewing each other. Each of us was then asked to carry out an assignment: two telephone interviews, which we would tape; Ms. Souchen then corrected these the next week. .

The work of Ms. Souchen was highly professional. My only criticism would be that I would have appreciated having more advance time to study the questionnaire and its rationale. Sample interviewer kits might have been made available a little earlier.

Vis-à-vis the two major training days, Wednesday and Thursday, September 9 and 10, these were fairly demanding, but generally well run. Ms. Souchen had the responsibility of organizing materials explaining the instrument to staff, utilizing a sample taped interview and mock telephone interview (as staff interviewed one and other). Supervisors assisted in the latter task by forming small groups of two or three, and monitoring as recruits interviewed one and other.

These sessions were obviously critical--staff had to learn the bulk of techniques in a single day. That they were successful is evident--intensive monitoring (especially by Ms. Souchen), tended to reveal numerous small errors. It was, of course, necessary for supervisors to carry out extensive monitoring in the first two weeks, to identify problem areas and those interviewers having greater difficulties. Ms. Souchen herself visited the site very frequently, and monitored several interviewers nightly for the first week. In each case, she discussed results with the interviewee, and pointed out errors, omissions etc.

One week later, a second wave of five recruits went through the same procedure, as did a third wave of five more in mid-October.

In each case, supervisors paid special attention to new interviewers by way of extra monitoring and efforts to socialize them quickly into their new tasks. Obviously, it was somewhat easier to "break-in" later recruits as the actual system was well in place by the end of the first two weeks.

CODER TRAINING

Due to the complexity of the CODING scheme which entailed thorough categorization of numerous types of activities, coders required several days of training. Dr. Andrew Harvey supervised the first training session which lasted from Friday, September 11 to Wednesday, September 15. In this period, coders corrected a number of "dummy" interviews, compared results with one and other and developed skill in applying the scheme. In the initial stages of coding, a large number of coded interviews were sent to Dr. Harvey so that he could monitor the progress of the coders. After approximately one week, coders began to work on the TIME USE interviews.

As would be expected, numerous problems in interpretation arose in the initial period. When coders as a group, or the coders and supervisor, were unable to agree in a given case, we sought the opinion of Barry de Ville. Thanks to Mr. de Ville's visits to the site during the first weeks, coders conferred with him and more swiftly developed a grasp of the coding scheme.

THE CODER'S TASK

Coders' work was fairly straightforward. After arriving on site, a coder would take a number of completed interviews, and begin to code them. Most coders preferred to work in pairs, so as to confer with one and other. This proved especially useful when inevitable coding difficulties arose. In the first month, coders tended to keep to themselves; when problems about interviews arose, coders seldom approached a given interviewer. Instead, coders went to supervisors, who in turn sought clarification from the interviewer in question.

At the end of each session, each coder recorded the number of interviews coded. For the first month, a great amount of re-checking had to be done in order to correct "bugs" in the system, and to ensure that coding decisions were UNIFORM.

SUPERVISOR'S RELATIONS WITH CODERS

If a coder experienced difficulties, he might discuss the case with another coder or with the supervisor on duty. (The latter occurred more often in the earlier stages). If coders could agree on a decision, it would be followed. If not, the supervisor would attempt to resolve the issue. If still unsuccessful, I would consult Barry de Ville or Mr. Rolf Schliewen. In the latter case, I would issue a memo clarifying the issue, so as to ensure uniformity of interpretation in subsequent cases.

As it was important to ensure an orderly system in which coders proceeded to later interviews only after having completed the earlier, it became a task of the supervisor to maintain control over the actual work being given to coders. Accordingly, the supervisor would direct coders to those interviews to be coded for that session, as well, the supervisor kept coded and uncoded interviews clearly apart to assist in an orderly execution. Ms. Dency Sharkey, one of the most reliable and capable coders, aided considerably in the task of coordination.

From time to time, as delivery of coded interviews to Statistics Canada resulted in feedback about the program, we passed on relevant data to coders. They, in turn, might review several hundred coded interviews, and correct them in light of program requirements. Supervisors frequently had to assign coders the task of re-checking coded interviews. While administration of this task did prove time consuming, coders assisted by carrying out the work in orderly fashion.

CODING

One area in which I served as a liaison, was coder/interviewer relations, particularly in cases where coders could not understand what interviewers had written. As noted, in the first few weeks, I would ask the interviewer in question to clarify. This alerted the interviewer to record clearly the TYPE of INFO required. Exchange of info also taught the interviewer to learn

from his/her errors.

In the second month and following, I would usually facilitate a direct discussion between the coder and the interviewer.

Vis-a-vis quality control of interviewers, coders were helpful in pointing out typical errors of interviewers as a group, as well as recurring or systematic errors of particular interviewers. In cases of the latter, I would speak to a given interviewer, explaining the difficulty faced by coders, and requesting said interviewer to correct the error.

A final observation re the coder/interviewer interface was that coders slowly came to appreciate, that some VAGUENESS or ERROR, could not be attributed so much to the interviewer as to an extremely difficult interview: frequently, the interviewer hesitated to probe, even to ask all required questions for fear of losing an entire interview. On other occasions an interviewer simply had to accept a wave of activities, with little accuracy re times, for the same reason.

QUALITY CONTROL

Periodically, I xeroxed our interviews and had two coders code the same interview. Discrepancies were noted, and the coders usually agreed on the correct interpretation. Generally, I found a relatively small number of errors, although in some cases I encountered six errors or more.

I would like to have carried out more MONITORING and would do so in future surveys. In part, this failure was due to my belief that coders developed considerable skill as time went on, a belief confirmed in checks carried out by Dr. Andrew Harvey in October, during which he pointed to the high quality of the coding. As well, I note that coders averaged very close to three interviews per hour by October. Apparently coders achieved acceptable levels in the quality and quantity of their output.

RELATIONS WITH PROFESSIONAL STAFF AND RES LINE PERSONNEL

Throughout the project, and especially in the early stages, the most significant relations were with project manager Mr. Charles Knowles and supervisor Ms. Roberta Anderson. Both were capable leaders each of whom responded well to challenge. Thanks to their abilities to organize and initiate action, we were successful in getting a major project well under way in the short space of about three weeks.

Due also to the hard work and skillful management of our own company president, Mr. Rolf Schliewen, all staff were well informed by the eve of the project and interviewing commenced on schedule, Friday, September 11. Within one week Mr. Schliewen, Charles, Roberta and I were able to meet with our clients: representatives from the Department of Communications, Employment and Immigration Canada (CEIC), and Statistics Canada. Our clients were also able to tour the site and monitor interviews if they wished. Further, we among the line staff accommodated our clients, feedback whenever such was practical.

In the first two weeks especially (as noted elsewhere), line staff communicated extensively with Dr. Brian Kinsley (DOC), Ms Catherine Casserly (CEIC), Mr. Terry Petherick and Mr. Phil Stevens of Statistics Canada, Dr. Andrew Harvey of Dalhousie University, Barry deVille of Peat Marwick and Ms Shirley Souchen.

Regarding the interaction among the three RES line personnel, Ms Anderson and I were responsible to Mr. Knowles. All recognized the importance of clear lines of communication as evidenced by extensive face to face conversations, daily phone calls, numerous memos and a number of briefings and meetings among us three. On the whole, communications were managed fairly well though occasional gaps occurred. Ms Anderson was especially thorough in her daily memos and notes informing the project manager or myself of potential problem areas among staff, suggestions to improve efficiency, priorities which ought to be addressed and so forth. She was equally careful in anticipating future needs and supplies so that we rarely were caught unaware. Thanks to Ms Anderson's "take charge" style, few things got out of hand. In addition, she was sensitive to our relations with civil servants and other workers with whom we shared the

swing space. Not only did Roberta stress the importance of these relations with interviewers and coders, she also liaised in an effective and courteous way with CEIC staff. When errors were made, Roberta was able to smooth over difficulties.

In this regard, mention should also be made of Ms Catherine Casserly of CEIC for her vigilance in reporting miscues of our staff promptly, thus enabling us to take remedial action. As well, Ms Casserly defended our staff when such was warranted.

The project manager's role throughout the entire survey was crucial to ultimate success. Mr. Knowles placed high priority on clear communications - he "updated" staff periodically (and line staff daily), identified and remedied problems when they were still small, and generally ensured that relevant information reached its recipients. Regarding specific communications with supervisors, Mr. Knowles issued several concise memos, briefed the supervisor of the day prior to that session and requested of the supervisor daily reports from the swing space. Having detected some omissions by early October, he instituted a system whereby supervisors would leave written reports for one another on a daily basis. This more detailed record definitely facilitated the smooth flow of all important and immediately relevant information.

While Mr. Knowles was not authoritarian in style, he did make his authority felt among staff. Due to a selective use of the project manager's authority, Mr. Knowles could make those significant managerial decisions with greater effect.

As to the project as a whole, the manager had to meet the challenge of initiating and completing a major task involving about fifty individuals over the two and a half months. Ideally the project manager tried to keep nearly everyone "happy". This clearly impossible task was, however, almost achieved. In large part, much was due to Mr. Knowles' outstanding success in recruiting staff, namely, the selection of interviewers and coders. Within a few weeks, it was evident that the TIME USE study was being executed by individuals who were both competent in their work and committed to the project. Staff proved generally punctual, reliable, ethical in their dealings with the public, and willing to accept demands on their time as the need arose. I doubt that a simply competent staff would have persevered.

SUPERVISOR'S TASK

Much of the supervisor's task can be gleaned from the preceding section. In addition to supervising directly the work of interviewers and coders as already outlined, there was considerable administrative work.

To ensure that staff actually worked a required number of hours, daily contact sheets were used on which staff signed in and out. As well, pay sheets were used as a cross check on each individual. My task was to ensure that staff recorded their times accurately and that records themselves were consistent. Initially, a number of errors were made; as a result a stricter system was enforced. When staff realized that pay cheques would be issued only when all records were correct, a marked improvement occurred. The major credit for this must be attributed to Ms. Donna Crain of RES who administered the payments in a professional manner.

Most purely administrative tasks occurred at the beginning or end of each session. As supervisor, I tried to ensure within the first hour that each person on site had signed in properly. At the end of the shift, I verified that all had properly signed out. As supervisor, it was my responsibility to ensure that the necessary materials for interviewers and coders were made available as each session began. Staff often assisted in this.

Ordinarily, the first administrative task which I carried out was the Julian dating and numbering of each completed interview from the previous night (for example, 254001 was the first interview recorded for DAY ONE of the survey, September 11, that is, Julian 254). I then transferred these records to daily control sheets, to which were added the data on COMMUNITY TYPE (e.g., "14" for Halifax), and SAMPLE TYPE (e.g., 04 for the weekday interview of a male born between 1926 and 1950). From this, I completed a daily cumulative record, a 2 x 2 table showing distribution of SAMPLE and COMMUNITY TYPES. Periodically, Charles, Roberta, and I summed these distributions so as to determine progress in EACH community, and deploy staff in accordance with the required objective.

While these tasks were straight forward, they did consume a fair amount of time.

We also kept records of each interviewer's productivity, and cautioned staff when we felt that an individual's production was low.

As already noted, records were maintained of coders' production; these records showed that we could suggest to coders a goal of three coded interviews per hour.

APPENDIX F-2

Report 2

by

Roberta B. Anderson

SUPERVISOR'S REPORTINTRODUCTION

As a result of my position as on-site supervisor of the TIME USE STUDY I am offering the following observations, comments and recommendations.

NATIONAL PILOTTraining

The training of personnel was done in an excellent manner. Directions were concise and detailed, questions were answered thoroughly, and the day was structured in a professional manner. There was still, however, not enough time to follow-up the instructions--no check on whether it had been comprehended fully by those on the receiving end. Each interviewer would have benefitted from an actual taped interview for practice purposes, to be replayed and given constructive criticism.

There was good detail in the instruction manual, and the history and rationale gave substance to the procedures. Again, however, it would have been useful to the interviewers to have a follow-up session to discuss and question the contents of the manual--a "digestion" period between to define their weak areas and deal with them.

Coder training was not as structured on paper, nor in its presentation (partly a result of different styles by the instructors). However, the coders had a series of sessions with their instructor which enabled them to tackle weak areas and bring questions for discussion before they were expected to perform. They also had more opportunity to practice their work under the direct supervision of the coding instructor.

The interviewers would have benefitted from the coding instruction and as a result would have recorded information more efficiently and in a manner more compatible with the coding manual. In turn, the work of the coders would have been greatly reduced. There would have been far less need to consult individual interviewers and interpret activities before assigning them to a code. I would recommend that on any future project interviewers be familiarized with both interviewing and coding procedures to increase their proficiency.

(REC.)

Survey Form

Many of the small and/or more obvious difficulties have been noted. For example, the use of the word "study" in the introduction of the contact sheet would carry far more authority for a potential respondent than the word "survey".

On the time diary sheet, the six questions are provided in one form only. It is literally impossible to use identical language for each activity without driving the respondent "mad". Three or four alternative wordings for each question--different phrases with identical meanings--would be realistic and provide some flexibility for each interviewer while ensuring consistency among interviewers.

(REC.)

Bicycling and even moreso today, with young adults motorcycling, are frequently used forms of travel and in future might be added to the transit check-list.

(REC.)

In the question section, question K-4 is biased. While foreign movies can be ranked as more enjoyable than Canadian, Canadian movies CANNOT be ranked as more enjoyable than foreign. The question would be better worded "How would you rank Canadian movies relative to those produced outside Canada?"

(REC)

...More enjoyable...

...about the same...

...less enjoyable...

N/A

DK/NR

This combines the response format of the original (early September) form with an appropriately worded question.

(REC.)

Questions on secondary education would be more informative if they had a provincial and outside Canada designation. The significance of the number of years of secondary education varies from province to province.

(REC.)

Question eleven had a number of pitfalls in it and should be revamped to better reflect the diversity of respondents' economic situations. Provision for more than one source of income is essential.

Overall, the questionnaire worked well, considering its complexity and the variety of people to whom it was applied.

Coding Manual

Realizing that many suggestions have already been noted in reference to the coding manual, I will simply state three items that may also have relevance.

- A code for laughing) human activities which
- A code for crying) merit recognition as
- A code for "having a cup of coffee") they are universal in nature

Presently this activity must be coded under such a lengthy definition that the person could be interpreted as being involved in an activity far more complex. Drinking coffee is something that millions of people do several times each day and ought to have a specific code designation.

Communities

(REC.)

Time available to phone communities was inconsistent. Vancouver in particular was affected by the time difference. To call before 8:00 p.m. Ottawa time (5:00 p.m. Vancouver time) was wasteful, as many people were not home from work. For purposes of this pilot study, with 9:30 as a cut-off time for initiating phone calls, less time was available for Vancouver than calls to other communities. Also, Vancouverites were being called over their dinner hour (up to 6:30 their time) and not during the evening. This problem could be remedied in future by allocating some staff to late calls. Special arrangements would be required to deal with official government supervision.

Most interviewers had a "favourite" community as well as one which they preferred not to call. These were not consistent and one person's meat was sometimes another person's poison. Some interviewers preferred west to east, or urban to rural. These attitudes were generally based on success rates which in turn depended on the personality and style of the interviewer. For example, Torontonians were overall less patient, more hurried, and more likely to hang up than residents of a slower-paced, more rural area of the country. A brisk approach would more likely be appreciated by a Torontonian, but perhaps resented by a rural respondent.

Interviewers

Production:

(REC.)

A lot of paper preparation and follow-up was necessary for each interview. This cut into actual telephone time to the extent that some method of reducing paper-work time for interviewers would be highly advisable.

There was an element of chance in productivity. Even highly productive interviewers had days when nothing seemed to go well--

in spite of extreme effort they would produce only one or two completed interviews. It was a mystery, but every interviewer had an occasional "bad day". Results were not analyzed (to my knowledge) to see if one day of the week consistently was more productive, but such analysis might be worthwhile. The fact that there was a different "set" of interviewers each day could complicate such analysis.

Style

Interviewer style ranged from aggressive/dominant to cajoling/seductive. Those who used a business-like approach may have had slightly higher productivity, but the more personal interviewers often extracted useful detail which might otherwise not have come forward. The "warm and friendly" style undoubtedly rescued some interviews which might otherwise have been refusals, but interviewers who use this style tend to take longer to interview. A more matter-of-fact approach may occasionally forfeit a reluctant respondent, but on the other hand, interviewers who use this style take less time to complete an interview once a commitment to do it is made. No single approach is superior in every way.

Monitoring Interviews

Interviewer monitoring was definitely useful in maintaining consistency. Comparing the interviews of supervisor and interviewer was key in this process. Simply listening and then discussion is far less effective than paper comparisons. The rationale behind each recorded item and each interpretation could be traced and as a result, weaknesses were much more effectively eliminated. (To tell someone that they are inconsistent may bring a response of "Well, you may think so, but I don't". This response may not be spoken, but only thought. (To show someone that they are inconsistent is much more convincing.) Suggestions for improvement were well received. Follow-up monitoring showed that the interviewer had nearly always made necessary changes in approach or in the recording of information.

Generally, activities on the daily diary were well recorded. Interviewer errors tended more often to be careless oversights such as neglecting to record starting time or sample type in their rush to get on to the next interview. If the interviewer was not working the day omissions and errors were picked up by coders, they might not become aware of their shortcomings for several days. This resulted in some errors recurring or persisting until the coder and/or supervisor caught up with the interviewer at fault.

Coders

The coding team operated as just that--a team. Many of them became sticklers for precision. In the early part of the study there was a great deal of consultation and discussion on specific difficult coding situations and this contributed a great deal to consistency. The coding procedure becomes very monotonous. I was impressed with the continuing high standards the coders placed on themselves.

Monitoring-Coders

The monitoring process was again an excellent method of maintaining consistency and ironing out wrinkles. Two copies of an interview, coded by two people, checked and corrected by the supervisor and then discussed with both coders together, brought several snags to light and contributed to consistent interpretation and recording by coders.

Form for Halifax Study

The question section of the questionnaire (last five pages) was much more time consuming than anyone had anticipated. In particular, in question one the ranking and frequency procedures were long, particularly when a respondent was hesitant or not very definitive in their response. It worked far better for some interviewers to combine the two sequentially rather than going through the complete list twice.

(REC.)

Specifically, the item...Church and church-related activities...should precede...Organizations or club-meetings/activities...

Church activities are often included in the latter by respondents, and then must be re-designated when the reference is made to church.

Halifax Study

A number of factors hampered the designated-day portion of the Halifax Study.

1. Questionnaires took far longer than originally anticipated because of the number and extent of changes to the original document.
2. The average age of respondents was considerably higher than for our first random survey, and older people tend to be slower to reply and more likely to digress and elaborate.
3. There was one hour less phoning time each shift because of time zones. No calls were initiated after 8:30 p.m. Ottawa time.
4. The telephone numbers we received were not as "clear" as we had hoped. A great deal of time was spent doing paper work and chasing up alleys for numbers that didn't produce interviews.
5. There was not a sufficient supply of fresh telephone numbers. Interviewers ran out of numbers on several occasions and in several instances went home early because of a shortage of numbers to call.

Incentives

The bonus incentive seemed to be very important to a minority of interviewers, but was not often mentioned by the majority. Friendly competition among interviewers and coders seemed to be an incentive. No one wanted to be least productive on a given day. Some interviewers used one interview per hour as a goal and worked toward that.

Professional pride was perhaps the best incentive for most (not all) interviewers and coders. It combined a desire for quality and quantity and kept them going when they were in difficult situations with difficult people.

One reason the offer of a specific number of dollars per interview was rejected by some was that it offended professional pride (one person stated categorically that the offer insulted them). These particular people felt that they were already putting out optimum effort and to suggest that the opportunity to make more money would cause them to work harder was offensive to them.

Supervisors Role

One thousand and one small duties each night complicated the major activities of supervision, that is, the monitoring of coders and interviewers, consolidation of information and responding to difficulties experienced by the coders and interviewers. The necessity of packing everything away each night contributed to this as each day, papers and equipment had to be distributed to that day's staff, several of whom may not have been in for several days and, therefore, needed to be updated.

Weeks were spent it seemed, simply keeping on top of the rush of paper. As the project continued and problems were solved, time was spent more logically.

(REC.)

This was a pilot study, with little or no precedent. Time constraints were severe and made pre-interviewing organization of paper flow and procedures difficult. With more lead time much more could have been done to streamline activities. In any future study, a previously developed list of what information is required on an on-going basis, how best it should be recorded, the development of forms for this purpose, and a consideration of time required would facilitate the work of the supervisor.

GENERAL

Accommodation

Facilities were good overall. We were made to feel at ease in the office space provided and were shown courtesy. For example, we were given the use of a private kettle. Storage facilities were awkward at times, and a proper filing cabinet would have been a blessing.

Stale air was a problem on weekends. It is not conducive to ten hours of cheerful endeavour. A partial internal solution was eventually found with the help of fans provided through the efforts of one of our scientific authorities. I realize, of course, your good fortune in having the use of these facilities and found them to be adequate overall.

Time Constraints

Time constraints from the beginning of the project were apparent. Opportunity for planning and organizing at the actual paper flow level was limited.

Systems were developed in response to situations rather than in preparation for them (see list of forms and other records-- Appendix 1) which gave an impresssion of constant change in pro-

(REC.)

cedure. This is not necessarily a bad thing (change) but with the time tabling of personnel, information flow regarding change was a challenge. With some members of staff working only two or three days a week, they could miss information, even if it had been distributed several times. The use of a memo book is a good record, but in practice most coders and interviewers do not refer to it regularly. In future, a "mail-box" file or enveloped for each employee would ensure that all memos and other information is received by all employees. Better filing facilities would have made this more practicable.

Pay Sheets

The present sign-in and pay sheets seemed to be working, as a result of staff assuming responsibility for their own claim sheets, and supervisors simply verifying the figures.

Morale

The level of mutual support and cooperation among interviewers and coders was extremely high and their good humour and sincere concern for each others' well-being helped maintain high morale. There was always sympathy and encouragement expressed, especially for those having a frustrating day.

Operating seven days a week is difficult, and the necessity of having a large number of bosses (supervisors, scientific authorities, administrators, Stats Can advisors, etc.) often complicated information flow in an already complex situation. This was further complicated by having a different mix of coders and interviewers each day. Under these rather unique circumstances we managed to gather an impressive amount of information with very little flow of blood (I managed to sustain a few nasty punctures from spring staples.)

Special thanks should be extended to Eric Parisien for his courtesy as our host supervisor, to Norma McGuire for her assistance in obtaining our passes, to Catherine Casserly for always keeping us on track, to Brian Kinsley for his unflagging support, and to Joan Wipple for the use of her kettle.

My personal appreciation is extended to all with whom I worked for their commendable attention to tasks at hand, their tolerance, their very useful ideas, and their good humour.

Thanks to Charles Knowles for hiring such fine people, to Mr. Schlieven for his constant support and to Donna for her warm assistance.

Everyone was trying hard to make the pilot project a success, May the use of the results make our efforts worthwhile.

Respectfully submitted,

Roberta B. Anderson

APPENDIX G

Survey Instrument to Obtain

Interviewers' Comments

APPENDIX K

Survey Instrument for Interviewer Comments

Would you please take time to respond to the following questions. The aim is to record your opinions which will affect future time-use surveys. We want to know what parts of the survey form are effective or cause problems; whether there are parts you feel could be better designed.

PART I

1. Very Good 2. Good 3. Fair
4. Poor 5. No Comment

CONTACT SHEETCall Record

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

Result Codes

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

1.Very Good 2.Good 3.Fair
4.Poor 5.No Comment

GRID SHEET - INTRODUCTION

Intro - Hello I am...

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

Grid

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

Example Sheet

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

TIME DIARY

- 1) Is it easy to use? YES NO
 ☐ ☐

COMMENTS

(Specify problems
encountered)

- 2) Does the format help respondent remember his/her activities better?

YES NO D.K.
☐ ☐ ☐

COMMENTS

- 3) Is there a specific column which could be improved?

Col. 1Cols. 2 3Col. 4Col. 5Col. 6

YES NO
☐ ☐

YES NO
☐ ☐

YES NO
☐ ☐

YES NO
☐ ☐

YES NO
☐ ☐

COMMENTS

(Please be precise
as to specific
column)

- 4) What, if any, are typical problems you find recurring with the Time Diary.

PART IICULTURAL ACTIVITIES, ETC.

- 1) Is the attendance question easy to use?

YES NO
☐ ☐

COMMENTS

- 2) Are there any activities that you think have been omitted?

YES NO
☐ ☐

WHICH ONES

- 3) Does the movie question present any problems with respondents?

YES NO
☐ ☐

COMMENTS

Continuing Education

- 1) Are they easily understood by Respondent?

YES NO
☐ ☐

COMMENTS

- 2) Are Respondents hesitant to indicate source of funding?

YES NO
☐ ☐

COMMENTS

Marital Status Question

- 1) Do Respondents hesitate or express unwillingness to respond to this question?

YES NO
☐ ☐

COMMENTS

- 2) Do you find this question difficult to ask?

YES NO
☐ ☐

COMMENTS

- 3) Is there any resistance by Respondents encountered with question about children under 15 years of age?

YES NO
☐ ☐

IF YES EXPLAIN

Questions 5 and 6 - Education

Is there Respondent resistance to education questions?

Question 5
(Primary & Secondary)

YES NO
☐ ☐

COMMENTS

Is there Respondent resistance?

Question 5
(Post Secondary)

YES NO
☐ ☐

Is it clear to Respondents?

YES NO
☐ ☐

COMMENTS

Age QuestionQuestion 6A

Does this question result in Respondent resistance?

YES NO
☐ ☐

COMMENTS

PART III

1. Very Good 2. Good 3. Fair
 4. Poor 5. No Comment

EMPLOYMENT STATUS

Question 7 Is there Respondent resistance?

(1) YES NO (2) A LOT SOMETIMES
☐ ☐ ☐ ☐

COMMENTS _____

WHAT REGION

(1) _____
 (2) _____

INCOME QUESTIONS

Questions 9 to 12 are related to personal and total household income.

1) How do these rate in level of difficulty of being asked?

RATE BY SECTION: 1. Most Difficult 2. More Difficult
 3. Average 4. Easier 5. Easiest

- (1) Intro Questions
- (2) Time Diary
- (3) Cultural
- (4) Education and Cultural
- (5) Income

<u>SECTION</u>	<u>INTRO</u>	<u>TIME DIARY</u>	<u>CULTURAL</u>	<u>EDUCATION & CULTURAL</u>	<u>INCOME</u>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INCOME (cont'd.)

What problems have you had with income questions.

- 1) _____

- 2) _____

- 3) _____

And finally, please give your feelings, experiences, or comments about the survey in general. Don't be shy. In fact, the more detail you give the better future experiences and related surveys will be done.

PLEASE
COMMENT

APPENDIX H

PROJECT OCCURRENCES - OBSERVATIONS

- | | | |
|-----|---|--|
| 1. | Longest interview | 1 hour and 50 minutes |
| 2. | Most difficult | respondent was old and going senile |
| 3. | Most trying | abusive drunk, impatient lawyer |
| 4. | Most unexpected | Scientist from Maritimes who was extremely hostile to Federal Government. Was talked to by interviewer, supervisor and public servant. Eventually completed interview. |
| 5. | Most friendly/cooperative respondents | rural respondents |
| 6. | Quickest interview | 15 minutes |
| 7. | Point at which refusals most often occurred | 1. after introduction
2. after Time Diary example
3. income
4. cultural activities |
| 8. | No incidents of prejudice | none were experienced |
| 9. | Fabrication | no cases were noted by interviewers |
| 10. | Exceptional cooperation | one case where selected respondent spoke no English or French; respondent's child acted as interpreter for both interviewer and respondent; interview completed |
| 11. | Other incidents | too numerous to mention from explicit description of sexual activities by respondents to tragic descriptions of the lives of old and poor people. |

Forms and Other Records

Coders: Coding Forms
Rechecks
List of Monitoring
Photocopies of Monitored Coding
Sign-In Sheets
Pay Sheets

Interviewers: D.D. Record Sheets
Questionnaires
Sign-In Sheets) same as
Pay Sheets) coders
Photocopies of Monitored Interviews
Comment Sheets

Supervisors: Supervisor Report
Monitoring of Interviewers (reports)
Photocopies of Interviews Used in Monitoring
Julian/Sample Type/Community/Interviewer Record
Sample Type/Community Matrix
Batch Control Sheet
Daily Record--Halifax Study



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