

# Administrative Analysis Grade Evaluation Guide

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## COVERAGE

This guide provides grade level criteria for nonsupervisory staff administrative analytical, planning, and evaluative work, at grade GS-09 and above. Work covered by the guide is administrative in nature and does not require specialized subject matter knowledge and skills. While such work does not require specialized educational preparation, it does require a high degree of qualitative and/or quantitative analytical skills, the ability to research problems and issues, written and oral communication skills, and the application of mature judgment in problem solving.

## EXCLUSIONS

1. Full performance level (nontrainee) positions below grade GS-09 involved in the performance of one-grade interval technician or assistant work in a support capacity. Such positions should be graded using standards and guides for clerical, assistant, and technician work.
2. Position which consists solely of duties and responsibilities related to the line management or delivery of agency programs. Such work typically requires specialized subject matter knowledge and skills and should be graded through reference to the appropriate subject matter standard.
3. Positions for which specialized technical skills or educational qualifications are of paramount importance to satisfactory performance of the work (e.g., education of the type usually gained through completion of specified academic course-work or extensive experience in an occupation). Such positions should be evaluated through reference to an appropriate subject matter standard.
4. Professional and scientific positions primarily concerned with the analysis of public policy issues and their impact on social, economic, scientific, legal, diplomatic, environmental, and other issues of national and international significance. Such positions are evaluated by the Policy Analysis Grade-Evaluation Guide.
5. Positions involving financial or other specialized administrative duties and responsibilities which are more thoroughly covered by criteria in specific occupational standards (e.g., the Financial Management Series, GS-0505; series covered in the Job Family Position Classification Standard for Professional and Administrative Work in the Accounting and Budget Group, GS-0500). Such positions should be evaluated through reference to the appropriate subject matter standard.

## **BACKGROUND INFORMATION**

This guide is designed specifically to evaluate staff analytical, planning, and evaluative work concerned with the administrative and operational aspects of agency programs and management. Although line work is excluded from coverage, the guide may also be used for evaluating staff analytical duties of positions primarily engaged in line management or program administration.

Typical positions covered by this guide require knowledge of: (1) the overall mission, functions, and organization of the agency or component; (2) the principles, functions, and processes of management and the organization of work; (3) agency program operations, processes, goals, and objectives; and (4) evaluative, planning, and analytical processes and techniques (quantitative and qualitative). Knowledge is applied in a staff advisory capacity to line management in support of: planning, development, and execution of agency programs; the administrative management of agencies and their component organizations; or the performance of related functions requiring comparable knowledge and skills.

The guide is intended primarily for use in evaluating two-grade interval positions in the General Administrative, Clerical, and Office Services Group, GS-0300. Since this is a functional guide, it may also be used as an additional source of classification guidance for two grade-interval administrative work in other occupational groups not covered by published grade level criteria, and where the positions involved require knowledge and skill in the application of analytical and evaluative concepts, methods, and techniques comparable to those described in this guide.

## **HOW TO USE THIS GUIDE**

Positions should be evaluated on a factor-by-factor basis using the (FES) factor level descriptions contained in this guide. Total points for all factors are converted to grade level using the table below. The basic instructions and concepts contained in the Instructions for the Factor Evaluation System (May 1977) should be applied in the evaluation of positions.

The guide contains work illustrations designed to assist users in selecting the proper levels for Factors 1, 4, and 5. The illustrations provide an expanded frame of reference for identifying the concepts of these factor levels. Users should not rely solely on the illustrations in evaluating positions, since they reflect a rather narrow range of actual work examples for positions covered by this guide. Instead, users should attempt to match the intent of the various factor levels, and within the illustrations, find concepts and examples which are comparable to those of the position being evaluated.

The guide does not provide criteria for trainee or developmental work below grade GS-09. Agencies may establish positions at these levels as needed for entry and development using the (FES) primary standard for factor levels falling below those described in the guide, related classification standards, and sound classification and position management practices.

The series of a position classified in whole or in part by this guide is determined by the assigned duties and responsibilities and the qualifications required for the work. Official position titles are established by published classification standards for the series or by the general instructions for titling in the [Introduction to the Position Classification Standards](#).

## GRADE CONVERSION TABLE

Total points on all evaluation factors are converted to GS grade as follows:

<b>GS Grade</b>	<b>Point Range</b>
9	1855-2100
10	2105-2350
11	2355-2750
12	2755-3150
13	3155-3600
14	3605-4050
15	4055- up

## FACTOR LEVEL RELATIONSHIPS

The following table illustrates how the FES factor levels combine in typical administrative analytical positions at grades GS-09 through GS- 13. The table is provided to aid users in understanding the most common factor relationships at each grade; i.e., the level of knowledge required to perform work of a particular level of complexity. However, other combinations of factors may be appropriate for particular positions.

<b>Factors/Grade Levels</b>	<b>GS-09</b>	<b>GS-11</b>	<b>GS-12</b>	<b>GS-13</b>
<b>Knowledge</b>	1-6	1-7	1-7	1-8
<b>Supervisory Controls</b>	2-3	2-4	2-4	2-4
<b>Guidelines</b>	3-3	3-3	3-4	3-4 or 3-5
<b>Complexity</b>	4-3	4-4 or 4-5	4-5	4-5
<b>Scope and Effect</b>	5-3	5-3 or 5-4	5-4	5-4 or 5-5
<b>Personal Contacts</b>	2 or 3	2 or 3	3	3
<b>Purpose of Contacts</b>	b or c	b or c	c	c
<b>Physical Demands</b>	8-1	8-1	8-1	8-1
<b>Work Environment</b>	9-1	9-1	9-1	9-1

## FACTOR LEVEL DESCRIPTIONS

### FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

**NOTE:** In evaluating this factor, the knowledge and skills required in the application of analytical and evaluative methods and techniques to organizational and program issues or studies is of greater significance than knowledge of the techniques themselves. Many of the methods and techniques used by positions covered by this guide will have application over a wide range of assignments.

### *Level 1-6 -- 950 Points*

This level of knowledge is appropriate for analytical and evaluative positions at the first full-performance level.

Positions with this level of knowledge require skill in applying analytical and evaluative techniques to the identification, consideration, and resolution of issues or problems of a procedural or factual nature. The issues or problems deal with readily observable conditions (e.g., office or shop layout, work-flow, or working conditions), written guidelines covering work methods and procedures such as performance and production standards, and information of a factual nature (e.g., number and type of units actually produced or capability of equipment). Included at this level is knowledge of the theory and principles of management and organization, including administrative practices and procedures common to organizations, such as those pertaining to areas of responsibility, channels of communication, delegation of authority, routing of correspondence, filing systems, and storage of files and records.

Assignments typically involve using qualitative and quantitative analytical techniques such as: literature search; work measurement; task analysis and job structuring; productivity charting; determining staff to workload ratios (e.g., span of control); organization design; space planning; development and administration of questionnaires; flowcharting of work processes; graphing; and calculation of means, modes, standard deviations, or similar statistical measures.

Assignments require skill in conducting interviews with supervisors and employees to obtain information about organizational missions, functions, and work procedures.

### ILLUSTRATIONS:

- Knowledge of management principles, organizational theory, and techniques of analysis and evaluation, along with knowledge of standardized administrative practices and procedures to conduct studies of clerical work processes in various organizations to identify, analyze, and recommend solutions to problems in organizational structure, staffing, administrative procedures, work processes, or workload distribution.
- Knowledge of administrative regulations and operating procedures plus skill in applying fact-finding and investigative techniques (e.g., employee/supervisor interviews, review of work procedures, instructions, records, and files) to gather clear-cut factual evidence of administrative waste and abuse, or compliance with regulations.
- Knowledge of established management principles, pertinent administrative regulations, and staffing guidelines plus skill in applying fact-finding and work measurement techniques to conduct position management studies of clerical, trades, technician, and administrative support positions within a single organizational component at the operating (installation) level. Assignments require skill in preparing and delivering briefings to managers on study findings and recommendations.

### *Level 1-7 -- 1250 Points*

In addition to knowledge of the previous level, assignments require knowledge and skill in applying analytical and evaluative methods and techniques to issues or studies concerning the efficiency and effectiveness of program operations carried out by administrative or professional personnel, or substantive administrative support functions (i.e., internal activities or functions such as supply, budget, procurement, or personnel which serve to facilitate line or program operations). This level includes knowledge of pertinent laws, regulations, policies and precedents which affect the use of program and related support resources (people, money, or equipment) in the area studied. Projects and studies typically require knowledge of the major issues, program goals and objectives, work processes, and administrative operations of the organization.

Knowledge is used to plan, schedule, and conduct projects and studies to evaluate and recommend ways to improve the effectiveness and efficiency of work operations in a program or support setting. The assignments require knowledge and skill in adapting analytical techniques and evaluation criteria to the measurement and improvement of program effectiveness and/or organizational productivity. Knowledge is applied in developing new or modified work methods, organizational structures, records and files, management processes, staffing patterns, procedures for administering program services, guidelines and procedures, and automating work processes for the conduct of administrative support functions or program operations. Knowledge may also be applied in analyzing and making recommendations concerning the centralization or decentralization of operations.

### ILLUSTRATIONS:

- Knowledge of qualitative and quantitative techniques for analyzing and measuring the effectiveness, efficiency, and productivity of administrative and technical programs, along with knowledge of the mission, organization, and work processes of programs throughout a military command, complex multi-mission local installation, or equivalent, and the relationships of administrative support activities (e.g., data processing, accounting, budget) to such missions. Knowledge is applied in conducting studies, analyzing findings and making recommendations on substantive operating programs; e.g., weapons testing or commodity management. The work requires skill in preparing project papers and staff reports and skill in organizing and delivering briefings to managers to encourage understanding and acceptance of findings and recommendations.
  
- Knowledge of organization, programs, missions, and functions of the parent military command along with knowledge of analytical and investigative techniques to conduct staffing requirements and utilizations and/or field installations. Assignments require skill in conducting detailed analyses of complex functions and work processes including: examination of production standards; past, present, and programmed workloads; nonproductive time; and deviations from standards to determine validated staffing requirements for the

function studied. Work requires considerable inter-personal skills in presenting staffing recommendations and negotiating solutions to disputed recommendations.

- Thorough knowledge of the service or bureau benefit programs, operations, objectives, and policies along with a comprehensive knowledge of management and organizational techniques, systems, and procedures is applied in performing a wide variety of analytical studies and projects related to management improvement, productivity improvement, management controls, and long-range planning. Assignments include: developing guidance on techniques for management and methods improvement; analyzing and advising on proposed reorganizations or realignment of functions; and developing manuals and directives covering the administrative aspects of field station operations.

### *Level 1-8 -- 1550 Points*

This is the level of the expert analyst who has mastered the application of a wide range of qualitative and/or quantitative methods for the assessment and improvement of program effectiveness or the improvement of complex management processes and systems. In addition to knowledge of the next lower level, this level requires comprehensive knowledge of the range of administrative laws, policies, regulations, and precedents applicable to the administration of one or more important public programs. Typically, this includes knowledge of agency program goals and objectives, the sequence and timing of key program events and milestones, and methods of evaluating the worth of program accomplishments. Work requires knowledge of relationships with other programs and key administrative support functions within the employing agency or in other agencies.

Knowledge characteristic of this level are applied to a variety of ways. For example, knowledge is applied to the design and conduct of comprehensive management studies where the boundaries of the studies are extremely broad and difficult to determine in advance; i.e., the actual limits of the project are developed as the study proceeds. Study objectives are to identify and propose solutions to management problems which are characterized by their breadth, importance, and severity, and for which previous studies and established management techniques are frequently inadequate.

For other assignments, knowledge may be applied in preparing recommendations for legislation to change the way programs are carried out; in evaluating the content of new or modified legislation for projected impact upon agency programs and resources; and/or in translating basic legislation into program goals, actions, and services.

Also included at this level is skill to plan, organize, and direct team study work and to negotiate effectively with management to accept and implement recommendations, where the proposals involve substantial agency resources, require extensive changes in established procedures, or may be in conflict with the desires of the activity studied.



**ILLUSTRATIONS:**

- Expert knowledge of analytical and evaluative methods plus a thorough understanding of how regulatory or enforcement programs are administered to select and apply appropriate program evaluation and measurement techniques in determining the extent of compliance with rules and regulations issued by the agency, or in measuring and evaluating program accomplishments. This may include evaluating the content of new or modified legislation for projected impact upon the agency's programs or resources.
  
- Mastery of advanced management and organizational principles and practices along with a comprehensive knowledge of planning, programming, and budgeting regulations, guidelines and process, and thorough knowledge of the military command's facilities planning, acquisition, and management process to prepare long-range (5 year) and short-range planning guidance in accordance with broad agency program policies and objectives. Develops resource (staffing and funding) guidance for subordinate activities, and performs continuous appraisal of the utilization of command resources in accomplishing program objectives and goals. The work requires ability to direct complex studies requiring application of advanced analytical and statistical methods and techniques.
  
- Knowledge of military command structure, missions, programs, and organizational relationships plus a thorough knowledge of quantitative and qualitative methods and techniques to develop staffing standards covering complex program functions or missions, e.g., management of agency research operations, or staffing requirements for new or substantially altered training or operational missions and programs. Studies and analyses are of such scope that they frequently require a team effort. Projects typically involve development of new approaches to identifying meaningful workload factors and performance quality levels, and determining accurate measurement techniques.

**FACTOR 2, SUPERVISORY CONTROLS***Level 2-3 -- 275 Points*

The supervisor assigns specific projects in terms of issues, organizations, functions, or work processes to be studied and sets deadlines for completing the work. Where two or more projects are involved, the supervisor may assign priorities among the various projects as well as deadlines for the attainment of specific milestones within a project. The supervisor or higher grade analyst provides assistance on controversial issues or on the application of qualitative or quantitative analytical methods to the study of subjects for which precedent studies are not available.

The employee plans, coordinates, and carries out the successive steps in fact-finding and analysis of issues necessary to complete each phase of assigned projects. Work problems are normally resolved by the employee without reference to the supervisor, in accordance with the body of

accepted office policies, applicable precedents, organizational concepts, management theory, and occupational training.

Work is reviewed for conformance with overall requirements as well as contribution to the objectives of the study. Complete work products such as evaluation reports and staff studies, are also reviewed for consistency of facts and figures, choice of appropriate analytical methods, and practicality of recommendations. Findings and recommendations developed by the employee are reviewed prior to release, publication, or discussion with management officials.

### *Level 2-4 -- 450 Points*

Within a framework of priorities, funding and overall project objectives (e.g., cost reduction, improved effectiveness and efficiency, better workload distribution, or implementation of new work methods), the employee and supervisor develop a mutually acceptable project plan which typically includes identification of the work to be done, the scope of the project, and deadlines for its completion.

Within the parameters of the approved project plan, the employee is responsible for planning and organizing the study, estimating costs, coordinating with staff and line management personnel, and conducting all phases of the project. This frequently involves the definitive interpretation of regulations and study procedures, and the initial application of new methods. The employee informs the supervisor of potentially controversial findings, issues, or problems with widespread impact.

Completed projects, evaluations, reports, or recommendations are reviewed by the supervisor for compatibility with organizational goals, guidelines, and effectiveness in achieving intended objectives. Completed work is also reviewed critically outside the employee's immediate office by staff and line management officials whose programs and employees would be affected by implementation of the recommendations.

### *Level 2-5 -- 650 Points*

As a recognized authority in the analysis and evaluation of programs and issues, the employee is subject only to administrative and policy direction concerning overall project priorities and objectives.

At this level, the employee is typically delegated complete responsibility and authority to plan, schedule, and carry out major projects concerned with the analysis and evaluation of programs or organizational effectiveness. The employee typically exercises discretion and judgment in determining whether to broaden or narrow the scope of projects or studies.

Analyses, evaluations, and recommendations developed by the employee are normally reviewed by management officials only for potential influence on broad agency policy objectives and program goals. Findings and recommendations are normally accepted without significant change.

## FACTOR 3, GUIDELINES

### *Level 3-3 -- 275 Points*

Guidelines consist of standard reference material, texts, and manuals covering the application of analytical methods and techniques (statistical, descriptive or evaluative) and instructions and manuals covering the subjects involved (e.g., organizations, equipment, procedures, policies, and regulations).

Analytical methods contained in the guidelines are not always directly applicable to specific work assignments. However, precedent studies of similar subjects are available for reference. The employee uses judgment in choosing, interpreting, or adapting available guidelines to specific issues or subjects studied. The employee analyzes the subject and the current guidelines which cover it (e.g., workflow, delegations of authority, or regulatory compliance) and makes recommendations for changes.

Included at this level are work assignments in which the subject studied is covered by a wide variety of administrative regulations and procedural guidelines. In such circumstances the employee must use judgment in researching regulations, and in determining the relationship between guidelines and organizational efficiency, program effectiveness, or employee productivity.

### *Level 3-4 -- 450 Points*

Guidelines consist of general administrative policies and management and organizational theories which require considerable adaptation and/or interpretation for application to issues and problems studied. At this level, administrative policies and precedent studies provide a basic outline of the results desired, but do not go into detail as to the methods used to accomplish the project.

Administrative guidelines usually cover program goals and objectives of the employing organization, such as agency controls on size of work force, productivity targets, and similar objectives. Within the context of broad regulatory guidelines the employee may refine or develop more specific guidelines such as implementing regulations or methods for the measurement and improvement of effectiveness and productivity in the administration of operating programs.

### *Level 3-5 -- 650 Points*

Guidelines consist of basic administrative policy statements concerning the issue or problem being studied, and may include reference to pertinent legislative history, related court decisions, state and local laws, or policy initiatives of agency management.

The employee uses judgment and discretion in determining intent, and in interpreting and revising existing policy and regulatory guidance for use by others within or outside the

employing organization (e.g., other analysts, line managers, or contractors). Some employees review proposed legislation or regulations which would significantly change the basic character of agency programs, the way the agency conducts its business with the public or with private industry, or which modify important inter-agency relationships. Other employees develop study formats for use by others on a project team or at subordinate echelons in the organization. At this level, the employees are recognized as experts in the development and/or interpretation of guidance on program planning and evaluation in their area of specialization (e.g., work force management, contingency/emergency planning, position management, work measurement, or productivity improvement).

## **FACTOR 4, COMPLEXITY**

### *Level 4-3 -- 150 Points*

The work principally involves dealing with problems and relationships of a procedural nature rather than the substance of work operations, issues, or other subjects studied. At this level, the employee analyzes the issues in the assignment, then selects and applies accepted analytical techniques such as task analysis, work simplification, work-flow charts, workload measurement, and trend analysis to the resolution of procedural problems affecting the efficiency, effectiveness, or productivity of the organization and/or workers studied.

Projects usually take place within organization with related functions and objectives, although organization and work procedures differ from one assignment to the next. Typical organizational efficiency assignments involve observing work in progress to identify and resolve problems in work-flow, work methods and procedures, task distribution, overall workload, forms and record keeping, span of control, and organizational structure. When performed, evaluative studies involve measurement of current work output, group productivity and accomplishments, or identification of current resource needs (staff, supplies, equipment, and space). Typically, the employee prepares a narrative report containing a statement of the issue or problem, background, observations, options for change, and recommendations for action.

Findings and recommendations are based upon analysis of work observations, review of production records or similar documentation, research of precedent studies, and application of standard administrative guidelines (e.g., staffing guidelines or performance and production standards).

### **ILLUSTRATIONS:**

- Uses established analytical techniques or precedent studies to gather narrative or statistical information to develop improved organizational structures, staffing patterns, and work-flow in a vehicle maintenance and repair shop or supply warehouse. Observes operations to identify problems in work-flow and procedures, work distribution, overall workload, and skill mix of workers.

- Applies accepted techniques and systems for assessing workload and productivity (e.g., time and motion study, task analysis, flowcharting of work processes) to develop methods, forms, and procedures for performance measurement or appraisal of clerical employees in a claims processing or comparable operation.
- As a team member, conducts management surveys of clerical, blue-collar, and administrative support activities to determine compliance with applicable regulations and procedures and sound management practices. Interviews employees and supervisors to collect factual information on the operations surveyed; observes work in process; and reviews files and other record material on workload and accomplishments. Surveys deal primarily with procedural aspects rather than the substance of administrative operations.

### *Level 4-4 -- 225 Points*

The work involves gathering information, identifying and analyzing issues, and developing recommendations to resolve substantive problems of effectiveness and efficiency of work operations in a program or program support setting. This is in addition to improving conditions of a procedural nature which relate to the efficiency of organizations and workers described at the previous level. By way of contrast with level 4-3, work at this level requires the application of qualitative and quantitative analytical techniques that frequently require modification to fit a wider range of variables.

Subjects and projects assigned at this level usually consist of issues, problems, or concepts that are not always susceptible to direct observation and analysis (e.g., projected missions and functions). Difficulty is encountered in measuring effectiveness and productivity due to variations in the nature of administrative processes studied (e.g., those associated with processing information, reorganizing to meet changes in mission, or providing support services). Information about the subject is often conflicting or incomplete, cannot readily be obtained by direct means, or is otherwise difficult to document. For example, assignments may involve compiling, reconciling, and correlating voluminous workload data from a variety of sources with different reporting requirements and formats, or the data must be carefully cross-checked, analyzed, and interpreted to obtain accurate and relevant information.

Characteristic of this level is originality in refining existing work methods and techniques for application to the analysis of specific issues or resolution of problems. For example, the employee may revise methods for collecting data on workload, adopt new measures of productivity, or develop new approaches to relate productivity measurements to a performance appraisal system.

### **ILLUSTRATIONS:**

- Studies, analyzes, and develops methods to improve the accuracy, adequacy, and timeliness of information and systems for disseminating information about the agency's programs and work force to managers at many organizational echelons and/or geographic locations. Employee must consider the information needs,

interests, and level of detail needed to satisfy a wide variety of user requirements. Potential sources of data must be cross-checked, analyzed, and interpreted by the employee to obtain accurate, relevant information.

- Serves as management advisor in the bureau headquarters of an agency (or equivalent organization) with responsibility for performing a range of analytical studies and projects related to field program operations in the areas of management and productivity improvement (including effectiveness of work methods, manpower utilization, and distribution of functions); management controls; and work planning. Assignments typically involve the study of organizations, work processes, or functions that are interrelated. The work requires detailed planning to conduct information gathering; interpretation of administrative records and reports; correlation of information to corroborate facts; and coordination with management representatives.
- Provides advice to management on the distribution of work among positions and organizations, and the efficient utilization of positions and employees in programs and program support areas staffed by employees in professional, technical, clerical, and blue-collar occupations. The nature of the work is such that the employee must continually gather, interpret, analyze, and correlate large amounts of narrative and statistical information about organizational functions, workload, and productivity. Studies involve consideration of relationships among tasks, positions, organizations, workload, and productivity. Studies involve consideration of relationships among tasks, positions, organizations, workload distribution, employee capabilities, and requirements of applicable staffing guides.

#### *Level 4-5 -- 325 Points*

The work consists of projects and studies which require analysis of interrelated issues of effectiveness, efficiency, and productivity of substantive mission-oriented programs. Typical assignments require developing detailed plans, goals, and objectives for the long-range implementation and administration of the program, and/or developing criteria for evaluating the effectiveness of the program.

Decisions about how to proceed in planning, organizing and conducting studies are complicated by conflicting program goals and objectives which may derive from changes in legislative or regulatory guidelines, productivity, and/or variations in the demand for program services. Assignments are further complicated by: the need to deal with subjective concepts such as value judgments; the quality and quantity of actions are measurable primarily in predictive terms; and findings and conclusions are highly subjective and not readily susceptible to verification through replication of study methods or reevaluation of results.

Options, recommendations, and conclusions developed by the employee take into account and give appropriate weight to uncertainties about the data and other variables which affect long-range program performance. For example, the employee may need to consider and assess

the relative advantages and disadvantages of centralizing or decentralizing work operations in organizations with several echelons of geographically separated components. In some instances, work is complicated by the need to develop data about workload and program accomplishments which is currently unavailable. Current measurements of program effectiveness may be ambiguous and susceptible to widely varying interpretations. Under these circumstances the employee develops new information about the subject studied and establishes criteria to identify and measure program accomplishments, develops methods to improve the effectiveness with which programs are administered, or develops new approaches to program evaluation which serve as precedents for others.

#### ILLUSTRATIONS:

- Assignments require analysis of interrelated issues of effectiveness, efficiency, and productivity affecting major administrative programs of an agency. Studies are often complicated by the need to consider and evaluate the impact of changes in legislative and regulatory requirements; long-range program goals and objectives; political, economic, and social consequences of changes in the type or amount of services provided; or the changing nature of the program's clients and beneficiaries. Difficulty characteristic of this level is encountered in planning and establishing the long-range (more than 5 year) program goals, objectives, and measurement criteria.
  
- Analyzes and formulates agency requirements for resource management information systems to support resource allocation targets for a nationwide medical care program including inpatient care, long-term care, and outpatient care, and an extensive medical education program. The work involves developing the overall systems concepts for the resources management systems data base, providing input on state-of-the-art systems design, defining new information requirements, and developing procedures and formats for timely and accurate reporting. Leads evaluations of the output of information system components (e.g., outpatient care) to insure that resource allocation objectives are being met and to assess effectiveness from a systems standpoint.

#### *Level 4-6 -- 450 Points*

The employee plans, organizes, and carries through to completion analytical studies involving the substance of key agency programs. Studies are of such breadth and intensity that they often require input and assistance from other analysts and subject-matter specialists in fields appropriate to the subject. Where the assistance of other analysts is required, the incumbent typically serves as the team leader responsible for assigning segments of the study to various participants, coordinating the efforts of the group, and consolidating findings into a completed product (e.g., evaluation report, proposed changes in legislation or regulations, or recommended course of action).

At this level, there is extreme difficulty in identifying the nature of the issues or problems to be studied, and in planning, organizing, and determining the scope and depth of the study. The

nature and scope of the issues are largely undefined. Difficulty is encountered in separating the substantive nature of the programs or issues studied into their administrative, technical, political, economic, fiscal and other components, and determining the nature and magnitude of the interactions. Difficulty is also encountered in discerning the intent of legislation and policy statements, and determining how to translate the intent into program actions.

The work typically involves efforts to develop and implement programs based upon new or revised legislation requiring consideration of the immediate sequential, and long-range effects, both direct and indirect, or proposed actions on the public, other government programs, and/or private industry. The employee doing program evaluation studies is normally faced with the need to develop new ways to measure program accomplishments, results, and effectiveness.

#### ILLUSTRATION:

- Analytical assignments involve efforts to develop and implement broad programs based on new or revised legislation. The work typically requires efforts to develop new program objectives or legislative and regulatory initiatives to facilitate achievement of program goals and objectives to facilitate achievement of program goals and objectives (e.g., reducing pollution, improving safety, providing health care, or improving productivity). Assignments are usually without precedent, of long duration and of such scope that they frequently require directing a team effort. Such work requires consideration of the immediate as well as long-range effect of proposed actions on the public or other Government programs (e.g., changes in levels of benefits or services). Considers a wide range of issues which affect the program, such as changing information technology and comparable conditions of a highly variable nature.

### **FACTOR 5, SCOPE AND EFFECT**

#### *Level 5-3 -- 150 Points*

The purpose of the work is to plan and carry out projects to improve the efficiency and productivity of organizations and employees in administrative support activities. Employees at this level identify, analyze, and make recommendations to resolve conventional problems and situations in work-flow, work distribution, staffing, performance appraisal, organizational structure, and/or administration. Employees may be assigned portions of broader studies of largely administrative organizations or participate in the evaluation of program effectiveness at the operating level. Work may also involve developing detailed procedures and guidelines to supplement established administrative regulations or program guidance.

Completed reports and recommendations influence decisions by managers concerning the internal administrative operations of the organizations and activities studied. The work may involve identifying problems, studying, analyzing and making recommendations concerning the efficiency and productivity of administrative operations in different components of an organization.



**ILLUSTRATIONS:**

- Analyzes and evaluates current management and organizational practices to determine the most efficient way to organize work within a word processing center, records holding area, or comparable clerical organization (e.g., a claims processing or record keeping operation), including the number and skills mix of positions needed to staff the office. Recommendations result in increased productivity and efficiency in providing service to users.
- Applies accepted principles, methods, and guidelines for qualitative analysis to administrative support issues and problems or to the clerical aspects of program implementation at the operating or installation level. Study conclusions and recommendations form the basis for management decisions affecting the efficiency and economy of operations internal to the installation.
- Develops standard procedures for records management (i.e., storing, retrieving, and routing records and files) for use in organizations at the same echelon with similar missions and functions. Recommendations result in cost savings and improved service to the organization.

*Level 5-4 -- 225 Points*

The purpose of the work is to assess the productivity, effectiveness, and efficiency of program operations or to analyze and resolve problems in the staffing, effectiveness and efficiency of administrative support and staff activities. Work involves establishing criteria to measure and/or predict the attainment of program or organizational goals and objectives. Work at this level may also include developing related administrative regulations, such as those governing the allocation and distribution of personnel, supplies, equipment, and other resources, or promulgating program guidance for application across organizational lines or in varied geographic locations. Work that involves the evaluation of program effectiveness usually focuses on the delivery of program benefits or services at the operating level.

Work contributes to the improvement of productivity, effectiveness, and efficiency in program operations and/or administrative support activities at different echelons and/or geographical locations within the organization. Work affects the plans, goals, and effectiveness of missions and programs at these various echelons or locations. Work may affect the nature of administrative work done in components of other agencies (e.g., in preparation and submission of reports, in gathering and evaluating workload statistics, or in routing and storing official correspondence or files).

**ILLUSTRATIONS:**

- Studies, analyzes, and develops ways to improve the accuracy, adequacy, timeliness, and validity of data and systems for disseminating information about the agency's programs and work force to managers in many echelons and/or

geographic locations. Completed work contributes to the effectiveness, efficiency, and productivity of large organizations within an agency.

- Conducts interviews with employees who carry out administrative programs and performs non-financial audits of program and administrative records to determine compliance with agency program and administrative policies and regulations, to assess staff utilization, and to evaluate effectiveness of program administration. Prepares formal reports of violations detected involving possible fraud, waste, or abuse. Completed assignments contribute to effectiveness and economy of a range of agency activities.
  
- Advises on changes to organizational structures, organizational charts, and mission and function statements to implement reorganizations or changes in program administration in order to reduce or eliminate functional overlap among the agency's substantive programs. Work contributes to the optimum organization and distribution of functions, organizational structure and staffing of activities.

### *Level 5-5 -- 325 Points*

The purpose of the work is to analyze and evaluate major administrative aspects of substantive, mission-oriented programs. This may involve, for example, the development of long-range program plans, goals, objectives, and milestones, or to evaluating the effectiveness of programs conducted throughout a bureau or service of an independent agency, a regional structure of equivalent scope, or a large complex multi-mission field activity. The work involves identifying and developing ways to resolve problems or cope with issues which directly affect the accomplishment of principal program goals and objectives (e.g., the delivery of program benefits or services). Some employees develop new ways to resolve major administrative problems or plan the most significant administrative management aspects of professional or scientific programs, while some employees at this level develop administrative regulations or guidelines for the conduct of program operations, while others develop new criteria for measuring program accomplishments (e.g., the level, costs, or intrinsic value of benefits and services provided) and the extent to which program goals and objectives are attained.

Study reports typically contain findings and recommendations of major significance to top management of the agency, and often serve as the basis for new administrative systems, legislation, regulations, or programs. Typical of work products prepared by employees at this level are complete decision packages, staff studies, and recommendations which upon implementation would significantly change major administrative aspects of missions and programs, or substantially affect the quality and quantity of benefits and services provided to the agency's clients.

### **ILLUSTRATIONS:**

- Conducts region-wide studies and evaluations of social programs administered by different organizations within the agency. The work involves isolating, identifying, and recommending solutions to critical problems affecting the

administration of important national social programs and the attainment of agency program goals and objectives. Program evaluations often serve as the basis for substantive changes in the organization and administration of programs affecting substantial numbers of people.

- Serves as project officer responsible for the evaluation of the effectiveness and efficiency of major program operations throughout an agency (e.g., shipbuilding, aircraft overhaul and repair, or health care). Evaluations take into consideration factors such as cost-effectiveness, attainment of program goals and objectives, and compliance with pertinent legal and regulatory guidelines. Recommendations made by the employees usually result in changes in the way service and benefits are distributed to the public, or the way business is conducted with major industrial concerns.

### *Level 5-6 -- 450 Points*

The purpose of the work is to perform very broad and extensive study assignments related to government programs which are of significant interest to the public and Congress. The programs studied typically cut across or strongly influence a number of agencies (e.g., public assistance programs or the effects of international petroleum pricing on national energy policy). In many cases, the study assignments are of major importance to each of several departments and agencies, and because legislation may be conflicting or unclear, there may be disagreements about which department or agency has primary responsibility for significant aspects of the function studied. Studies frequently involve extensive problems of coordination in fact-finding and in reviewing and testing recommendations in interested agencies or with outside groups.

Recommendations resulting from study assignments involve highly significant programs or policy matters and may have an impact on several departments or agencies. Analytical studies often lead to recommendations for the realignment of functional responsibilities, the expansion or contraction of key governmental functions or other equally significant changes in the future direction of programs. Thus, the analyst's findings and recommendations may result in substantial redirection of Federal efforts or policy related to major national issues. Results of work are critical to the mission of the agency or affect large numbers of people on a long term, continuing basis.

### **ILLUSTRATION:**

- Performs or serves as project leader for very broad studies (e.g., involving several agencies) which are of significant interest to the public and the Government. Analytical studies involve programs or policies that cut across a number of agencies or affect major segments of private industry (e.g., national and local drug enforcement programs, national energy policy, or major adjustments in military force or deployment levels). Findings often lead to recommendations for the realignment of functional responsibilities between agencies or other equally significant changes in program direction or policy related to major national issues.

## **FACTOR 6, PERSONAL CONTACTS AND FACTOR 7, PURPOSE OF CONTACTS**

Determine the appropriate level of personal contacts from levels 1 through 4 below and the corresponding purpose of the contacts from levels a through c. Credit the point value found where the selected levels intersect on the chart below.

### *Persons Contacted*

1. Employees within the immediate office or in related administrative or support or organizations, or limited contacts with the general public.
2. Employees, supervisors, and managers of the same agency, but outside of the immediate office, or employees and representatives of private concerns in a moderately structured setting.
3. Persons outside the agency which may include consultants, contractors, or business executives in a moderately unstructured setting. This level may also include contacts with the head of the employing agency or program officials several managerial levels removed from the employee when such contacts occur on an ad-hoc basis.
4. High-ranking officials such as other agency heads, top congressional staff officials, state executive or legislative leaders, mayors of major cities, or executives of comparable private sector organizations.

### *Purpose of Contacts*

- a. To obtain or exchange factual information.
- b. To provide advice to managers on noncontroversial organization or program related issues and concerns. Contacts typically involve such matters as: identification of decision-making alternatives; appraisals of success in meeting goals; or recommendations for resolving administrative problems.
- c. To influence managers or other officials to accept and implement findings and recommendations on organizational improvement or program effectiveness. May encounter resistance due to such issues as organizational conflict, competing objectives, or resource problems.

- d. To justify or settle matters involving significant or controversial issues; e.g., recommendations affecting major programs, dealing with substantial expenditures, or significantly changing the nature and scope of organizations.

**P U R P O S E**

	a	b	c	d	
C	1	30	60	130*	230*
O	2	45	75	145	245
N	3	80	110	180	280
T	4	130*	160	230	330
A					
C					
T					
S					

\*These combinations are probably unrealistic.

**FACTOR 8, PHYSICAL DEMANDS**

*Level 8-1 -- 5 Points*

The work is primarily sedentary, although some slight physical effort may be required.

*Level 8-2 -- 20 Points*

Assignments regularly involve long periods of standing, bending, and stooping to observe and study work operations in an industrial, storage, or comparable work area.

**FACTOR 9, WORK ENVIRONMENT**

*Level 9-1 -- 5 Points*

Work is typically performed in an adequately lighted and climate controlled office. May require occasional travel.

*Level 9-2 -- 20 Points*

Assignments regularly require visits to manufacturing, storage, or other industrial areas, and involve moderate risks or discomforts. Protective clothing and gear and observance of safety precautions are required.