

<b>Benchmark Title</b>	<b>Student Information Support 1</b>
<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>BM Pay Grade &amp; Job Code</b>	<ul style="list-style-type: none"> <li>. Base Level (Pay Grade 1) [Job Code 286201]</li> <li>. Supervision Level 2, 3, 4, or 5 (Pay Grade 2) [Job Code 286202]</li> </ul> <hr/> <ul style="list-style-type: none"> <li>. Second Language required, plus Supervision Level 1, 2, or 3 (Pay Grade 2) [Job Code 286202]</li> <li>. Second Language required, plus Supervision Level 4 or 5 (Pay Grade 3) [Job Code 286203]</li> </ul>
<b>Scope &amp; Level Definition</b>	Jobs at this level provide routine information to various clients, including students, parents and guardians, UBC community and the external community regarding student-related matters and requirements.
<b>Sample Duties at this Level</b>	<ul style="list-style-type: none"> <li>. Provides general information regarding student-related matters and requirements</li> <li>. Answers routine inquiries, such as questions about tuition fees, and refers complex issues to appropriate resources</li> <li>. Refers clients to appropriate University faculty, department, or service offices as required</li> <li>. Assists students with registration, as by explaining "professor exception" forms for courses that are full</li> <li>. Provides front-line reception services</li> <li>. Enters and edits data, such as application information, in relevant information systems</li> <li>. Sorts and processes requests received via mail, e-mail, telephone, fax, and front counter</li> </ul>
<b>Knowledge (Education &amp; Experience)</b>	<ul style="list-style-type: none"> <li>. High School graduation, plus two years of related experience</li> </ul> OR <ul style="list-style-type: none"> <li>. An equivalent combination of education and experience</li> </ul>
<b>Judgement, Authority, Decision Making</b>	<ul style="list-style-type: none"> <li>. Works under general supervision</li> <li>. Work is performed in accordance with established procedures and well-defined standard practices involving limited freedom to select which methods are applicable in any given situation</li> <li>. Job tasks are usually well defined through others, requiring the use of established guidelines where there is little or no choice of action</li> <li>. Some planning may be required</li> <li>. Performs routine duties independently</li> </ul>
<b>Creativity, Problem Solving, Analytic and/or Technical Thinking</b>	<ul style="list-style-type: none"> <li>. Job duties are of a straightforward procedural nature</li> <li>. Assembles and maintains data and/or information and ensures its reliability and quality</li> <li>. Resolves routine problems and refers other problems to senior staff</li> <li>. Some opportunity for improvement of work methods that are of a straightforward procedural nature</li> </ul>

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<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>Responsibility for the Work of Others</b>	<p>Levels of Supervision:</p> <p>[1] Is not required to supervise; may explain work procedures to new or inexperienced staff</p> <p>[2] Formally trains new staff on work procedures, and/or oversees work of students and/or temporary staff</p> <p>[3] Supervises up to and including one (1.0) FTE ongoing, permanent staff member, and/or up to and including five (5) temporary staff, students, and/or volunteers</p> <p>[4] Supervises more than one (1.0), up to and including two (2.0) FTE ongoing, permanent staff members, and/or more than five (5) temporary staff, students, and/or volunteers</p> <p>[5] Supervises more than two (2.0) FTE ongoing, permanent staff members</p>
<b>Interpersonal Skills</b>	<p>Basic interpersonal skills are required</p> <ul style="list-style-type: none"> <li>. Exchanges routine information</li> <li>. Responds to basic requests for information</li> <li>. Provides information that is easily accessible within the work area</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>. Standard office environment</li> <li>. Workspace interruptions are expected, and do not create undue stress in task completion with known and predictable deadlines</li> </ul>
<b>Physical and Sensory Effort</b>	<ul style="list-style-type: none"> <li>. Minor fatigue is caused by the requirement for extra attentiveness for performance of some detailed tasks requiring consistency and accuracy</li> <li>. The incumbent may change to alternative tasks requiring less sensory effort</li> </ul>
	<p>This benchmark is for classification purposes only, and is not a job description. Benchmark qualifications represent the amount of education and experience typically required for full performance on the job, and are outlined for classification and compensation purposes. Note that specific "abilities" and "knowledge" required for the job should be outlined in the job description and posting, but are not specified in the benchmark.</p>

<b>Benchmark Title</b>	<b>Student Information Support 2</b>
<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>BM Pay Grade &amp; Job Code</b>	<ul style="list-style-type: none"> <li>. Base Level (Pay Grade 3) [Job Code 286301]</li> <li>. Supervision Level 5 (Pay Grade 4) [Job Code 286302]</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>. Second Language required, plus Supervision Level 3, 4, or 5 (Pay Grade 4) [Job Code 286302]</li> </ul>
<b>Scope &amp; Level Definition</b>	Jobs at this level provide moderately complex information to various clients, including students, parents and guardians, UBC community and the external community regarding student-related matters and requirements, and resolve routine issues.
<b>Sample Duties at this Level</b>	<ul style="list-style-type: none"> <li>. Answers inquiries and provides information regarding issues such as student records, course availability, timetabling, fee assessments, income tax receipts, examinations, eligibility, graduation, and complex University regulations</li> <li>. Resolves routine problems, such as those related to registration</li> <li>. Refers clients to appropriate University faculty, department, and service offices as required</li> <li>. Compiles data, feedback, information, and statistics for the preparation of standard reports</li> <li>. Performs administrative duties such as drafting letters, processing forms, and maintaining records and files, such as those pertaining to admissions and awards</li> <li>. Checks files to ensure completeness</li> </ul>
<b>Knowledge (Education &amp; Experience)</b>	<ul style="list-style-type: none"> <li>. High School graduation, plus one year of related training, plus two years of related experience</li> </ul> OR <ul style="list-style-type: none"> <li>. An equivalent combination of education and experience</li> </ul>
<b>Judgement, Authority, Decision Making</b>	<ul style="list-style-type: none"> <li>. Works independently under general supervision</li> <li>. Work is performed in accordance with established procedures and accepted practices involving freedom to select which methods are applicable in any given situation</li> <li>. Job tasks are generally standardized with ability to choose action within limits defined by standard/accepted data, information and procedures</li> <li>. Organization of work to accomplish goals is expected</li> </ul>
<b>Creativity, Problem Solving, Analytic and/or Technical Thinking</b>	<ul style="list-style-type: none"> <li>. Job duties are of a straightforward procedural nature</li> <li>. Assembles and maintains data and/or information and ensures its reliability and quality</li> <li>. Resolves routine problems and refers other problems to senior staff</li> <li>. Some opportunity for improvement of work methods that are of a straightforward procedural nature</li> </ul>

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<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>Responsibility for the Work of Others</b>	<p>Levels of Supervision:</p> <p>[1] Is not required to supervise; may explain work procedures to new or inexperienced staff</p> <p>[2] Formally trains new staff on work procedures, and/or oversees work of students and/or temporary staff</p> <p>[3] Supervises up to and including one (1.0) FTE ongoing, permanent staff member, and/or up to and including five (5) temporary staff, students, and/or volunteers</p> <p>[4] Supervises more than one (1.0), up to and including two (2.0) FTE ongoing, permanent staff members, and/or more than five (5) temporary staff, students, and/or volunteers</p> <p>[5] Supervises more than two (2.0) FTE ongoing, permanent staff members</p>
<b>Interpersonal Skills</b>	<p>Moderate interpersonal skills are required</p> <ul style="list-style-type: none"> <li>. Verifies, explains, and/or exchanges detailed/specialized information</li> <li>. Selects information from more than one source</li> <li>. Responds to basic complaints</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>. Standard office environment</li> <li>. Workplace interruptions are expected, and do not create undue stress in task completion with known and predictable deadlines</li> </ul>
<b>Physical and Sensory Effort</b>	<ul style="list-style-type: none"> <li>. Minor fatigue is caused by the requirement for extra attentiveness for performance of some detailed tasks requiring consistency and accuracy</li> <li>. The incumbent may change to alternative tasks requiring less sensory effort</li> </ul>
	<p>This benchmark is for classification purposes only, and is not a job description. Benchmark qualifications represent the amount of education and experience typically required for full performance on the job, and are outlined for classification and compensation purposes. Note that specific "abilities" and "knowledge" required for the job should be outlined in the job description and posting, but are not specified in the benchmark.</p>

<b>Benchmark Title</b>	<b>Student Information Support 3</b>
<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>BM Pay Grade &amp; Job Code</b>	<ul style="list-style-type: none"> <li>. Base Level (Pay Grade 5) [Job Code 286401]</li> <li>. Supervision Level 4 or 5 (Pay Grade 6) [Job Code 286402]</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>. Second Language required, plus Supervision Level 2, 3, 4, or 5 (Pay Grade 6) [Job Code 286402]</li> </ul>
<b>Scope &amp; Level Definition</b>	Jobs at this level independently provide moderately complex information to various clients, including students, parents and guardians, UBC community and the external community regarding student-related matters and requirements, and resolve moderately complex problems.
<b>Sample Duties at this Level</b>	<ul style="list-style-type: none"> <li>. Answers inquiries and provides information and assistance to current and prospective students regarding issues such as student records, course availability, timetabling, fee assessments, income tax receipts, examinations, eligibility, graduation, and complex University regulations</li> <li>. Investigates and resolves moderately complex problems related to issues such as registration, eligibility, fee appeals, fee assessment errors, rejected student payments, and student installment and tuition plans</li> <li>. Assists students in making informed decisions regarding their academic program by using the University's degree audit system</li> <li>. Produces standard and ad hoc reports, such as registration reports, utilizing a variety of information systems</li> <li>. Evaluates transcripts for eligibility assessment</li> </ul>
<b>Knowledge (Education &amp; Experience)</b>	<ul style="list-style-type: none"> <li>. High School graduation, plus one year of post secondary education, plus three years of related experience</li> </ul> OR <ul style="list-style-type: none"> <li>. An equivalent combination of education and experience</li> </ul>
<b>Judgement, Authority, Decision Making</b>	<ul style="list-style-type: none"> <li>. Works independently under minimal supervision</li> <li>. Work is performed in accordance with broadly established procedures and practices requiring initiative to plan and complete recurring assignments independently, and judgement to determine which of many methods are applicable in any given situation</li> <li>. There are a variety of job tasks requiring ongoing prioritization</li> <li>. Responsibilities and work situations are broader in scope, with limited opportunity for standardized solutions</li> </ul>
<b>Creativity, Problem Solving, Analytic and/or Technical Thinking</b>	<ul style="list-style-type: none"> <li>. Job duties cover work of a minor interpretive and/or technical and/or analytical nature</li> <li>. Compiles, manipulates, and performs calculations on data</li> <li>. Compiles, interprets, and evaluates information to occasionally resolve moderately complex problems</li> <li>. Ideas developed result in minor changes to existing procedures, practices, standards, specifications, services, or projects</li> </ul>

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<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>Responsibility for the Work of Others</b>	<p>Levels of Supervision:</p> <p>[1] Is not required to supervise; may explain work procedures to new or inexperienced staff</p> <p>[2] Formally trains new staff on work procedures, and/or oversees work of students and/or temporary staff</p> <p>[3] Supervises up to and including one (1.0) FTE ongoing, permanent staff member, and/or up to and including five (5) temporary staff, students, and/or volunteers</p> <p>[4] Supervises more than one (1.0), up to and including two (2.0) FTE ongoing, permanent staff members, and/or more than five (5) temporary staff, students, and/or volunteers</p> <p>[5] Supervises more than two (2.0) FTE ongoing, permanent staff members</p>
<b>Interpersonal Skills</b>	<p>Considerable interpersonal skills are required</p> <ul style="list-style-type: none"> <li>. Builds rapport and defuses tense situations with people who may be difficult or challenging</li> <li>. Actively listens, and probes for information to clarify requests</li> <li>. Uses tact and discretion when discussing problems and eliciting sensitive or confidential information</li> <li>. Provides interpretation of a routine to moderately complex nature</li> <li>. Makes informal demonstrations or presentations in areas of expertise</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>. Job is performed in a typical office setting</li> <li>. Interruptions are an expected part of the work, and re-prioritization and/or rescheduling of tasks is required for work completion</li> </ul>
<b>Physical and Sensory Effort</b>	<ul style="list-style-type: none"> <li>. Moderate fatigue is caused by the requirement for extra attentiveness for performance of many detailed tasks requiring consistency and accuracy</li> <li>. The incumbent may change tasks, but most tasks have similar sensory demands</li> </ul>
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<b>Benchmark Title</b>	<b>Student Information Support 3b</b>
<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>BM Pay Grade &amp; Job Code</b>	<ul style="list-style-type: none"> <li>. Base Level (Pay Grade 6) [Job Code 286411]</li> <li>. Supervision Level 5 (Pay Grade 7) [Job Code 286412]</li> </ul> <hr/> <ul style="list-style-type: none"> <li>. Second Language required, plus Supervision Level 3, 4 or 5 (Pay Grade 7) [Job Code 286412]</li> </ul>
<b>Scope &amp; Level Definition</b>	Jobs at this level independently provide complex information to various clients, including current and prospective students, parents and guardians, UBC community and the external community regarding student-related matters and requirements, and resolve or refer complex problems.
<b>Sample Duties at this Level</b>	<ul style="list-style-type: none"> <li>. Provides information and guidance on issues such as student recruitment, admissions, records, registration, fee assessment, Registered Education Savings Plans, student work permits and graduation.</li> <li>. Investigates and resolves complex inquiries, referring to senior staff only the most complex issues for which no formal policy, procedure or precedence exists.</li> <li>. Participates in identifying processes and systems that require improvement, mapping current processes, re-designing processes, and making recommendations for changes</li> <li>. Interprets University and department policies and procedures, and provides guidance and interpretation of same to students, faculty, and staff</li> <li>. Provides information pertaining to University policy and procedures on registration, fees, admission grades, and examinations</li> <li>. Handles and processes cash receipts and monitors, reconciles and investigates various account fees, such as tuition fees.</li> </ul>
<b>Knowledge (Education &amp; Experience)</b>	<ul style="list-style-type: none"> <li>. High School graduation, plus one year of post secondary education, plus three years of related experience</li> </ul> OR <ul style="list-style-type: none"> <li>. An equivalent combination of education and experience</li> </ul>
<b>Judgement, Authority, Decision Making</b>	<ul style="list-style-type: none"> <li>. Works independently under minimal supervision</li> <li>. Work is performed in accordance with broadly established procedures and practices requiring initiative to plan and complete recurring assignments independently, and judgement to determine which of many methods are applicable in any given situation</li> <li>. There are a variety of job tasks requiring ongoing prioritization</li> <li>. Responsibilities and work situations are broader in scope, with limited opportunity for standardized solutions</li> </ul>
<b>Creativity, Problem Solving, Analytic and/or Technical Thinking</b>	<ul style="list-style-type: none"> <li>. Job duties cover work of an intermediate technical and/or analytical nature</li> <li>. Uses initiative, interpretation, and/or ingenuity to identify potential or actual problems, investigate causes, and resolve problems</li> <li>. Frequently resolves moderately complex problems, and occasionally resolves complex problems, in specialized areas, including for other staff</li> <li>. Ideas developed result in moderate changes to existing procedures, practices, standards, specifications, services, or projects</li> </ul>

<b>Benchmark Title</b>	<b>Student Information Support 3b</b>
<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>Responsibility for the Work of Others</b>	<p>Levels of Supervision:</p> <p>[1] Is not required to supervise; may explain work procedures to new or inexperienced staff</p> <p>[2] Formally trains new staff on work procedures, and/or oversees work of students and/or temporary staff</p> <p>[3] Supervises up to and including one (1.0) FTE ongoing, permanent staff member, and/or up to and including five (5) temporary staff, students, and/or volunteers</p> <p>[4] Supervises more than one (1.0), up to and including two (2.0) FTE ongoing, permanent staff members, and/or more than five (5) temporary staff, students, and/or volunteers</p> <p>[5] Supervises more than two (2.0) FTE ongoing, permanent staff members</p>
<b>Interpersonal Skills</b>	<p>Considerable interpersonal skills are required</p> <ul style="list-style-type: none"> <li>. Builds rapport and defuses tense situations with people who may be difficult or challenging</li> <li>. Actively listens, and probes for information to clarify requests</li> <li>. Uses tact and discretion when discussing problems and eliciting sensitive or confidential information</li> <li>. Provides interpretation of a routine to moderately complex nature</li> <li>. Makes informal demonstrations or presentations in areas of expertise</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>. Job is performed in a typical office setting</li> <li>. Work pressures, peak periods, multiple demands, deadlines or interruptions moderately impact task completion ability</li> </ul>
<b>Physical and Sensory Effort</b>	<ul style="list-style-type: none"> <li>. Moderate fatigue is caused by the requirement for extra attentiveness for performance of many detailed tasks requiring consistency and accuracy</li> <li>. The incumbent may change tasks, but most tasks have similar sensory demands</li> </ul>
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<b>Benchmark Title</b>	<b>Student Information Support 4</b>
<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>BM Pay Grade &amp; Job Code</b>	<ul style="list-style-type: none"> <li>. Base Level (Pay Grade 7) [Job Code 286501]</li> <li>. Supervision Level 4 or 5 (Pay Grade 8) [Job Code 286502]</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>. Second Language required, plus Supervision Level 3, 4, or 5 (Pay Grade 8) [Job Code 286502]</li> </ul>
<b>Scope &amp; Level Definition</b>	Jobs at this level independently provide complex information to various clients, including students, parents and guardians, UBC community and the external community regarding student-related matters and requirements, resolve complex problems, and/or oversee daily operations of a student information unit.
<b>Sample Duties at this Level</b>	<ul style="list-style-type: none"> <li>. Oversees the operations of a student information unit, by performing duties such as coordinating work processes, establishing work schedules and priorities, and resolving complex issues</li> <li>. Ensures provision of accurate information, guidance, and direction on issues such as student recruitment, admissions, records, and registration</li> <li>. Liaises with the Ministry of Advanced Education regarding matters related to government loan programs</li> <li>. Identifies processes and systems that require improvement, maps current processes, re-designs processes, and makes recommendations for changes</li> <li>. Responds to complex inquiries for which no formal policy, procedure, or precedence exists</li> <li>. Interprets University and department policies and procedures, and provides guidance and interpretation of same to students, faculty, and staff</li> <li>. Resolves complex problems related to matters such as bursaries and scholarships, fee appeals, and evaluation for non-refundable deposits, financial holding fees, and interest charges</li> <li>. Provide specialized information to students pertaining to University policy and procedures on registration, fees, admission grades, and examinations</li> <li>. Resolves complaints by performing duties such as investigating, taking corrective action, and referring as appropriate</li> <li>. Assists in the maintenance of databases, ensuring that table data is accurate and up-to-date</li> <li>. Compiles and interprets complex statistical reports</li> <li>. Oversees the correction of errors in student information systems</li> <li>. Develops and delivers training programs</li> </ul>
<b>Knowledge (Education &amp; Experience)</b>	<ul style="list-style-type: none"> <li>. High School graduation, plus two year post secondary diploma, plus four years of related experience</li> </ul> OR <ul style="list-style-type: none"> <li>. An equivalent combination of education and experience</li> </ul>
<b>Judgement, Authority, Decision Making</b>	<ul style="list-style-type: none"> <li>. Works independently under minimal supervision</li> <li>. Work is performed in accordance with broadly established procedures and practices requiring initiative to plan and complete recurring assignments independently, and judgement to determine which of many methods are applicable in any given situation</li> <li>. There are a variety of job tasks requiring ongoing prioritization</li> <li>. Responsibilities and work situations are broader in scope, with limited opportunity for standardized solutions</li> </ul>

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<b>Group</b>	<b>[3] Administration – Academic/Students</b>
<b>Sub-Group</b>	<b>(d) Student Information and Support</b>
<b>Creativity, Problem Solving, Analytic and/or Technical Thinking</b>	<ul style="list-style-type: none"> <li>. Job duties cover work of an intermediate technical and/or analytical nature</li> <li>. Uses initiative, interpretation, and/or ingenuity to identify potential or actual problems, investigate causes, and resolve problems</li> <li>. Frequently resolves moderately complex problems, and occasionally resolves complex problems, in specialized areas, including for other staff</li> <li>. Ideas developed result in moderate changes to existing procedures, practices, standards, specifications, services, or projects</li> </ul>
<b>Responsibility for the Work of Others</b>	<p>Levels of Supervision:</p> <ul style="list-style-type: none"> <li>[1] Is not required to supervise; may explain work procedures to new or inexperienced staff</li> <li>[2] Formally trains new staff on work procedures, and/or oversees work of students and/or temporary staff</li> <li>[3] Supervises up to and including one (1.0) FTE ongoing, permanent staff member, and/or up to and including five (5) temporary staff, students, and/or volunteers</li> <li>[4] Supervises more than one (1.0), up to and including two (2.0) FTE ongoing, permanent staff members, and/or more than five (5) temporary staff, students, and/or volunteers</li> <li>[5] Supervises more than two (2.0) FTE ongoing, permanent staff members</li> </ul>
<b>Interpersonal Skills</b>	<p>A high level of interpersonal skill is required</p> <ul style="list-style-type: none"> <li>. Provides assistance and emotional support to individuals who are under stress or in crisis, showing empathy and sensitivity</li> <li>. Actively listens, and probes for information to clarify complex requests</li> <li>. Provides interpretation of a complex nature</li> <li>. Makes informal demonstrations or presentations in areas of expertise</li> <li>. Provides training and/or instruction of a routine nature in areas of expertise</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>. Job is performed in a typical office setting</li> <li>. Work pressures, peak periods, multiple demands, deadlines or interruptions moderately impact task completion ability</li> </ul>
<b>Physical and Sensory Effort</b>	<ul style="list-style-type: none"> <li>. Moderate fatigue is caused by the requirement for extra attentiveness for performance of many detailed tasks requiring consistency and accuracy</li> <li>. The incumbent may change tasks, but most tasks have similar sensory demands</li> </ul>
	<p>This benchmark is for classification purposes only, and is not a job description. Benchmark qualifications represent the amount of education and experience typically required for full performance on the job, and are outlined for classification and compensation purposes. Note that specific "abilities" and "knowledge" required for the job should be outlined in the job description and posting, but are not specified in the benchmark.</p>