

**SR standard at a glance - Role descriptors, degree definition with point rating for each element**

Degree	Element 1 - Knowledge	Element 2 - Communications	Element 3 - Analysis and Problem Solving	Element 4 – Decisions	Element 5 – Leadership	Element 6 – Psychological Effort	Element 7 – Physical Effort	Element 8 – Working Conditions
	<p><b>This element measures two types of knowledge:</b></p> <ul style="list-style-type: none"> <li>• depth and breadth of a science discipline and associated specialized subjects necessary to perform the work</li> <li>• knowledge of the CFIA and its mandate and the context in which the work is performed, including knowledge of programs, networks, the Acts and Regulations and CFIA’s stakeholders in the public and the private sectors</li> </ul> <p>Science discipline includes any science subject relevant to the mandate and programs of the CFIA such as agronomy, biology, botany, chemistry, entomology, food science, or microbiology.</p>	<p><b>This element measures the skill required to express and receive information orally and in writing.</b> It considers both the complexity of the subject matter being communicated and the intellectual effort required to tailor messages to the circumstances or audience. Communication skills include: the requirement to understand the perspective and issues of others; to select the appropriate language and method of communication, taking into consideration how familiar the audience may be with the subject matter; to probe for information for greater understanding; to recognize and respond to differing needs and agendas; and to negotiate among the competing needs of a variety of audiences. A particular challenge of the SR Group lies in communicating complex or specialized information in language that is accessible by a non-scientific audience.</p>	<p><b>This element measures the ability to compile, analyze, research, evaluate and integrate information from a range of sources, both direct and indirect, and the skills required to use the information to solve problems.</b> It recognizes the increasing level of analytical skill required, depending on the nature and complexity of the problem, the number and diversity of the sources of information, and the degree to which new approaches and concepts are required to solve the problem.</p> <p>The Analysis and Problem Solving element assesses both the skill and intellectual effort required in the performance of the work, by measuring both the analytical skills required to find and use information, and the intellectual effort brought to bear in resolving problems.</p>	<p><b>This element recognizes the increasing level of responsibility for decisions, the level of judgment and latitude applied in making decisions, and the impact of the decisions made.</b> The latitude required measures the scope to make decisions and the risks associated with those decisions. The impact of decisions can range from the modification of work practices to the development of policies and programs with broad impact on stakeholders and CFIA.</p> <p>For the purposes of this element, a “decision” includes recommendations and advice.</p>	<p><b>This element measures the responsibility for leading, planning and being accountable for people to achieve work objectives.</b> This includes both the formal delegated authority for leading and managing people in organizational units, as well as the horizontal leadership challenges of bringing people together in work teams/groups from across organizational or jurisdictional boundaries where there is no formal reporting relationship.</p> <p>Those being led may include employees of CFIA, other federal departments and agencies, students, contractors, and employees from other levels of government and the private sector. This element recognizes that the complexity of the leadership responsibility increases with factors such as diversity and multiplicity of operations, i.e. programs and geographic sites</p>	<p><b>This element measures the extent of mental effort required in addressing issues, people or circumstances in the work.</b> It considers all factors that contribute to psychological fatigue in the performance of the work, including handling the type and amount of work, and dealing with a variety of interactions and situations.</p> <p>The psychological effort is greater where difficult interactions are less predictable, or where the issue is contentious or emotionally-charged.</p>	<p><b>This element measures the physical effort required to perform the work. The variables associated with this element are:</b></p> <ul style="list-style-type: none"> <li>• the intensity of the effort (i.e. the degree of physical energy or exertion required), and;</li> <li>• the frequency of the physical demands (i.e. how often the work requires the physical effort to be performed).</li> </ul> <p>This element considers all factors that contribute to physical fatigue in the performance of the work, including movement and staying still. It recognizes physical effort expended in delicate or exacting movements as well as the effort when working in sustained or awkward positions. It does not consider the physical fitness of the individual performing the role, only the relative levels of physical effort required by SR work.</p>	<p><b>This element measures the environment in which the work is performed and the extent to which these conditions result in increased risk to health.</b> Both the physical and psychological conditions are assessed to determine the extent that they make the work environment unpleasant.</p> <p>The work environment includes offices, laboratories, and off-site locations</p>
<b>Degree 1</b>	<p><b>basic:</b> knowledge of the subject matter and the CFIA context sufficient to follow established practices, to complete clearly defined work assignments - <b>20 points</b></p>	<p><b>The duties of the role require basic communication skills to:</b></p> <ul style="list-style-type: none"> <li>• convey or obtain information to maintain collaborative working relationships</li> <li>• resolve straightforward situations</li> <li>• explain work procedures</li> </ul> <p>Exchange of information with others who have a similar understanding of the subject matter, and information exchanged is factual in nature. - <b>10 points</b></p>	<p><b>Determines and selects information, verifies it, and performs directed analyses.</b> Ensures accuracy, consistency, coherence and information integrity. Applies conventional practices and procedures to resolve problems. Problems are defined and generally similar within one area of responsibility. They typically involve a small number of discrete, straightforward factors, and identifiable, concrete, readily understood information from established sources. - <b>25 points</b></p>	<p><b>Decisions are issue-specific and straightforward in nature, and affect the completion of components of projects, services or operations, and on the perception of CFIA by specific clients or stakeholders.</b> Latitude to select and apply established guidelines and practices to meet work objectives. Risks and implications are minor and apparent. - <b>20 points</b></p>	<p><b>Participates as a member of a work group or project team;</b> assists colleagues to adapt to the work environment; and explains or demonstrates work functions or processes. - <b>10 points</b></p>	<ul style="list-style-type: none"> <li>• Lack of control over pace of work from multiple or competing demands, volume or fluctuating peak periods</li> <li>• Coping with adverse reactions to CFIA decisions</li> <li>• Representing points of view not one’s own - <b>1 point</b></li> </ul>	<p><b>Light exertion</b> most of the time with an occasional requirement for greater effort- <b>1 point</b></p>	<p><b>The work is conducted in predictable environments</b> where exposure to hazards or discomfort is minimal. Conditions in the work are good most of the time or on occasion, conditions cause minor discomfort resulting in the minimal risk of minor illness or injury such as cuts, abrasions, burns - <b>3 points</b></p>

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<b>Degree 2</b>	<p><b>general:</b> knowledge of the subject matter and CFIA context sufficient to select from a range of defined options, to work independently and to guide less-experienced staff in the work. Knowledge is applied to specific and practical work situations</p> <p>- <b>50 points</b></p>	<p><b>The work requires developed communication skills to:</b></p> <ul style="list-style-type: none"> <li>• conduct meetings to elicit information</li> <li>• present and explain procedures, policies and regulations</li> <li>• compose reports, analyses and other documentation on activities related to the role for use within CFIA</li> </ul> <p>Exchange of information with others who have a similar understanding of the subject matter, but where explanation is required to make appropriate links.</p> <p>- <b>45 points</b></p>	<p><b>Assesses information requirements relevant to a specific issue or project; determines and identifies information sources; compiles, organizes and analyzes information to support changes to practices and procedures.</b> Adapts practices and procedures to resolve science or program delivery issues.</p> <p>Problems vary in type within area of responsibility. They typically involve a few discrete factors, and dealing with well-defined information obtained directly from sources. Data requires some validation, interpretation, and analysis to determine urgency.</p> <p>- <b>60 points</b></p>	<p><b>Decisions impact on specific projects, services, or operations, on the improvement of methods, techniques and practices in own area of work,</b> and on the perception of CFIA by clients/stakeholders or the public.</p> <p>Latitude to resolve issues that may require adaptation of a precedent. Risks and implications are moderate and apparent.</p> <p>- <b>40 points</b></p>	<p><b>Provides guidance or training to members of the work group;</b> responsible for short term or occasional leadership of a work group or project team. - <b>50 points</b></p>	<ul style="list-style-type: none"> <li>• High profile, contentious, sensitive or confrontational situations in a predictable environment OR</li> <li>• Managing personal reaction to disturbing sights, sounds or odours - <b>7 points</b></li> </ul>	<p><b>Moderate exertion</b> most of the time with an occasional requirement for greater effort - <b>7 points</b></p>	<p><b>The work is conducted in somewhat unpredictable environments</b> where there may be exposure to some hazards or discomfort as risks cannot be easily managed. Conditions in the work cause a moderate degree of discomfort most of the time or on occasion, conditions cause a greater degree of discomfort that could result in lost time illness or injury such as fractures, sprains, serious burns - <b>14 points</b></p>
<b>Degree 3</b>	<p><b>in-depth:</b> sufficiently in-depth knowledge of the subject matter to explain or to provide information on the subject matter, and sufficient knowledge of CFIA to understand and consider the implications of that advice or analysis for CFIA. Such knowledge may be either in-depth specialist knowledge primarily in one area, or broader, more general knowledge across a range of topics. Knowledge is applied to make choices independently that add value to information that will be used by others.</p> <p>- <b>110 points</b></p>	<p><b>The work requires well-developed communication skills to:</b></p> <ul style="list-style-type: none"> <li>• influence or persuade others to reach resolution on specific situations or issues</li> <li>• consult and provide advice</li> <li>• compose reports and other documents that can influence or impact CFIA programs, policies and services</li> </ul> <p>- <b>70 points</b></p>	<p><b>Compiles and synthesizes information from multiple and diverse sources; identifies and interprets trends and patterns; develops comprehensive material for further analysis and evaluation to determine the best approach to resolve issues.</b> Develops new practices and procedures to resolve science issues or policy and program delivery issues.</p> <p>Problems vary and have some unusual aspects and constraints. They involve several types of factors requiring investigation, interpretation and gathering of various information. Issues may be dynamic, and changing even as the problem is being addressed. Some data requires validation, and analysis is needed to determine priority and importance of input.</p> <p>- <b>85 points</b></p>	<p><b>Decisions impact on the development/completion of projects, clients/ stakeholders and their perception of CFIA, and on the development of new tools and practices in own subject area.</b> Latitude to resolve issues that may require adaptation of a precedent. Risks and implications are significant and apparent</p> <p>- <b>80 points</b></p>	<p><b>Supervises, coaches and mentors staff on a regular and formal basis. Leads work units,</b> project teams or committees in CFIA to achieve specific work objectives or to address operational, policy or program delivery issues and initiatives; plans and assigns work; monitors work in progress; evaluates employee performance; acts as a coach; and recommends training.</p> <p>- <b>90 points</b></p>	<ul style="list-style-type: none"> <li>• Face-to-face emotionally-charged interactions with individual(s) in volatile situations, having to do with sensitive and disturbing issues.</li> <li>• Requirement to make immediate decisions in emergency situations that could be considered significantly detrimental to stakeholders or individuals</li> <li>• Requirement to deal with confrontational situations or evasive or difficult people in an uncontrolled environment</li> <li>• Prolonged, highly-charged negotiations - <b>12 points</b></li> </ul>	<p><b>Heavy exertion</b> is a regular requirement of the work - <b>13 points</b></p>	<p><b>The work is conducted in unpredictable environments</b> where there is exposure to hazards or discomfort that cannot be entirely managed. Conditions in the work cause a higher degree of discomfort most of the time or on occasion, conditions cause extreme discomfort that could result in incapacitating illness or injury such as loss of limbs. - <b>25 points</b></p>

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<b>Degree 4</b>	<b>advanced:</b> the requirement in the work to adapt methods, techniques, practices, and applies theories and principles, to provide interpretation, and recommend changes to policies, requires either deep specialist knowledge of the subject matter and of its underlying theories and principles, or broad generalist knowledge of a number of subjects and their interrelationships - 170 points	<b>The work requires advanced communication skills to:</b> <ul style="list-style-type: none"> <li>conduct formal consultations on CFIA programs, operations and services with stakeholders</li> <li>promote CFIA priorities and influence approaches on sensitive or emerging issues</li> <li>compose complex program/project proposals and policy documents</li> </ul> Exchange of information with others who may have varying levels of understanding of the subject matter, where skill is required to “read” the audience, to probe, to persuade, and to tailor the communication to the needs of a variety of agendas. - 100 points	<b>Researches and interprets complex information from multiple and diverse sources; identifies gaps and inconsistencies; determines the need for new approaches to CFIA operations, services, policies and programs.</b> Develops new approaches to resolve science issues or policy and program delivery issues. Problems have challenging aspects and constraints. They typically involve multiple interrelated factors, defining information needs, and investigating aspects which frequently evolve. Data reflects some ambiguity, requiring considerable validation and interpretation. Analysis is required to determine data credibility and relevance in developing options. - 110 points	<b>Decisions impact on projects, services, operations, programs, or policies.</b> Latitude to resolve issues that lack precedent within established objectives. Risks and implications are significant and not readily apparent. - 120 points	<b>Manages human resources, including responsibility for allocating or re-allocating people to meet changing needs,</b> establishing work standards, coordinating workloads, recruiting, evaluating performance, setting work plans, and providing coaching/ approves training plans; and ensures compliance with human resources policies. Leads CFIA or interdepartmental project teams on issues and initiatives that cover a range of areas of responsibility and where participants may have conflicting goals and objectives. - 130 points	Not applicable for Degree 4	Not applicable for Degree 4	Not applicable for Degree 4
<b>Degree 5</b>	<b>extensive:</b> knowledge of the subject matter and of the role, mandate and purpose of CFIA sufficient to be a known source within CFIA, to provide authoritative advice on programs, and to develop new approaches or methodology that may alter the way CFIA conducts its business - 200 points	<b>The work requires extensive communication skills to:</b> <ul style="list-style-type: none"> <li>negotiate complex, contentious or high profile program delivery and policy issues with stakeholders</li> <li>officially present, defend or advocate CFIA’s strategic position on complex sensitive issues</li> <li>compose papers and other documents that establish CFIA’s strategic focus and direction</li> </ul> Exchange of information with audiences who may have widely different understanding of the subject matter, or may have expertise in other areas. Skill is required to understand the other subjects and agendas, to negotiate among varying styles and levels of communication, to convey a message that can be clearly understood by all, and to present persuasive arguments to audiences who may be resistant to the message. - 120 points	<b>Evaluates and integrates diverse and complex information, analytical findings and previous analyses, that may be contradictory or incomplete, to formulate recommendations on CFIA operations, services, policies and programs.</b> Challenges existing concepts to resolve science issues or policy and program delivery issues. Problems are diverse, broad, multi-layered, and often unique. They involve many factors with complex interrelationships, the defining of information needs, and uncovering information which routinely evolves. Data includes some unknowns, which sometimes cannot be completely validated, and requires extensive interpretation - 130 points	<b>Decisions impact the development and implementation of programs, policies and services.</b> Latitude to resolve issues within the framework of established CFIA programs. Risks and implications are significant and often difficult to determine. - 180 points	<b>Manages people in the delivery of program/service area(s) which have multiple and diverse functions and which require significant planning, directing and controlling of human resources.</b> Leads work groups, project teams or committees to address national or international issues and initiatives, with responsibility to establish goals and objectives, develop and implement work plans, monitor progress, and present results. - 170 points	Not applicable for Degree 5	Not applicable for Degree 5	Not applicable for Degree 5
<b>Degree 6</b>	<b>expert:</b> knowledge that allows for recognition as an expert both within and outside CFIA. Such expertise requires knowledge of complex underlying concepts and theories related to specialized situations and applications with complex interrelationships - 230 points	Not applicable for Degree 6	<b>Integrates broad-based research and analysis, identifies linkages and interplay among diverse areas and sources, challenges the status quo, and develops recommendations for strategic change and direction in CFIA.</b> Develops new concepts to resolve science issues or policy and program delivery initiatives. - 150 points	<b>Decisions are based on strategic program and service objectives or multiple disciplines and impact the achievement and effectiveness of CFIA’s programs and policies.</b> Latitude to devise new courses of action. Risks and implications are uncertain and often difficult to determine. - 240 points	Not applicable for Degree 6	Not applicable for Degree 6	Not applicable for Degree 6	Not applicable for Degree 6

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Degree 7	Not applicable for Degree 7	Not applicable for Degree 7	Not applicable for Degree 7	<p><b>Decisions are based on broad direction and CFIA's mandate, and impact the establishment and achievement of goals and objectives and affect new business directions and approaches.</b></p> <p>Latitude to develop solutions to interrelated issues that are contentious, sensitive or high profile. Risks and implications are uncertain and require significant risk analysis.</p> <p><b>- 280 points</b></p>	Not applicable for Degree 7	Not applicable for Degree 7	Not applicable for Degree 7	Not applicable for Degree 7