

General Definitions

Framework Component	Definition
Job Evaluation	<ul style="list-style-type: none"> ▪ Job Evaluation is a systematic process for determining the relative value of jobs at the University of Calgary. It is a system for analyzing and comparing different jobs according to the overall responsibilities and scope of each job. Job Evaluation is not concerned with the volume of work, or with the person doing it, or with current pay. The key purpose of Job Evaluation is to establish a framework for: <ul style="list-style-type: none"> ▪ Defining jobs and hierarchy ▪ Providing a foundation for reward and talent management decisions including base pay, career management, workforce planning and learning and development ▪ Creating a flexible, adaptable means of communicating career paths and facilitating talent mobility ▪ The overall goal of Job Evaluation is to develop a consistent, internally relevant, and market-supported approach that can be understood by everyone involved
AUPE Job Evaluation Framework	<ul style="list-style-type: none"> ▪ The AUPE Job Evaluation Framework is a flexible methodology for Job Evaluation which organizes jobs based on progressive levels of contribution and presents opportunities for career pathing, targeted development, and workforce planning. ▪ The AUPE Job Evaluation Framework is composed of several job families and phases that increase in complexity and responsibility, representing career progression opportunities ▪ The framework clarifies the growth in jobs from one level to another based on responsibilities, scope, impact, required skills and knowledge ▪ Each job family represents different types of roles and the nature of how they contribute to the organization, and each job is mapped to a job family and then a job phase within that family
Job Evaluation Process	<ul style="list-style-type: none"> ▪ Job Evaluation focuses on the job itself as opposed to the current incumbent(s). The performance of the job's incumbent(s) will be measured by the performance management system, but should not in any way affect the evaluation of the job ▪ There are several questions we can ask to separate the content of the job from the capabilities of the incumbent such as: <ul style="list-style-type: none"> ▪ What is expected of an incumbent who is fully proficient in the role, as opposed to new hires or long-tenured employees? ▪ Were these responsibilities gained over time or did the previous incumbent also have them? ▪ Once a robust profile is submitted by the manager, the Compensation team is responsible ensuring that each job is classified correctly and fairly, based on its requirements and internal equity ▪ Under the guidance of Human Resources, managers are also responsible for providing the rationale and key decisions used throughout the process. This will aid the Compensation team in ensuring a consistent approach to job evaluation across the AUPE employee population
Job Family	<ul style="list-style-type: none"> ▪ Regroups positions with similar educational requirements, contribution, and career progression opportunities ▪ Serves as a foundation to ensure internal equity ▪ A set of broadly defined responsibilities that described how jobs contribute within the university: <ul style="list-style-type: none"> ▪ General ▪ Operational / Administrative ▪ Trades ▪ Specialist / Advisor ▪ Technical
Job Phase	<ul style="list-style-type: none"> ▪ A descriptor for the position of a job within the Evaluation Framework; represents the level of contribution for a particular role ▪ Ensure internal equity and alignment of jobs ▪ Provides a framework for career development, competencies, and compensation ▪ Define internal hierarchy within jobs based on a set of common criteria and allows function-specific career development within the framework
Classification Grid	<ul style="list-style-type: none"> ▪ Detailed expectations and descriptions of work performed for all job families and job phases using consistent leveling criteria: <ul style="list-style-type: none"> ▪ Knowledge ▪ Operational Expertise ▪ Leadership ▪ Problem Solving ▪ Influence ▪ Interpersonal Skills ▪ Qualifications

AUPE Job Family Descriptions

Job Family	Description
General	Primarily performs fundamental tasks and routine procedures. Nature of work is essentially physical, methodical, and frequently involves front line customer service, production, light construction, or facility maintenance. These jobs work with a moderate degree of autonomy. Supports a service or operation within the university.
Operational / Administrative	Primarily performs tasks that range from routine office duties to complex coordination and administration of programs and services. Performs duties according to established guidelines, processes, and procedures in support of general business operations and coordinates the delivery of related services.
Trades	Primarily performs specialized tasks and procedures, providing specialized trade support across the university. The nature of the work is essentially physical, systematic, and will support the facility operations within the university infrastructure. Requires training and certification in a trade's specialization, or the equivalent experience to perform the work required.
Specialist / Advisor	These roles are typically filled by a qualified professional who is accountable to provide guidance to one or more administrative, operational, or research units using acquired expertise. Acts as an internal advisor in a specialty area and often support a professional service or function and academic units within the university. These jobs work with a high degree of autonomy and may be required to manage multidisciplinary projects.
Technical	These roles are typically filled by a qualified technical professional who is accountable to perform specialized tasks and procedures and provide guidance in the application of specialized technical knowledge to support operational and research needs within the university. These jobs work with a high degree of autonomy and may be required to manage multidisciplinary projects.

AUPE Job Evaluation Framework Criteria

Criteria	Definition
Knowledge	<ul style="list-style-type: none"> Assesses work and activities (through a hierarchy of work extending from tasks, theory, and practices)
Operational Expertise	<ul style="list-style-type: none"> Assesses knowledge and operational skills related to university procedures and technical expertise
Leadership	<ul style="list-style-type: none"> Assesses activities undertaken to obtain objectives (measures level and scope). Describes how one should focus on guiding, developing and mentoring others to improve performance. Also a measure of how roles impact and influence the university.
Problem Solving	<ul style="list-style-type: none"> Assesses the level of cognitive skills and ingenuity required to perform a particular role and the complexity within the job
Influence	<ul style="list-style-type: none"> Describes the scope of authority within which decisions are made and the impact they have on the university. Also describes the impact of decisions and actions on team(s), functional area(s) and the university as a whole
Interpersonal Skills	<ul style="list-style-type: none"> Describes the skills required to convey and present information clearly, confidently, and competently in various communication settings Assesses the skills required to engage in discussion to reach agreement, satisfactory outcomes, and affect other people's behaviors in various situations
Qualifications	<ul style="list-style-type: none"> Assesses the minimum required combination of post-secondary education, professional certifications, diplomas, and on the job experience to execute assigned tasks

Classification Grids – General

	GEN 1	GEN 2	GEN 3	GEN 4
General Profile	<ul style="list-style-type: none"> Entry-level position with limited previous training or relevant work experience Work is prescribed and completed with little autonomy Works under close supervision or with clearly defined direction 	<ul style="list-style-type: none"> Has developed skills through formal training or on-the-job experience Works within established procedures with limited ability to modify approach Completes assigned tasks with a moderate degree of supervision 	<ul style="list-style-type: none"> Has developed specialized skills through job-related training and considerable on-the-job experience May act as an informal resource for colleagues with less experience Completes work with a limited degree of supervision and regularly provides guidance to others 	<ul style="list-style-type: none"> Has developed advanced skills through job-related training and considerable on-the-job experience Acts as a lead, coordinating and overseeing the work of others Works autonomously within established procedures and practices
Knowledge	<ul style="list-style-type: none"> Develops skills to perform basic, repetitive, and manual activities in the job 	<ul style="list-style-type: none"> Performs routine day-to-day activities 	<ul style="list-style-type: none"> Demonstrates proficiency in a range of processes or procedures 	<ul style="list-style-type: none"> Requires a developed specialized level of skill to perform a range of tasks
Operational Expertise	<ul style="list-style-type: none"> Understands own tasks and applies general or rudimentary knowledge developed through education or experience 	<ul style="list-style-type: none"> Understands key university performance drivers; uses this understanding to accomplish own work 	<ul style="list-style-type: none"> Has knowledge of best practices and how own tasks integrates with others 	<ul style="list-style-type: none"> Interprets internal and external challenges, and recommends best practices to improve processes or services
Leadership	<ul style="list-style-type: none"> Has no supervisory responsibilities Focuses on developing own skills 	<ul style="list-style-type: none"> Has no supervisory responsibilities May provide informal guidance more junior team members 	<ul style="list-style-type: none"> Regularly provides informal guidance and support to other team members 	<ul style="list-style-type: none"> Allocates work and provides subject matter guidance to other team members May act as an in-scope supervisor for team members
Problem Solving	<ul style="list-style-type: none"> Uses defined procedures to perform tasks 	<ul style="list-style-type: none"> Recognizes and solves typical problems that occur in own work and without supervisory approval Evaluates and selects solutions from established options 	<ul style="list-style-type: none"> Provides solutions to problems based on existing precedents or procedures 	<ul style="list-style-type: none"> Exercises judgement, based on previous experience, practices and procedures to identify and solve problems that arise
Influence	<ul style="list-style-type: none"> Impacts the efficiency and accuracy of own work 	<ul style="list-style-type: none"> Impacts the quality of own work 	<ul style="list-style-type: none"> Impacts the results of own work team 	<ul style="list-style-type: none"> Impacts effectiveness of own team and closely related teams
Interpersonal Skills	<ul style="list-style-type: none"> Requires basic communication skills 	<ul style="list-style-type: none"> Exchanges information in day-to-day situations 	<ul style="list-style-type: none"> Uses communication skills to exchange information 	<ul style="list-style-type: none"> Exchanges ideas and information effectively Uses tact and diplomacy when dealing with others
Qualifications	<ul style="list-style-type: none"> No formal education required No experience needed 	<ul style="list-style-type: none"> No formal education required 1 – 3 years' of related experience 	<ul style="list-style-type: none"> High school education 3 – 5 years' of related experience 	<ul style="list-style-type: none"> High school education 5+ years' of related experience

Classification Grids – Operational / Administrative

	OPA 1	OPA 2	OPA 3
General Profile	<ul style="list-style-type: none"> ▪ Entry-level position with limited previous training or relevant work experience ▪ Work is prescribed and completed with little autonomy ▪ Works under close supervision or with clearly defined direction ▪ Responsible for general office and administrative duties 	<ul style="list-style-type: none"> ▪ Has developed knowledge and skills through formal training or considerable on-the-job experience ▪ Works within established procedures with moderate degree of supervision 	<ul style="list-style-type: none"> ▪ Has developed specialized skills, or is multi-skilled, through job-related training and considerable on-the-job experience ▪ Completes work with a limited degree of supervision ▪ Likely to act as an informal resource for colleagues with less experience
Knowledge	<ul style="list-style-type: none"> ▪ Applies knowledge to perform activities in own job 	<ul style="list-style-type: none"> ▪ Has established knowledge about the university and uses acquired skills to perform a range of routine activities 	<ul style="list-style-type: none"> ▪ Highly skilled in a range of processes, procedures, and systems used to carry out assigned tasks or has developed advanced skills in a specific area
Operational Expertise	<ul style="list-style-type: none"> ▪ Understands how the assigned duties integrate with others in the team 	<ul style="list-style-type: none"> ▪ Understands how the assigned duties relate to others in the team and how the team integrates with other related teams ▪ Understands key university drivers; uses this to accomplish own work 	<ul style="list-style-type: none"> ▪ Uses knowledge of how the team integrates with others functional areas to accomplish team objectives
Leadership	<ul style="list-style-type: none"> ▪ No supervisory or leadership responsibilities 	<ul style="list-style-type: none"> ▪ No supervisory or leadership responsibilities ▪ Manages own workload ▪ Can provide basic mentorship duties to junior team members 	<ul style="list-style-type: none"> ▪ Provides guidance and support to other team members ▪ May act as an in-scope supervisor for team members
Problem Solving	<ul style="list-style-type: none"> ▪ Uses existing procedures to solve issues of limited complexity ▪ Has limited exposure to problem-solving opportunities where discretion is exercised 	<ul style="list-style-type: none"> ▪ Recognizes and solves standard problems that can occur in own work and without supervisory approval ▪ Evaluates and selects solutions from established options 	<ul style="list-style-type: none"> ▪ Provides solutions to problems based on experience and existing practices or procedures
Influence	<ul style="list-style-type: none"> ▪ Impacts the accuracy of own work ▪ Receives close supervision ▪ Duties are clearly defined, and tasks are described in detail 	<ul style="list-style-type: none"> ▪ Impacts own team through the quality of the services or information provided ▪ Follows standardized procedures and practices and receives regular but moderate supervision and guidance 	<ul style="list-style-type: none"> ▪ Impacts the quality, timeliness, and effectiveness of the team ▪ Uses discretion to modify work practices and processes to achieve results or improve efficiency
Interpersonal Skills	<ul style="list-style-type: none"> ▪ Uses communication skills 	<ul style="list-style-type: none"> ▪ Uses communication skills to exchange information 	<ul style="list-style-type: none"> ▪ Expert communication skills to deliver information within team
Qualifications	<ul style="list-style-type: none"> ▪ High school education ▪ 1 – 2 years' of related experience 	<ul style="list-style-type: none"> ▪ High school education ▪ 2 – 5 years' of related experience 	<ul style="list-style-type: none"> ▪ Post-secondary certificate, diploma, or degree ▪ 5+ years' of related experience

Classification Grids – Trades

	TRD 1	TRD 2	TRD 3
General Profile	<ul style="list-style-type: none"> Entry-level position with appropriate licenses/training certifications Has foundational skills in a specific trade Works within clearly defined standard operating and adheres to quality and safety guidelines Work is completed with moderate supervision 	<ul style="list-style-type: none"> Expands analytical or technical skills in own work area Maintains appropriate licenses, training and/or certifications, as needed Applies experience and skills to complete assigned work within area of expertise Works within standard operating procedures and/or analytical methods Works with limited supervision 	<ul style="list-style-type: none"> Has developed proficiency in a range of processes or procedures through job-related training and considerable on-the-job experience Completes a variety of atypical assignments, as needed Works within defined processes and procedures or methodologies and may help determine the appropriate approach for new assignments Likely to act as an informal resource for colleagues with less experience
Knowledge	<ul style="list-style-type: none"> Applies foundational analytical skills to perform routine activities 	<ul style="list-style-type: none"> Applies in-depth analytical skills to perform a variety of activities 	<ul style="list-style-type: none"> Requires proficiency in a range of analytical and technical processes or procedures to carry out assigned tasks
Operational Expertise	<ul style="list-style-type: none"> Understands how the assigned tasks relate to others in the team and how the team integrates with others 	<ul style="list-style-type: none"> Has good understanding of how the team integrates with others Understands key university drivers; uses this to accomplish own work 	<ul style="list-style-type: none"> Has a good understanding of how the team integrates with others to achieve faculty/unit objectives
Leadership	<ul style="list-style-type: none"> Has no supervisory responsibilities 	<ul style="list-style-type: none"> May provide informal guidance and support to junior team members 	<ul style="list-style-type: none"> Provide informal guidance and support to other team members May act in the capacity of an in-scope supervisor for team members
Problem Solving	<ul style="list-style-type: none"> Uses standard operating procedures to guide own work and solve routine problems 	<ul style="list-style-type: none"> Recognizes and solves routine problems that can occur in own work area with or without supervisory approval; evaluates and selects solutions from established operating procedures and best practices 	<ul style="list-style-type: none"> Provides solutions to problems in situations that are atypical based on existing precedents or procedures
Influence	<ul style="list-style-type: none"> Impacts the quality and quantity of own work 	<ul style="list-style-type: none"> Impacts the quality and quantity of own work and its contribution to the team 	<ul style="list-style-type: none"> Impacts the quality and quantity of own work and its contribution to the organization
Interpersonal Skills	<ul style="list-style-type: none"> Uses communication skills to exchange information 	<ul style="list-style-type: none"> Uses communication skills to exchange information 	<ul style="list-style-type: none"> Uses communication skills to effectively exchange information; uses tact and diplomacy when dealing with others
Qualifications	<ul style="list-style-type: none"> Specialized trade certification or working towards journeyman status 1 - 3 years' of related experience 	<ul style="list-style-type: none"> Specialized trade certification or journeyman status 3 - 8 years' of related experience 	<ul style="list-style-type: none"> Specialized trade certification or journeyman status May require additional expert or master level certification or status within the specialized trade 8+ years' of related experience

Classification Grids – Specialist / Advisor

	SPA 1	SPA 2	SPA 3
General Profile	<ul style="list-style-type: none"> Performs specialized tasks and duties in an advisory capacity Knowledge and exposure to fundamental theories, principles, and concepts Uses existing standard processes and procedures to solve routine or standard problems Receives a moderate level of direction from others 	<ul style="list-style-type: none"> Requires in-depth knowledge and experience in own discipline; continues to acquire higher-level knowledge and skills Has knowledge of the university and institutional processes and policies Solves a range of problems within own discipline. Some involvement in cross-functional issues Uses research and analysis to solve problems that are of moderately complex in nature through use of best practices and established processes and procedures Receives limited guidance and direction Acts as a resource for junior team members 	<ul style="list-style-type: none"> Requires advanced knowledge and experience of own discipline and other related disciplines Uses best practices and knowledge of internal or external issues to improve services Solves complex issues taking new perspectives using existing solutions. May delegate less complex items to others Works independently, receiving minimal guidance Acts in a leadership capacity for team members
Knowledge	<ul style="list-style-type: none"> Requires conceptual knowledge of theories, practices and procedures in own discipline Accountable for developing required knowledge 	<ul style="list-style-type: none"> Requires expanded conceptual knowledge in own discipline and broadens capabilities within a specialty area May serve as a subject matter expert in the interpretation, communication, and education of various comprehensive topics within their discipline 	<ul style="list-style-type: none"> Requires complex, conceptual, and practical expertise in own discipline and knowledge of related disciplines Provides strategic leadership and contributes to organizational development needs to support the values and direction of the faculty, department or unit Requires knowledge of all applicable legislation, policies, and practices in all aspects of their specialized area of expertise
Operational Expertise	<ul style="list-style-type: none"> Applies university knowledge developed through education or experience Focuses on coordination and administration of programs, systems, or protocols 	<ul style="list-style-type: none"> Understands key university drivers using this understanding to accomplish own work Keeps abreast of changes in related University policies, processes, and procedures Identifies areas of improvement in operational and functional practices within team 	<ul style="list-style-type: none"> Has expertise of best practices and how own area integrates with others Keeps abreast of best practices applied at other post-secondary institutions and the differentiating factors Identifies areas of improvement in operational and functional practices within own faculty/unit Contributes to the development and design of policies and procedures aligned with current and emerging needs
Leadership	<ul style="list-style-type: none"> No supervisory responsibilities Advises clients within specialized area of knowledge 	<ul style="list-style-type: none"> No supervisory responsibilities Provides guidance to junior team members Contributes to projects on a regular basis 	<ul style="list-style-type: none"> Acts as a resource for colleagues with less experience Lead projects with manageable risks and resource requirements Responsible to coach, mentor, train and advise others in junior roles May act as an in-scope supervisor for team members
Problem Solving	<ul style="list-style-type: none"> Uses existing procedures to solve standard problems Analyzes information and standard practices to make judgements Requires moderate organizational and analytical skills 	<ul style="list-style-type: none"> Solves problems in straightforward situations; analyses possible solutions using experience, judgement, and established precedents Identifies solutions related to their discipline and ensures consistency of practice Requires an enhanced level of organizational and analytical skills 	<ul style="list-style-type: none"> Solves complex problems taking new perspectives on existing solutions Exercises expert judgement based on the analysis of multiple sources of information Requires significant problem solving expertise and analytical thinking Provides support in solving highly complex issues
Influence	<ul style="list-style-type: none"> Impacts quality of own work, working within standardized procedures and practices to achieve established objectives and meet deadlines Works within university policies and industry guidelines 	<ul style="list-style-type: none"> Impacts quality of the work of others on the team working within guidelines and policies Scope of influence is contained to own faculty/unit Makes recommendations regarding the development of policies, procedures, and plans that reflect the support of the department 	<ul style="list-style-type: none"> Impacts a range of operational, project, or service activities within own team and other related teams working within broad guidelines and policies Scope of influence is campus wide Recommends and implements improvements and changes to policies and procedures
Interpersonal Skills	<ul style="list-style-type: none"> Exchanges straightforward information, asks questions, and checks for understanding Build relationships with staff on own team, within immediate faculty/department/unit and across the university 	<ul style="list-style-type: none"> Explains complex information to others in straightforward situations through presentations or one-on-one consultations Builds relationships with key stakeholders internal to the university Provides guidance, mentorship, and advice to team members 	<ul style="list-style-type: none"> Explains difficult or sensitive information Works to build consensus Responsible for developing and maintaining productive working relationships with key stakeholders internal and external to the university
Qualifications	<ul style="list-style-type: none"> Certificate, Diploma, or bachelor's degree in related discipline 1 – 3 years of related experience 	<ul style="list-style-type: none"> Bachelor's degree in related discipline 3 – 5 years of related experience 	<ul style="list-style-type: none"> Bachelor or master's degree in related discipline 5+ years of related experience

Classification Grids – Technical

	TEC 1	TEC 2	TEC 3
General Profile	<ul style="list-style-type: none"> Performs foundational technical tasks and duties Supports technical procedures and maintains moderately complex technical equipment Knowledge of and exposure to technical theories, principles, and concepts Uses existing standard processes and procedures to solve technical problems Receives instruction, guidance, and direction from others 	<ul style="list-style-type: none"> Requires in-depth technical knowledge and experience in own discipline to perform technical work of considerable complexity Uses technical skills to solve problems that are of moderately complex in nature through use of best practices and established processes and procedures Has knowledge of the university and research/laboratory processes and policies Receives limited guidance and direction 	<ul style="list-style-type: none"> Requires advanced technical knowledge and experience of own discipline and other related disciplines Uses best practices and knowledge of internal and external issues to improve efficiency Solves complex technical issues taking new perspectives using existing solutions. May delegate less complex items to others Works independently, receiving minimal guidance Acts as a resource for colleagues with less experience
Knowledge	<ul style="list-style-type: none"> Requires technical knowledge of theories, practices and laboratory/research procedures in own discipline Accountable for developing required technical knowledge 	<ul style="list-style-type: none"> Requires expanded technical knowledge in own discipline and broadens capabilities within other technical disciplines May serve as a subject matter expert in the interpretation, communication, and education of various comprehensive topics within their discipline 	<ul style="list-style-type: none"> Requires advanced technical, and practical expertise in own discipline and knowledge of related disciplines Requires knowledge of all applicable legislation, policies, and practices in all aspects of their discipline
Operational Expertise	<ul style="list-style-type: none"> Applies technical skills and knowledge developed through education or experience in a particular area of specialization 	<ul style="list-style-type: none"> Understands key university drivers, using this understanding to accomplish own work Keeps abreast of changes in related technical policies, processes, and procedures 	<ul style="list-style-type: none"> Has knowledge of best practices and how own area integrates with others Keeps abreast of best practices applied at other post-secondary institutions and the differentiating factors Identifies areas of improvement in operational and functional practices within own department Contributes to the development and design of policies and procedures aligned with current and emerging needs
Leadership	<ul style="list-style-type: none"> No supervisory responsibilities Assist with project management on a regular basis 	<ul style="list-style-type: none"> No supervisory responsibilities Provides guidance to junior team members Contributes to project management on a regular basis 	<ul style="list-style-type: none"> Provides strategic leadership and contributes to organizational development needs to support the values and direction of the university Acts as a resource for colleagues with less experience Lead projects with manageable risks and resource requirements Responsible to coach, mentor, train, and advise others in junior roles May act as an in-scope supervisor for team members
Problem Solving	<ul style="list-style-type: none"> Uses existing procedures to solve standard problems Analyzes information and standard practices to make judgements Demonstrates technical abilities to operate specialized technical equipment 	<ul style="list-style-type: none"> Solves problems in skilled technical work; analyses possible solutions using experience, judgement, and established procedures Identifies solutions related to their discipline and ensures consistency of practice 	<ul style="list-style-type: none"> Solves complex problems taking new perspectives on existing solutions Exercises judgement based on the analysis of multiple sources of information Requires significant problem solving expertise and analytical thinking Provides support in solving highly complex issues
Influence	<ul style="list-style-type: none"> Impacts quality of own work, working within standardized procedures and practices to achieve established objectives and meet deadlines Works within general functional policies and industry guidelines 	<ul style="list-style-type: none"> Impacts quality of the work of others on the team working within guidelines and policies Scope of influence is primarily internal to the university Makes recommendations regarding the development of policies, processes, and systems that reflect the support of their unit 	<ul style="list-style-type: none"> Impacts a range or operational, project, or service activities within own team and other related teams working within broad guidelines and policies Scope of influence is internal and external to the university Recommend and implement improvements and changes to policies and procedures
Interpersonal Skills	<ul style="list-style-type: none"> Exchanges information, asks questions, and checks for understanding Build relationships with staff on own team, within immediate faculty/department/unit 	<ul style="list-style-type: none"> Explains complex information to others in situations through presentations or one-on-one consultations Builds relationships with key stakeholders internal to the university Provides guidance, mentorship, and advice to team members 	<ul style="list-style-type: none"> Explains difficult or sensitive information Works to build consensus Responsible for developing and maintaining productive working relationships with other staff groups
Qualifications	<ul style="list-style-type: none"> Diploma or bachelor's degree in specific field 1 – 3 years of related experience 	<ul style="list-style-type: none"> Bachelor's degree in specific field 3 – 5 years of related experience 	<ul style="list-style-type: none"> Bachelor or master's degree in specific field 5 – 10 years of related experience