Grade Level Analysis of Work Performed by the USAID Foreign Service Officer Corps

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FINAL REPORT

This report is of a confidential nature and is intended solely for the client to whom it is addressed.

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Grade Level Analysis of Work Performed by the USAID Foreign Service Officer Corps

This report presents the results of a job classification analysis of the work performed by a representative sample of USAID Foreign Service Officers in overseas field missions and in USAID/Washington. The analysis measures the grade levels of work as currently performed and contrasts them with the grade levels of the positions and of the incumbent officers, as currently classified. The results indicate that the position and individual grade level distributions of the Foreign Service Officer corps are higher than the distribution resulting from the job analysis. The results also indicate that the majority of Foreign Service Officer work is supervisory and managerial in nature.

1. Background

In recent years, there has been an increasing level of concern by oversight agencies, Congress, and even USAID top management over the grade level distribution of the USAID Foreign Service Officers (FSOs). The main reason for this concern is that while there has been a continual decline in the number of USAID direct hire staff, the proportion of higher grade officers has increased. The concern intensified because USAID has not been able to respond to questions about its FSO grade distribution. Until this project, USAID had not performed a comprehensive FSO job classification study for many years and thus lacked empirical baseline data about the work performed by its front line employees. Individual position classification data is not reliable, because the method for classifying FSO positions is long out of date. For example, key criteria such as aggregate dollar amounts of projects managed have not been indexed for inflation. As the nature of FSO jobs has changed over the years, from hands-on project performance to the current form involving contractor management and administration, the classification framework has not kept pace with this trend. As a consequence of all of this, USAID has found it increasingly difficult to defend its FSO grade distribution, which many believe is top heavy.

2. Study Objectives

The objective of this study was to perform a job classification analysis of a representative sample of Foreign Service Officers to determine the grade level distribution of work currently performed. The results are intended to provide baseline reference data to aid the project sponsor, USAID M/HR, in determining if the current grade classifications of Foreign Service designated positions and FSOs are appropriate. The results presented are statistically valid in the aggregate, but are not intended to be used for reclassification purposes for an individual position or employee. The results could provide the basis for targeting long-term adjustments in grade distribution, as well as determining the need for changes to the Agency's method of classifying FSO positions.

3. Summary of Method

In conducting this study, Booz, Allen developed a job analysis survey, administered the survey to a representative sample in the field and USAID/Washington, computed position grade scores from the results of the job analysis, and compared calculated grades with current employee and position grades. (See Appendix A for further details.)

Booz, Allen evaluated the work currently performed by USAID Foreign Service Officers (FSOs) in accordance with the USOPM's Factor Evaluation System (FES) used to classify Civil Service positions. The job analysis survey instrument used was based closely on the USOPM's FES supervisory and nonsupervisory classification standards. (See Appendices B and C.)

Job analysis surveys were administered to a representative sample of 207 FSOs in the field and USAID/Washington. A usable sample of 204 cases was obtained. (See Appendix D.) A subsample of FSOs were interviewed to obtain detailed information. Job analysis scores were calculated for all participants, and the resulting GS grade distribution was compared with the current Foreign Service employee and position grade distributions.

4. Job Analysis Results

The results of the job analysis are presented in this section in three parts. The first describes the proportions of FSOs we found to be supervisors and nonsupervisors, according to the job analysis definition used for the study. The second part presents the results of Booz, Allen's classification analysis of the work performed by the 204 FSOs in the sample. The third contrasts the classification findings with USAID data on the position and employee grades of the sample FSOs.

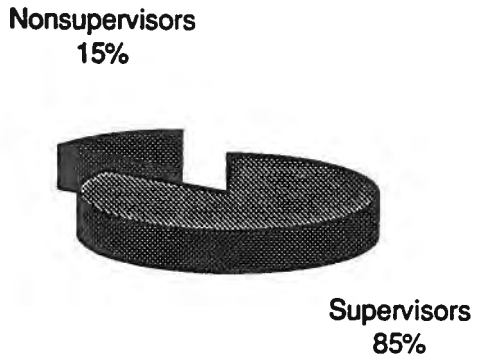
4.1 Supervisory Content of FSO Work

It has long been recognized within USAID that the role of FSOs in the field, and in many USAID/Washington positions, is in large part supervisory. In the field, FSOs supervise Foreign Service Nationals (FSNs), Personal Services Contractors (PSCs), and other non-direct hire staff. The few FSOs at most posts are supervised by other FSOs, usually of higher rank. Often they also oversee institutional contractors, a responsibility recognized by the USOPM as a supervisory duty. In USAID/Washington, FSOs supervise other FSOs as well as civil servants. In many offices, FSOs also oversee individual consultants.

The results of the job analysis confirm and indicate the high degree to which FSOs play a supervisory role, as shown in Figure 1 below. Overall, 85 percent of the 204 officers in the sample provided information to indicate their work content meets the minimum requirements for supervisors as defined by the USOPM for civil servants in the *General Schedule Supervisory Guide*. These requirements include:

- Accomplishing work through technical and administrative direction of others
- Performing supervision as a major duty occupying at least 25% of total work time
- Performing elemental duties of supervision, such as assigning and reviewing work on a recurring basis, overseeing work to ensure quality, and rating employee performance or recommending standards and ratings.

Figure 1: Percentage of FSOs Performing as Supervisors (n = 204)



Source: Booz, Allen & Hamilton

This supervisory percentage was somewhat higher than anticipated by the study team. Booz, Allen had expected to find more officers with technical specialist roles involving less than 25 percent of their time spent in supervision. While we found some FSOs serving in primarily a specialist role, we were told that in an era of declining direct hire staff, such positions have for some time been a luxury and are growing less and less feasible each year. Almost all direct hire staff, including specialists, must share the management and supervisory duties that are inherently governmental and need to be performed by direct hires. What is sometimes overlooked, especially by those who focus on only the direct hire staff component, is the fact that the large majority of staff resources providing development assistance in the field are FSNs, PSCs, other non-direct hires (e.g., PASAs), and institutional contractors. Even the two International Development Interns and most of the lowest graded officers (FS 04 and 05) sampled had supervisory duties that required at least one-fourth of their time.

While we have confidence in the distribution obtained from the sample, it is possible that some degree of overstatement occurred as a result of respondents overestimating the percentage of time spent in supervision. Given the scope of the study, we were not able to validate these time estimates for the majority of subjects. But based on detailed job analysis interviews we used to corroborate the self-report data, we found only a small number of cases where the supervisory time percentage was less than reported, and thus believe any

measurement error is insignificant--less than 10 percent of the obtained values. We have ruled out as a possibility that the observed percentage resulted from a nonrepresentative sample, as the sample characteristics (shown in Appendix D) closely represent the Agency-wide FSO population.

The 15 percent of the sample who did not meet the minimum requirements to be considered supervisors were concentrated in backstops where we expected to find more nonsupervisory personnel. For example, over one-half of this group were in backstops 02 and 94, Program Analysis and Project Development, respectively. This portion of the sample contained the few technical specialists we encountered without a supervisory role. We found a somewhat higher proportion of nonsupervisors in the USAID/Washington part of the sample. This probably is indicative of the fact that direct hires constitute a small minority of the total work force in most field posts, and thus there is proportionally more supervisory work for them to perform as compared with USAID/Washington, where the ratio of FSOs to other categories of staff is much higher.

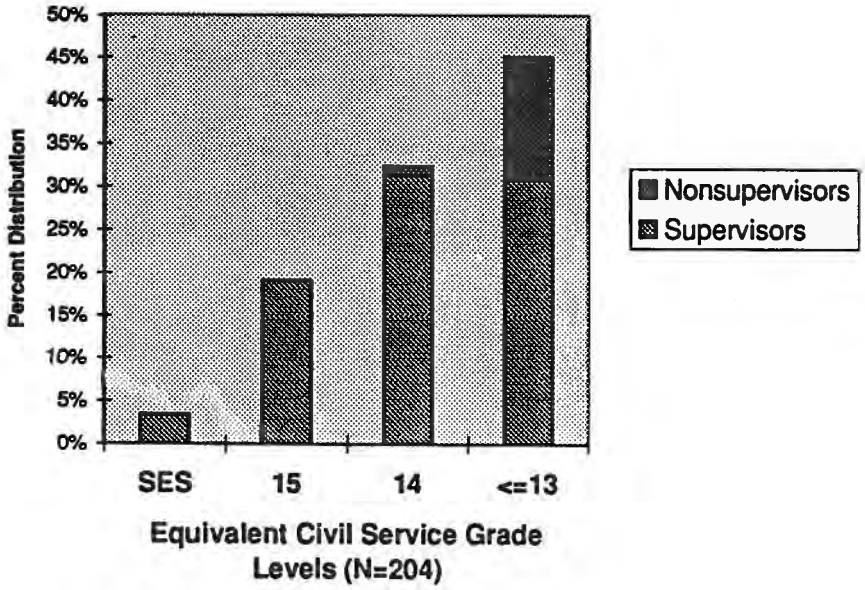
4.2 Grade Level Analysis 1: Job Analysis Results

As explained in the section above on the study method, we determined the grade level of the work performed by the sample officers by obtaining job analysis data and applying USOPM supervisory or nonsupervisory classification standards. For the 85 percent of the sample cases deemed to be supervisors, the USOPM GS Supervisory Standards were applied. For the remaining 15 percent deemed to be nonsupervisors, the USOPM nonsupervisory ("Primary") standards were applied. The results of this analysis are expressed in terms of Civil Service ("GS") grade levels, which were computed from the point-factor scores obtained through application of the USOPM'S Standards.

Figure 2, below, is a histogram illustrating the computed grade distribution of our 204-case sample. The horizontal axis represents the Civil Service grade intervals ranging from Senior Executive Service (SES), on the left, to grade 13 and below, on the right. The histogram bars rising on the vertical axis show the percent distribution of the sample the study team classified as falling into these grade levels. The shaded areas of the bars identify the supervisory and

nonsupervisory proportions at each computed grade. Both field and USAID/Washington sample cases are represented in the figure.

Figure 2: FSO Grade Distribution Determined from Job Analysis



Source: Booz, Allen Hamilton

As Figure 2 shows, the grade level at which we most frequently classified the work being performed was GS-13 and below, with 45 percent of the 204 person sample falling into this level. Next was GS-14, with 33 percent, followed by GS-15 with 19 percent. For 3 percent of the sample, we estimated that the work performed was at the SES level, although the USOPM standards do not formally provide point score conversions beyond GS-15. (See Appendix A for a discussion of the technique used to extrapolate the classification data to the SES level.) The mode of the distribution (most frequent category) was GS-13 and below, and the mean grade level of the distribution was slightly above GS-13.

As would be expected, the subsample distributions for supervisors and nonsupervisors differed markedly. The job classification results for the 173 sample supervisors resulted in a much higher grade profile than for the 31 nonsupervisors. Table 1 below presents the percentages at each grade level for

supervisors, nonsupervisors, and the two combined, all of which were used to chart the histogram in Figure 2.

Table 1: Grade Distribution Resulting from FSO Job Analysis

Computed Grade Level	Supervisors (n=173)	Nonsupervisors (n=31)	Total Sample (n=204)
SES	4%	0%	3%
15	23%	0%	19%
14	36%	7%	33%
13 or below*	37%	93%	45%
Total	100%	100%	100%

Source: Booz, Allen & Hamilton

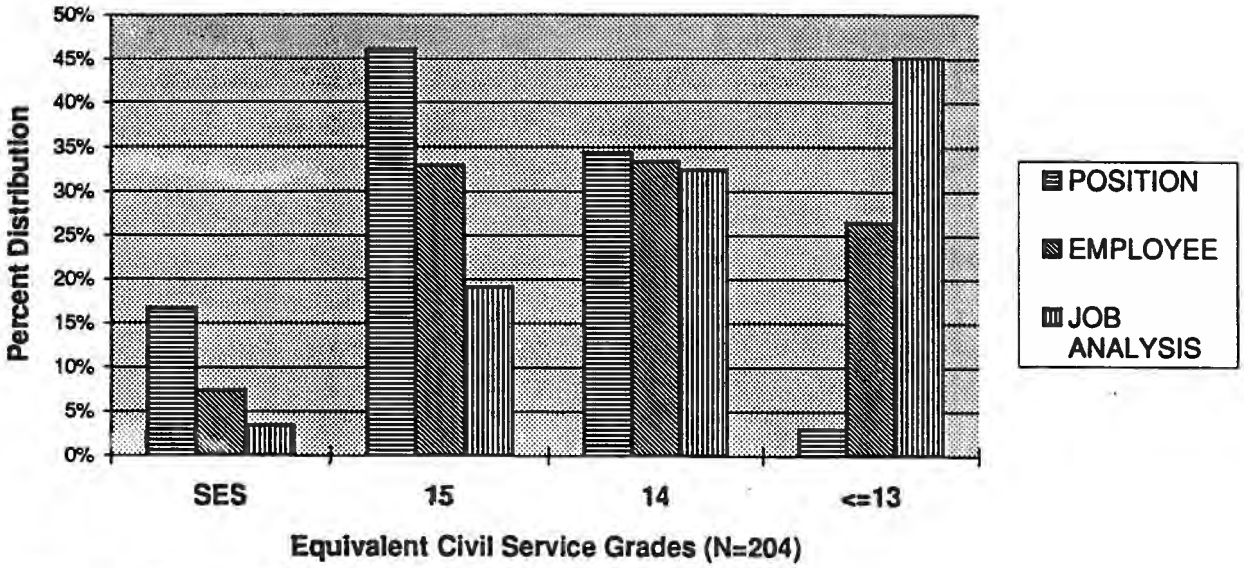
* Indicates Grades 13 and below. The percentages falling into the discreet categories of GS-13, GS-12, and GS-11 are as follows: Supervisors (GS-13, 25%; GS-12, 9%; GS-11 and below, 3%), Nonsupervisors (GS-13, 6%; GS-12, 16%; GS-11 and below, 71%), and Total Sample (GS-13, 22%; GS-12, 10%; GS-11 and below, 13%).

4.3 Grade Level Analysis 2: Comparison of Job Analysis Results with Current Position Grades and Employee Grades

This section compares the grade distribution obtained through the job analysis (described in the previous section) with two other distributions: (1) the grades of the positions held by the 204 sample officers in the study; and (2) the officers' personal grades. This comparison puts the job analysis results into context with the current position and employee grade structure.

Figure 3 below presents a histogram comparing the job analysis results shown previously in Figure 2 with the position and employee grade distributions of our 204-officer sample. The grade levels of the distributions are expressed in Civil Service terms, with the conversion from Foreign Service grades based on Civil Service grades as follows: SES = Senior Foreign Service (SFS), FS-01 = GS-15, FS-02 = GS-14, FS-03 = GS-13. These conversions are based on the FS-GS grade equivalencies implicit in the Department of State Salary Chart, which illustrates corresponding pay bands pursuant to Executive Order 12826. (Please note: FS-04 and FS-05 were converted into GS-12 and GS-11, respectively, and aggregated with the GS-13 category.) For simplicity, the supervisor and nonsupervisor subsets are not shown in the histogram bars.

Figure 3: FSO Grade Analysis
Comparison of Position and Employee Grades and Job Analysis Results



Source: Position and Employee Grades--USAID M/HR
Job Analysis Grades--Booz, Allen Hamilton

Several notable contrasts are apparent among the three distributions. The first is that position grades, as currently classified in the M/HR database that tracks position data, have a significantly higher grade profile than either the employee grades of the sample FSOs or the computed grades resulting from the job analysis. For example, 46 percent of the 204 sample positions are currently classified at the FS-01 level (shown on Figure 3 as GS-15), while 33 percent of the actual employee grades and only 19 percent of the computed grades from the job analysis are at this level. Of course, the disparity between position grades and actual employee grades is not a new observation, as it is apparent from population figures for the Agency's FSO corps and FSO positions. The high profile of the position grade distribution is cited by critics as evidence that FSO position management in USAID is in a state of disrepair. Our sample data, which shows 98 percent of the sample positions classified at either SFS, FS-01, or FS-02, is consistent with population data for all positions.

A second notable contrast is between the employee grade distribution and the distribution resulting from the job analysis. While this difference is not as great

as when contrasted with position grades, it nonetheless shows a lower grade profile in the job analysis data than in employee grades. For example, from our job classification analysis we concluded that 45 percent of the work performed by the sample officers was at the GS-13 level and below, while only 27 percent of the sample FSOs were at the FS-03 (GS-13 equivalent) grade and below. This difference of 18 percent was the greatest among all grade categories. The second largest difference was at the GS-15 level, where we judged 19 percent of the work to be, while 33 percent of the sample was actually graded at the FS-01 level (GS-15 equivalent). There was no difference at the FS-02/GS-14 level, where we judged 33 percent of the sample to be working while 33 percent of the officers actually held this grade.

Table 2 below presents the percentages at each grade level for the position grade, employee grade, and job analysis grade distributions. The data from this table were used to develop the histogram in Figure 3.

Table 2: Grade Distributions for Sample FSO Positions, Employees, and as Computed by the Job Analysis (n=204)

Grade Level	Position Grade	Employee Grade	Job Analysis Grade
SES/SFS	17%	7%	3%
GS-15/FS-01	46%	33%	19%
GS-14/FS-02	34%	33%	33%
GS-13/FS-03↓*	3%	27%	45%
Total	100%	100%	100%

Sources: Position and Employee Grades, USAID M/HR;
Job Analysis Grade, Booz, Allen & Hamilton

* Indicates Grades 13 and below. The percentages falling into the discrete categories of GS-13, GS-12, and GS-11 are as follows: Position Grade (GS-13, 1%; GS-12, 1%; GS-11 and below, < 1%), Employee Grade (GS-13, 19%; GS-12, 7%; GS-11 and below, < 1%), and Job Analysis Grade (GS-13, 22%; GS-12, 10%; GS-11 and below, 13%).

5. Conclusions

Based on the job analysis results presented in this report, we conclude that the current grade distributions of USAID Foreign Service positions and employees are substantially different from the distribution achieved by applying the USOPM's Factor Evaluation System (FES). Our analysis suggested that the most common grade level of work currently performed by USAID Foreign Service Officers is the equivalent of GS-13 and below. The current USAID positions are most often graded at the equivalent of the GS-15 level, and the mode of the employee grade distribution is found at the GS-14 equivalent level. While Booz, Allen believes the study results are valid and represent a reasonable evaluation of FSO work, we must also point out that the validity of using the Civil Service FES standards for classifying FSO positions has not been empirically determined. In our judgment, the FES standards provide a useful framework in the absence of a job evaluation system designed specifically for USAID Foreign Service Officers.

The study results provide empirical support for the suggestions presented by M/HR in the *Career Enhancement Guidance: Three Matrices*, which lists grouped grade distributions typical of the career paths of FSOs. In this framework, the middle career level was 'Supervisor and Technical Expert', which was composed of FSOs level 02 and 03 (equivalent of GS 13 -14). Congruent with the *Career Enhancement Guidance: Three Matrices*, our study found that the journeyperson level of work (most frequent category) was GS-13 and below, with the second most common grade level being GS-14. We also discovered that 85% of USAID employees served in supervisory roles. Additionally, the job analysis technique we used is consistent with the structure presented in the *Matrices*, which links higher levels of knowledge and skills for each higher grade level in the hierarchy. Therefore, the use of job analytic tools could provide additional support for the proposed career development structure of USAID employees.

Appendix A--Study Method

The method used by Booz, Allen to conduct the job classification study included the following steps: development of a job analysis survey, administration of surveys and interviews, calculation of GS grade distribution, and comparison of the computed grade distribution with current employee and position grades.

Job analysis surveys were developed by Booz, Allen to evaluate the position grades of USAID Foreign Service Officers (FSOs) in accordance with the USOPM's Factor Evaluation System (FES) used to classify Civil Service positions. The first step in this process was to review the USOPM's *Position Classification Primary Standard's* definitions of non-supervisory factors. Secondly, the *General Schedule Supervisory Guide* was reviewed to define supervisory factors. (see Appendix B for supervisory and non-supervisory factors.) The USOPM's FES was used in the absence of a job evaluation system designed specifically for USAID Foreign Service Officers. We believe the USOPM'S system provided a useful benchmark for the purpose of this study. Thirdly, critical characteristics of USAID positions were reviewed to insure the relevancy of FES factors, and revisions in factor titles and definitions were made accordingly. The survey was pre-tested on USAID/Washington personnel and revised as necessary.

Both the supervisory and non-supervisory factor level definitions were placed into a survey to be self-administered to FSOs. For each factor, the FSO checked the level descriptor that best reflected his/her position requirements. The factor level descriptions were used as written by the USOPM with minor tailoring for the USAID work setting. (See Appendix C for a copy of the Job Analysis Survey.) For non-supervisory personnel, a choice existed on the supervisory factors to indicate a lack of supervisory responsibilities.

At each of the missions where data was collected, Booz, Allen provided an explanation of the study to employees and proctored the survey administration. Once surveys were administered, Booz, Allen reviewed responses and provided detailed explanations when necessary. In addition to the self-administration of surveys, a subsample of employees in the field and USAID/Washington were interviewed to obtain detailed information. For this process, each participant was given the survey in interview form, by a Booz, Allen job analyst.. The results of the self-administered surveys were compared with the interview results to assess the reliability and validity of the job analysis tool. We also performed follow-up interviews with employees for whom we needed clarifications on their responses, typically to interpret the narrative examples describing work performed.

Once the survey data was collected, Booz, Allen calculated job analysis/grade level scores for each incumbent. Each factor level on the survey was associated with a point value as specified in the FES standards. Job analysis scores were calculated by summing up the points given for all factors, and were converted to GS grade levels based on tables included as part of the standards.

Since the FES is not typically used to classify individuals at the SES level, we developed a new category for this purpose. This was done through the extrapolation of point totals that were substantially greater than those at the GS-15 level. We compared the point difference between GS-15, GS-14, and GS-13 levels, and formed a new category with the same point differential (450 points) above GS-15. Positions that fell 450 points over the GS-15 base were classified as SES-level. This approach received support from the finding that many of the jobs of SFS Officers were classified within this point range.

The scores obtained from the self-report questionnaires were analyzed by Booz, Allen to determine if they were accurate. Scores were adjusted in cases where a qualitative analysis of the data indicated that the respondent had over- or under-estimated the requirements of the position. The adjusted scores were then converted into a GS grade distribution to be compared with current employee and position grades. Supervisors were scored using the supervisory standards, and nonsupervisors were scored using the FES nonsupervisory standards.

Potential Limitations

One caveat that must be mentioned with regards to the methodology used in this study is the question of applicability of Civil Service grade standards to USAID Foreign Service positions. The nine factors of the FES can be applied to Foreign Service jobs, but a question remains as to whether any critical job factors are missing.

For example, one dimension of USAID Foreign Service positions that may not be adequately addressed by the FES is the foreign language requirement. Use of a foreign language can be included under the 'Knowledge' factor, with higher language requirements reflected in higher 'Knowledge' scores, but language could potentially be considered a separate factor. For our purposes, language proficiency is considered an additional job requirement, but not a higher-level job factor. Overall, we believe the FES provided a valid and useful benchmark for evaluating USAID Foreign Service Officer work as currently performed.

Appendix B: Job Classification Standards

This appendix contains descriptions of the Federal grade evaluation factors used to classify GS positions. For non-supervisory GS positions, classification definitions provided in the *Introduction to the Position Classification Standards* are summarized. Definitions were derived from the *General Schedule Supervisory Guide* for supervisory GS positions.

Classification Standards for Non-Supervisory Factors

The following factor definitions are based on the *Primary Standard* for the USOPM's Factor Evaluation System (FES). An incumbent's position is rated against each standard, and points are assigned based on the Factor level that corresponds most closely to the position. This summary does not include definitions or point assignments for each level of each factor. Refer to *The Classifier's Handbook*, or *Introduction to the Position Classification Standards*, for this information.

Factor 1: Knowledge Required by the Position (Levels 1 through 9)

This factor measures the nature and extent of knowledge and skills an employee must possess to perform acceptable work. Examples of types of knowledge to be evaluated include technical expertise, foreign language proficiency, procedures, rules, policies, theories, principles, and concepts.

Factor 2: Supervisory Controls (Levels 1 through 5)

This factor covers the nature and extent of supervision received. Evaluating this factor requires a consideration of the direct and indirect supervisory controls, the employee's responsibility and decision latitude, and the revision that is required of completed work. Examples of issues to consider when evaluating this factor include the way priorities and deadlines are established (e.g., by supervisor or employee), the determination of steps in the completion of objectives, and the amount of detail and closeness of review of completed work.

Factor 3: Guidelines (Levels 1 through 5)

The "Guidelines" factor covers the type of guidelines needed to perform the job and the amount of judgment used in applying them. Examples of guidelines that are used include desk manuals, procedures and policies, and reference materials. The factor measures the specificity of guidelines, including the amount of independent judgment required to interpret and apply guidelines.

Factor 4: Complexity (Levels 1 through 6)

This factor addresses the nature of processes necessary to accurately perform the responsibilities of the position. Evaluation of this factor requires a consideration of the number, variety, and intricacy of tasks and methods used, the difficulty of identifying the best approach, and the amount of independent problem-solving required to complete the work.

Factor 5: Scope and Effect (Levels 1 through 6)

This factor covers both the nature of the work (e.g., purpose, comprehensiveness) and the effect the work has on the services and/or products provided by the employee's organization. Evaluating this factor requires an analysis of short and long-range impact of the work on the work of others, financial stability, and operations of the organization.

Factor 6: Personal Contacts (Levels 1 through 4)

The "Personal Contacts" factor covers the extent to which the employee has face-to-face and phone/radio contacts with other individuals within and outside the employing organization. This factor includes the frequency of contact, characteristics of the individuals contacted (e.g., groups, high-level officials, etc.), the situation surrounding the contact (e.g., setting, nature of initial contact method), and the extent to which the roles of each party are defined.

Factor 7: Purpose of Contacts (Levels 1 through 4)

Evaluation of this factor requires consideration of the same contacts referred to in Factor 6. The purpose of contacts ranges from exchange of factual information to significant negotiation on controversial issues with individuals from varied perspectives.

Factor 8: Physical Demands (Levels 1 through 3)

This factor addresses both the frequency and the intensity of physical requirements of an individual's job. This includes physical abilities (e.g., manual dexterity) and exertion (e.g., climbing, lifting) required for the job.

Factor 9: Work Environment (Levels 1 through 3)

This factor covers both the risks and discomforts that are faced on the job. This includes the physical surroundings of the job (e.g., extreme heat or cold), the presence of hazards (e.g., chemicals, viruses), and any safety precautions that must be taken as part of the work routine.

Classification Standards for Supervisory Factors

The classification guidelines described below are used to evaluate the supervisory requirements of supervisory GS positions. In order for a position to be evaluated using the *General Schedule Supervisory Guide*, supervisory responsibilities must constitute at least 25% of the position's time, and work must be accomplished through technical and administrative direction of others. Evaluation of the Supervisory factors requires a consideration of the characteristics of the work supervised. The supervisory responsibilities of the position are rated against each factor, and points are assigned based on the Factor level that corresponds most closely to the position. The summary presented here does not include definitions or point assignments for each level of each factor. Refer to the *General Schedule Supervisory Guide* for this information.

Factor 1: Program Scope and Effect (Levels 1 through 5)

This factor covers the general comprehensiveness and impact of the work, services, and programs that the employee in the position *directs*. Evaluation requires a consideration of all work, programs, and projects which the supervisor technically or administratively oversees, directly, or indirectly, through subordinate employees.

Factor 2: Organizational Setting (Levels 1 through 3)

This factor addresses the organizational level of the position with regard to higher management. The position is evaluated on this factor based on the level of the manager to which the employee in the position reports.

Factor 3: Supervisory and Managerial Authority Exercised (Levels 1 through 4)

This factor considers the extent of the employee's supervisory and managerial responsibilities. Evaluation of supervisory responsibility includes a consideration of the extent of review, planning, oversight, monitoring, and evaluation that is typically required of the position.

Factor 4: Personal Contacts (Levels 1 through 4)

This two-part factor assesses the type and purpose of contacts that are related to supervisory responsibilities. The contacts evaluated under subfactors 4A and 4B must be the same contacts.

Subfactor 4A: Nature of Contacts
This subfactor addresses the authority level of individuals contacted, the setting, the frequency, and the difficulty of making contacts related to supervisory responsibilities.

Subfactor 4B: Purpose of Contacts
This subfactor relates to the purpose of the contacts rated above, including a consideration of negotiating, advising, and commitment making involved in supervision and management.

Factor 5: Difficulty of Typical Work Directed (Levels 1 through 8)

This factor involves a consideration of the difficulty and complexity of the typical work that is directed by an employee in the position. Criteria are outlined in the *General Schedule Supervisory Guide* to assess the level of this factor separately for first level and second (or higher) level supervisory positions.

Factor 6: Other Conditions (Levels 1 through 6)

This factor measures the degree to which various conditions increase the difficulty and/or complexity of performing supervisory responsibilities. Rating of this factor includes an assessment of conditions that fully impact the employee's supervisory activities, as well as an addition of points for special situations outlined in the *Guide*.

Appendix C - Foreign Service Officer Job Analysis Survey

Job analysis surveys were developed by Booz, Allen & Hamilton to evaluate positions of USAID Foreign Service Officers (FSOs) in accordance with the USOPM's Factor Evaluation System (FES) standards. Factor level definitions and titles were revised for the USAID FSOs. The majority of job analysis surveys were self-administered. Additionally, Booz, Allen & Hamilton interviewed a subset of respondents for the purpose of validating the job analysis instrument. On the following pages is a version of this document.

Foreign Service Officer Job Analysis Survey

September 1993

U.S. Agency for International Development

Foreign Service Officer Job Analysis Survey

Booz·Allen & Hamilton is assisting AID FA/HRDM in collecting information to be used in revising aspects of AID's human resource management program. Administration of this survey is one of the methods that is being used to collect data. Interviews and subject matter expert panels are also being used to gather information. This data will not be used to audit individual positions. The results will be used in the aggregate.

BACKGROUND INFORMATION
Name:
Position Title:
Mission:
Supervisor's Name:
Name of person who completes your EER (if different from your supervisor):

SUPERVISION RECEIVED *Which of the following sets of statements best demonstrates the level of supervision most frequently provided to you on your job? Please check the one set that best applies and provide an example in the space provided.* **The level of supervision provided to me involves:**	✔	Provide Example Here
• Instructions about what is to be done on assignments, limitations, quality and quantity expected, deadlines, and priority of assignments. Additional instructions for new, difficult or unusual assignments, including suggestions on work methods and source materials. • Oversight to assure that finished work is technically accurate and complies with established procedures.		
• Working independently, but requesting assistance with unusual situations that do not have clear precedents. • Following instructions, policies, previous training, or accepted practices when I plan and carry out steps and handle problems and deviations in my work assignments. • Review of my work for technical soundness but no detailed review of the methods used in arriving at the end results.		
• Establishment of the overall objectives and resources available for my assignments by others (e.g., Mission Director/Deputy, Office Directors). • Holding me primarily responsible for planning and carrying out the assignment, resolving most of the conflicts that arise, coordinating the work of others, and interpreting policy in terms of established objectives. I may also determine the approach to be taken and the methodology to be used. I keep others informed of progress and potential problems. • Review of my work only from an overall standpoint in terms of feasibility, compatibility with other work, or effectiveness in meeting requirements or expected results.		
• Establishment of administrative direction by others (e.g., Mission Director/Deputy) with assignments in terms of broadly defined missions or functions. • Holding me responsible for independently planning, designing, and carrying out programs, projects, studies or other work. Results of my work are considered technically authoritative and are normally accepted without significant change. • Review of my work with respect to such matters as fulfillment of program objectives or influence on the overall program.		

SUPERVISORY AND MANAGERIAL ROLE PERFORMED *Which of the following sets of statements best demonstrates the level of supervision you provide to others as part of your job? Please check the highest level of supervision that applies and provide an example in the space provided.* In my job, I:	✔	Provide Example Here
• Do not provide supervision to others or manage contractors as part of my job.		
• Assign and review work daily, weekly, or monthly, assuring that production and accuracy requirements are met. • Perform some administrative supervisory duties, including approving personnel (e.g., FSN or PSC) leave and providing input to performance ratings.		
• Plan and direct work to be accomplished by subordinates or contractors, set and adjust short-term priorities, and prepare schedules for completion of work. Make assignments based on priorities, selective consideration of the difficulty and requirements of assignments, and the capabilities of employees. Adjust staffing levels as necessary. • Oversee the development of technical information useful to higher level managers and decide on the methodologies to be used in achieving work goals and objectives. • Establish performance expectations, evaluate work performance of subordinates and contractors, and assess cost/benefits of contractor performance. • Perform personnel management, including: advising, counseling or instructing employees on both work and administrative matters; hearing and resolving complaints from employees; effecting minor disciplinary measures (warnings and reprimands); and interviewing PSCs and/or FSNs and recommending for hire.		

Continued on next page

SUPERVISORY AND MANAGERIAL ROLE PERFORMED (continued) In my job, I:	✔	Provide Example Here
• Determine goals and objectives along with high level officials (e.g., Mission Director, Deputy, Office Director or others) for staff functions, programs or projects. • Direct a program or project with significant resources (multi-million dollar level of annual resources). • Exercise delegated managerial authority to design and negotiate work plans and agreements (annual, multi-year) and schedules for contracted work. • Assure the implementation (by lower and subordinate organizational units, contractors, or others) of the goals and objectives for the program segment(s), project(s), or function(s) for which I am responsible and evaluate the program segments, projects, or functions. • Resolve budget issues and plan for staffing and resource requirements, including whether to contract work out. • Perform personnel management, including making hiring decisions on PSC and/or FSN positions and recommendations for hiring of supervisory positions; reviewing and approving serious disciplinary actions (suspensions); approving expenses, overtime and employee travel; and recommending awards and bonuses for personnel.		
• Exercise delegated authority to oversee the overall planning, direction, and timely execution of a program, several program segments, or comparable staff functions. Perform strategic planning and develop, assign, and approve goals and objectives for supervisors or managers of subordinate organizational units or lower organizational levels. • Approve multi-year work plans developed by managers of subordinate organizational units and oversee the revision of plans, goals and objectives. • Exercise discretionary authority to approve the allocation and distribution of funds. • Exercise final authority for the full range of personnel actions recommended by supervisors.		

PROFESSIONAL CONTACTS *Which of the following sets of statements best describes the professional contacts you most frequently make to perform your job? Please check the one set of statements that best applies and give an example in the space provided.* My job requires:	✔	Provide Example Here
• Contact with others within the organizational unit(s) of which I am a part, with peers in comparable units within the mission, and/or with the administrative and other support staff within the mission.		
• Contact with employees throughout AID (both within and outside the mission). People I contact generally are engaged in different functions, missions, and kinds of work (e.g., representatives from various levels within AID, such as headquarters or regional offices).		
• Frequent contacts with mid-level individuals or groups from outside AID such as the following: - Embassy officials - Contractors - Private/voluntary organization officials - Donor agency officials - Representatives of the local business community - Labor union representatives - Host government ministry officials		
• Frequent contact with influential individuals or groups from outside of AID, such as the following: - High level host government ministry officials - Elected or appointed representatives of host governments - High level U.S. government officials - High level multi-lateral or country donor officials - Executive level contracting officials		

PURPOSE OF PROFESSIONAL CONTACTS *Which of the following sets of statements best describes the most frequent purpose of your professional contacts? Please check the one set that best applies and give an example in the space provided.* **The purpose of my professional contacts is to:**	✔	Provide Example Here
• Discuss work efforts for providing services or designing, implementing and evaluating projects primarily with others within the mission. • Exchange factual information about work operations and personnel management matters. • Provide training, advice, and guidance to subordinates.		
• Ensure that information provided to parties outside my organization is accurate and consistent. • Plan and coordinate the work directed with that of others outside the organization, such as contractor staff and host country organizations. • Resolve differences of opinion among managers, supervisors, employees, contractors or others.		
• Justify, defend, or negotiate in representing the project, program segment(s), or organizational unit(s) I direct, in obtaining or committing resources, and in complying with established policies, regulations, or contracts.		
• Influence, motivate, or persuade persons or groups to accept opinions or take actions related to advancing the fundamental goals and objectives of the project, program, or segments directed. These contacts may involve the commitment or distribution of major resources. • Engage in discussions that occasionally involve intense opposition or resistance due to significant organizational or philosophical conflict, competing objectives, major resource limitations or reductions, or comparable issues. Communicate, negotiate, resolve conflicts, and provide leadership to obtain the desired results.		

GUIDELINES *Which of the following sets of statements best describes the level of guidelines available to you to perform your job? Please check the one set of statements that best applies and provide an example in the space provided.* **I have specific, established guidelines (e.g., AID Handbooks, legislation, regulations, mission orders, FAR) available to me to assist with my work. The nature of my work requires me to:**	✔	Provide Example Here
• Usually follow established guidelines. • Consult others on the infrequent situations where there are not existing guidelines that can be clearly applied or where significant deviations from the guidelines are required.		
• Somewhat frequently use my judgment in interpreting and adapting guidelines for application to specific cases or problems.		
• Frequently use initiative and resourcefulness in interpreting and adapting guidelines for application to specific cases or problems.		
• Always use judgment and ingenuity in interpreting the intent of the guides that do exist and in developing applications to specific areas of work. • Use ingenuity to develop approaches to work when guidelines do not exist.		

KNOWLEDGE REQUIRED FOR MY CURRENT POSITION *Which of the following sets of statements best demonstrates the level of knowledge required to perform your job successfully? Please check the highest level of knowledge that applies. Once you have chosen your response, please use the space beside it to provide us with an example of work that you perform which requires that level of knowledge.*	✔	Provide Examples Here
• My job requires knowledge of basic principles, concepts, and methodology (e.g., knowledge of sector, policy objectives of U.S., AID goals, policies, and procedures, host country environment, resource requirements) of a professional or administrative occupation. • My job may require use of my practical knowledge of technical methods to carry out limited projects that involve the use of specialized, complicated techniques.		
• My job requires skill gained through job experience to permit independent performance of recurring assignments (e.g., administrative tasks in well-established offices) in addition to knowledge of the principles, concepts, and methodology of a professional or administrative occupation. • My job may require me to apply a practical knowledge of the principles and technical methods in my professional field to the design and planning of difficult but well-precedented projects (e.g., projects focused on a single sector with significant precedents).		
• My job requires knowledge of a wide range of concepts, principles, and practices of a professional or administrative occupation, such as would be gained through extensive experience, and skill in applying this knowledge to difficult and complex work assignments (e.g., multi-sector projects, or the establishment of administrative infrastructure in a new office). • My job requires me to use my comprehensive, intensive, practical knowledge in a technical field to develop new methods, approaches or procedures to complete my assignments where there are limited precedents.		
• My job requires a mastery of a professional or administrative field necessary to apply new developments to problems not susceptible to treatment by accepted methods. • My job requires that I use my knowledge to make decisions or recommendations which significantly change, interpret or develop important public policies or programs (e.g., evaluating impacts of individual issues or projects on overall program or country strategies).		
• My job requires a mastery level of knowledge in a professional field in order to be able to generate and develop new theories which can be used in relation to AID projects and programs. I am viewed as an expert in my field by academics or others in the international development community.		

SCOPE AND EFFECT OF WORK PERFORMED *Which of the following sets of statements best describes the scope of your work (i.e., purpose, breadth, and depth) and the impact of your work? Please check the one set that best applies and provide an example in the space provided.* **The scope and effect of the work I perform is best described by:**	✔	Provide Example Here
• Work involves a variety of conventional problems, questions, or situations treated in conformance with established criteria. • Work products or services affect the design or operation of projects or programs.		
• Work involves establishing criteria; formulating projects; assessing program effectiveness; or investigating or analyzing a variety of unusual conditions, problems, or questions. • Work products or services affect a wide range of mission or host country projects or other activities and operations.		
• Work involves isolating and defining unknown conditions, resolving critical problems, or developing new theories. • Work products or services affect the development of major aspects of administrative, scientific, or technical programs, or the well-being of substantial numbers of people on at least a short-term basis.		
• Work involves planning, developing, and carrying out vital administrative, scientific, or technical programs. • Programs are essential to the mission of the agency in the host country or affect extensive numbers of people on a long-term or continuing basis.		

SCOPE AND EFFECT OF WORK SUPERVISED *Which of the following sets of statements best describes the scope (i.e., purpose, breadth, and depth) of the work that you supervise/direct and the impact of this work? Please check the set that best applies and provide an example in the space provided.* **The scope and effect of the work I supervise/direct (in-house and contractor) is best described by:**	✔	**Provide Example Here**
• No supervision/direction responsibilities.		
• Work is administrative, technical, or complex clerical in nature. • Functions, activities, or services support most of the activities of a typical mission or have limited geographic coverage. • Services support and significantly affect mission operations or are provided to a limited population such as a portion of a small city.		
• Work is technical, administrative, or professional work. • Work affects a major metropolitan area, a state, a province, or supports a large or complex mission or a small regional office. • Functions, activities, or services directly and significantly impact a wide range of AID, host country, or other donor activities, work, or operations.		
• Work is professional, highly technical, or complex, and involves development of major aspects of scientific, medical, legal, administrative, regulatory, policy development or comparable highly technical programs. • Work supports a large regional operation or several bureau-wide programs; facilitates AID's accomplishment of its primary mission or programs of national significance in the host country; or impacts large segments of the host countries' population. • Work receives frequent congressional or media attention.		
• Both the scope and impact of the program are nationwide or government-wide; or directly involve and impact the U.S. national interest or AID's mission in the host country. • Work is subject to continual or intense congressional and media scrutiny or controversy; or has pervasive impact on the general public.		

COMPLEXITY OF WORK PERFORMED **The complexity of the work I perform is best described by:** *(check the one that best applies)*	✔	Provide Example Here
• Various duties. • Many alternatives from which I may have to choose a course of action. • Analysis of conditions and elements required to discern interrelationships.		
• Varied duties with well-established aspects. • Decision making requiring assessment of unusual circumstances, variations in approach and incomplete or conflicting data. • Decision making concerning such things as interpreting considerable data, planning work, or refining methods and techniques.		
• Varied duties involving a broad range of activities or substantial depth of analysis. • Major areas of uncertainty in approach, methodology, or interpretation and evaluation processes. • Continuing changes in program, technological developments, unknown phenomena, or conflicting requirements. • Origination of new techniques, establishment of criteria, or development of new information.		
• Broad functions and processes. • Breadth and intensity of effort on assignments including concurrent or sequential efforts needing support of others within or outside the organization. • Largely undefined issues and elements, requiring extensive probing and analysis to determine the nature and scope of the problems. • Continuing efforts to establish concepts, theories, or programs, or to resolve problems.		

DIFFICULTY OF WORK DIRECTED

1. Do you spend at least 25% of your time at work providing technical and administrative direction to FSOs, FSNs, or PSCs (e.g., assigning work, reviewing work products, evaluating work quality and assessing subordinate performance)?

   _____ Yes If yes, please answer the remainder of the questions in this section. _____ No If no, you may go on to the next section.

2. What types of people do you supervise? (Check all that apply.)

   _____ AID Direct Hires/FSOs _____ Foreign Service Nationals _____ Personal Services Contractors

3. How many of the following types of workers do you currently supervise or direct? (Please indicate the number on the line beside each applicable category.)

   _____ Office Director
   _____ Deputy Office Director
   _____ Project Officers
   _____ Controller
   _____ Financial Analysts
   _____ Accountants
   _____ Voucher Examiners
   _____ Executive Officer
   _____ Property Management Personnel
   _____ Personnel Specialist
   _____ Procurement Specialist
   _____ Contractor Officer
   _____ Computer Specialist
   _____ Maintenance/Warehouse Personnel
   _____ Drivers
   _____ Clerical Support
   _____ Contractors (non-PSCs)
   _____ Other (Specify) _____

4. Are any of the people that report to you supervisors? If so, please list position titles.

5. For how many people do you have performance appraisal duties? _____ As the official rater responsible for completion of the EER

   _____ To provide draft input for the EER even if you are not the official rater

6. If possible, please indicate the position title of the most senior person whom you supervise. (No names are necessary.)

Continued on next page

DIFFICULTY OF WORK DIRECTED (continued)

7. What types of work do you supervise? (Please describe in detail in the space provided.)

8. What is the most complex work that you direct? Complexity relates to such things as the degree of analysis required; uncertainty involved; lack of definition of issues, approaches, or concepts, and alternative courses of action. (Please describe in detail in the space provided.)

9. Do you manage or oversee implementation of development assistance projects in your current position?

_____ Yes If yes, please answer the remainder of the questions in this section. _____ No If no, you may go on to the next section.

10. How many development assistance projects do you manage or oversee (or project components if not responsible for entire projects)? _____

11. What is the approximate aggregate lifecycle value (in U.S. dollars) of the projects (or components) you manage or oversee? $_____

12. What is the approximate value (in U.S. dollars) of annual expenditures on the projects (or components) you manage or oversee? $_____

OTHER CONDITIONS *Which of the following sets of statements best demonstrates the conditions under which you may work or supervise work? Please check the one set that applies and provide an example in the space provided.* **As part of my job, I:**	✔	**Provide Example Here**
• Supervise clerical, technician, or other support work that is routine in nature and requires coordination within my organizational unit to ensure that timeliness, form, procedure, accuracy, quality and quantity standards are met.		
• Supervise technician or support work that requires coordination and integration of work efforts, either within my organizational unit or with other units, in order to produce a completed work product or service. • Have full and final technical authority over the work (i.e., I do not receive technical advice or assistance on even the more difficult and unusual problems) although the work may be reviewed from an administrative or program evaluation standpoint.		
• Coordinate, integrate, or consolidate administrative, technical, or support work over which I have full and final technical authority. Most of the following items characterize my work: - I do not receive technical advice or assistance on even the more difficult and unusual problems - I supervise or coordinate work that is analytical, interpretive, judgmental, evaluative, or creative - My work places significant demands on me to resolve conflicts and maintain compatibility of interpretation, judgment, logic, and policy application.		
• Supervise work that involves substantial coordination and integration of a number of major work assignments, projects, or program segments of professional, scientific, technical, or administrative work. My work involves one or more of the following: - Identifying and integrating internal and external program issues affecting the immediate organization, such as those involving technical, financial, organizational, and administrative factors - Integrating the work of a team or group where each member contributes a portion of the analyses or recommendations - Ensuring compatibility and consistency of interpretation, judgment, logic, and application of policy - Recommending resources to devote to particular projects or to allocate among program segments - Providing leadership in developing, implementing, evaluating, and improving processes and procedures of the project, program segment, and/or organization directed - Reviewing and approving the substance of reports, decisions, case documents, contracts, or other action documents to assure that they accurately reflect the policies and position of the organization.		

Continued on next page

OTHER CONDITIONS (continued) As part of my job, I:	✔	Provide Example Here
• Provide significant and extensive coordination and integration of a number of important projects or program segments of professional, scientific, technical, managerial, or administrative work. • Make major recommendations which have a direct and substantial effect on the organization and projects I manage. My work typically involves some of the following: - Significant internal and external program and policy issues affecting the overall organization, such as those involving political, social, technological, and economic conditions - Restructuring, reorienting, or recasting immediate and long-range goals, objectives, plans, and schedules to meet substantial changes in legislation, program authority, and/or funding - Determining projects or program segments to be initiated, dropped, or curtailed - Identifying changes in organizational structure, including the particular changes to be effected - Determining the optimum mix of reduced operating costs and assurance of program effectiveness, including introduction of labor saving devices, automated processes, and methods improvements - Determining the resources to devote to particular programs - Formulating policy and long range planning in connection with prospective changes in functions and programs • At times am impacted by extreme urgency, unusual controversy, or other comparable demands due to research, development, test and evaluation, design, policy analysis, public safety, public health, medical, regulatory, or similar implications.		
• Coordinate and integrate a number of very important and complex program segments or programs of professional, scientific, technical, managerial, or administrative work (programs or program segments are more important and complex than those referenced in the preceding set of statements). • Am responsible for major decisions and final actions which have a direct and substantial effect on the organization and programs managed.		

SPECIAL SITUATIONS *Which of the following sets of statements describe any special situations under which you perform your work? Please check each set that applies and provide an example in the space provided.* My job:	✔	Provide Example Here
• Involves technical and administrative responsibility for more than one kind of work. Each kind requires a distinctly different additional body of knowledge. • Requires full knowledge and understanding of rules, regulations, procedures, and subject matter of a distinctly separate area of work.		
• Involves supervising an operation that is carried out on at least two fully staffed shifts (e.g., motorpool, data entry).		
• Is constantly changing due to frequent, abrupt, and unexpected changes in work assignments, goals, and deadlines. Operations must be constantly adjusted under the pressure of continuously changing and unpredictable conditions. • Involves supervising a workforce that has large fluctuations in size.		
• Requires that a substantial portion of the workload for which I am responsible be regularly carried out at one or more locations which are physically removed from the main unit (as in different buildings, or widely dispersed locations in the host country[ies]), under conditions which make day-to-day supervision difficult to administer.		
• Requires that I supervise a work force a substantial portion of which necessitates understanding and accommodating cultural differences and/or frequently resolving difficult or complex human resources management issues and problems.		
• Involves work processes and procedures that vary constantly because of the impact of changing technology, creating a requirement for extensive training and guidance of the subordinate staff.		
• Is regularly made more difficult by the need to make provision for significant unsafe or hazardous conditions.		
• None of these special situations apply to my work.		

Appendix D - Sample Characteristics

The sample chosen for the current study was representative of the USAID FSO population. A random group of missions/bureaus/offices was surveyed, including 8 missions and 2 Regional Offices in the field, and a sample of USAID/Washington offices where FSOs are assigned. For the field, all FSOs available at each mission completed a job analysis survey. In USAID/Washington, individuals were randomly chosen for participation based on position allocation.

The tables on the following pages provide a display of the population distribution by Backstop, and by Organization. As can be seen on 'Sample and Population Distribution by Backstops' on the next page, the sample chosen for the study was representative of the USAID FS population with regards to relative proportions. The final column lists the difference in proportion of each backstop relative to the total population versus the sample population. As this column shows, the largest percentage difference is 4% , for the International development Intern position. This does not reflect a substantial difference in proportions.

The 'Sample Distribution by Organization' table provides a breakdown of the number of surveys collected at each organization studied. The end result was the collection of 204 surveys.

USAID FSO JOB ANALYSIS
Sample and Population Distribution by Backstops

BACKSTOPS		SAMPLE CASES						AID FS POPULATION		
		Supervisors		NonSupervisors		Total Sample				% Difference
Code	Title	N	%	N	%	N	%	N	%	from Sample
02	Program Analysis	18	10%	8	26%	26	13%	181	13%	1%
03	Administrative Management	14	8%	1	3%	15	7%	89	7%	-1%
04	Financial Management	20	12%	2	6%	22	11%	130	10%	-1%
05	Secretarial Support	0	0%	0	0%	0	0%	31	2%	2%
06	General Services	0	0%	0	0%	0	0%	5	0%	0%
07	Administrative and Program Support	1	1%	0	0%	1	0%	17	1%	1%
10	Agriculture	23	13%	0	0%	23	11%	122	9%	-2%
11	Economics	8	5%	2	6%	10	5%	57	4%	-1%
12	Program Management	15	9%	1	3%	16	8%	131	10%	2%
14	Rural Development	2	1%	0	0%	2	1%	10	1%	0%
15	Food For Peace	2	1%	0	0%	2	1%	20	1%	1%
20	Housing, Urban and Community Development	3	2%	0	0%	3	1%	30	2%	1%
21	Business, Industry and Private Enterprise	8	5%	3	10%	11	5%	63	5%	-1%
25	Engineering	3	2%	0	0%	3	1%	24	2%	0%
30	Natural Resources and Energy Management	5	3%	0	0%	5	2%	20	1%	-1%
50	Health Science, Medical and Population	14	8%	1	3%	15	7%	85	6%	-1%
60	Human Resources and Energy Management	4	2%	0	0%	4	2%	27	2%	0%
75	Physical and Social Science	0	0%	0	0%	0	0%	1	0%	0%
85	Legal	2	1%	2	6%	4	2%	36	3%	1%
92	Commodity Management	1	1%	0	0%	1	0%	14	1%	1%
93	Contract Management	9	5%	1	3%	10	5%	43	3%	-2%
94	Project Development	19	11%	10	32%	29	14%	145	11%	-3%
95	International Development Intern	2	1%	0	0%	2	1%	62	5%	4%
	Totals	173	100%	31	100%	204	100%	1343	100%	

Note: Backstop 01 (Mission Directors and related executives) was not included in sample and thus not included in AID population percentage calculations so the sample and population distributions would be comparable. Total population including Backstop 01 is 1515.

Sources: Population data from AID/M/HRDM as of January 1994. Sample data from sample selected by Booz, Allen & Hamilton.

USAID FSO JOB ANALYSIS
Sample Distribution by Organization

NO.	ORGANIZATION	CASES
1	USAID/Honduras	18
2	RDO/C Barbados	9
3	USAID/Guatemala & ROCAP	14
4	USAID/Philippines	24
5	REDSO	11
6	USAID/Bangladesh	15
7	USAID/Tanzania	4
8	USAID/Sri Lanka	9
9	USAID/Kenya	13
10	USAID/Senegal	12
11	USAID/India (Dehli)	7
19	Misc	4
20	PPC/Director	
21	PPC/EMS	
22	PPC/Strategic Planning	
23	PPC/Policy Analysis & Resources	2
24	PPC/Intl Donor Programs	
25	PPC/Center for Development Info & Evaluation	4
30	FDC/AA	
31	FDC/Management	
32	FDC/FDA	
33	FDC/Program, Policy & Evaluation	1
34	FDC/FFP	
35	FDC/Private and Voluntary Contribution	1
36	FDC/American Schools and Hospitals Abroad	
40	M/FA	1
41	M/Budget	2
42	M/Overseas Management Support	3
43	M/Procurement	1
44	M/HRDM	1
45	M/FM	2
46	M/Admin Services	
47	M/IRM	
50	Africa/AA	
51	Africa/Coastal and Central West African Affairs	2
52	Africa/Eastern Africa Affairs	1
53	Africa/Southern Africa Affairs	1
54	Africa/SAHEL West Africa Affairs	1
55	Africa/Development Planning	1
56	Africa/Analysis, Research and Tech Support	2
57	Africa/Operations and New Initiatives	
58	Africa/Management Resources Planning	1
60	ENI/AA	
61	ENI/EMS	
62	ENI/Program Development & Planning	
63	ENI/Development Resources	4
64	ENI/Soviet Affairs	
65	ENI/Regional Mission for Europe	3

USAID FSO JOB ANALYSIS
Sample Distribution by Organization

NO.	ORGANIZATION	CASES
66	ENI/Program Analysis and Coordination	
67	ENI/NIS Field Affairs	1
68	ENI/Emergency and Humanitarian Assistance	
69	ENI/Economic Restructuring	
70	ENI/Energy, Environment & Technology	1
71	ENI/Democratic Initiatives, Health & HR	1
80	ANE/AA	
81	ANE/NE/Development Planning	1
82	ANE/NE/Development Resources	1
83	ANE/Egypt and North Africa Affairs	
84	ANE/Middle East Affairs	
85	ANE/Asia/EMS	
86	ANE/Secretariat for US/Asia Environmental Partnership	
87	ANE/Asia/Finance and Program Management	1
88	ANE/Asia/Development Resources	3
89	ANE/East Asia Affairs	1
90	ANE/South Asia Affairs	3
100	Global/AA	
101	Global/Private Enterprise/Development Planning	1
102	Global/PE/Investment	1
103	Global/PE/Emerging Markets	
104	Global/PE/Small, Micro, and Informal Enterprise	
105	Global/PE/Capital Projects and Engineering	
106	Global/PE/Housing and Urban Programs	1
107	Global/RD/Program	1
108	Global/RD/Management	
109	Global/RD/International Training	
110	Global/RD/University Cooperation in Development	1
111	Global/RDAgriculture	2
112	Global/RD/Energy & Infrastructure	
113	Global/RD/Education	
114	Global/RD/Economic & Institutional Dvl	
115	Global/RD/Women in Development	
116	Global/RD/Nutrition	
117	Global/RD/Health	2
118	Global/RD/Population	1
120	LAC/AA	
121	LAC/EMS	
122	LAC/Democratic Initiatives	1
123	LAC/Trade and Investment	
124	LAC/Development Planning and Programs	4
125	LAC/Development Resources	1
126	LAC/South American and Mexican Affairs	
127	LAC/Central American Affairs	
128	LAC/Caribbean Affairs	1
130	General Counsel	
Total		204