

EMPLID

POSITION #

University of Maine System Salaried Employees Classification & Compensation Program

Position Description Questionnaire

Purpose: This document is used to describe the specific position duties and minimum requirements for your position. The information you provide should be an accurate and complete representation of the level of responsibilities assigned to your position.

Instructions: Please take the time to review each question and consider your responses carefully. Keep in mind, the purpose is to describe and measure what is required to perform the position. In answering the questions, it is good to think of the position in relationship to other positions in the department or relevant area.

There are 12 pages for you, as the employee, to complete. Upon your completion of the questionnaire, you should give it to your immediate supervisor for his/her review. (Please see *Tips for Completing Professional & Administrative Position Description Questionnaire* on Page 2 for suggestions on how to successfully complete the process.)

If you have questions concerning completion of the questionnaire, please contact your campus Human Resources Office for assistance.

You can complete the PDQ in Word or by Hand:

In Word: Save a copy of the Word file named **PDQ.doc** to your **local hard drive**.

- a. Move forward from field to field by pressing the TAB key, or by using your mouse.
- b. Move backwards from field to field by holding down the <shift> key and pressing the TAB key, or by using your mouse.
- c. **Do not** use the ENTER key to move around in the PDQ.
- d. Use your mouse to click on a checkbox to select it. To unselect a box, click again.

By Hand: If you choose to complete the PDQ by hand, please print clearly using black ink.

Please provide the following information about you and your position:

Employee Name: _____ Work Status: Full-time Part-time

Employee Department: _____

Campus: _____ Building/Location: _____

Current Position Title: _____ Employee Work Phone: _____

Supervisor's Name: _____ Supervisor's Work Phone: _____

Supervisor's Title: _____ Date Submitted to Supervisor: _____

Tips for Completing Professional & Administrative Position Description Questionnaire

Suggestions for the Successful Completion of your PDQ:

1. Review these tips and read the PDQ.
2. Make a copy of the blank PDQ. Draft your response in pencil or download and complete the PDQ in Word.
3. Arrange to meet with your supervisor to review the PDQ draft.
4. Finalize your PDQ and submit it to your supervisor.

Part I: Completing the Organizational Setting Section: Where does the position fit within the organizational setting? (Page 3)

Part II: Completing the Position Summary Section: What is the primary purpose/function of the position? In other words, why does the position exist? (Page 4)

You are also asked to summarize your position's primary responsibilities. Please concentrate on the MAJOR aspects (those usually requiring 10% of annual time or greater). It is permissible to combine two or more tasks in order to reach 100% total work time.

When summarizing your position's primary responsibilities:

- List the most important aspect of the position first and work through to the least significant responsibility.
- Use simple and direct statements; avoid ambiguous terms. ALWAYS use an action verb to begin each statement. A list of suggested action verbs has been attached as **Appendix A – Action Verb Suggestions**.

Part III: Completing the Position Analysis Section: On the next few pages, you are asked to respond to a number of questions/situations related to the position's role, responsibility, impact, scope, contacts, etc. (Page 5)

Part IV: Completing the Employee Comments Section: In the last section, you are also given an opportunity to provide any comments you care to make. (Page 12)

Part V: Immediate Supervisor's Review and Comments Section: To be completed by your immediate supervisor. (Page 13)

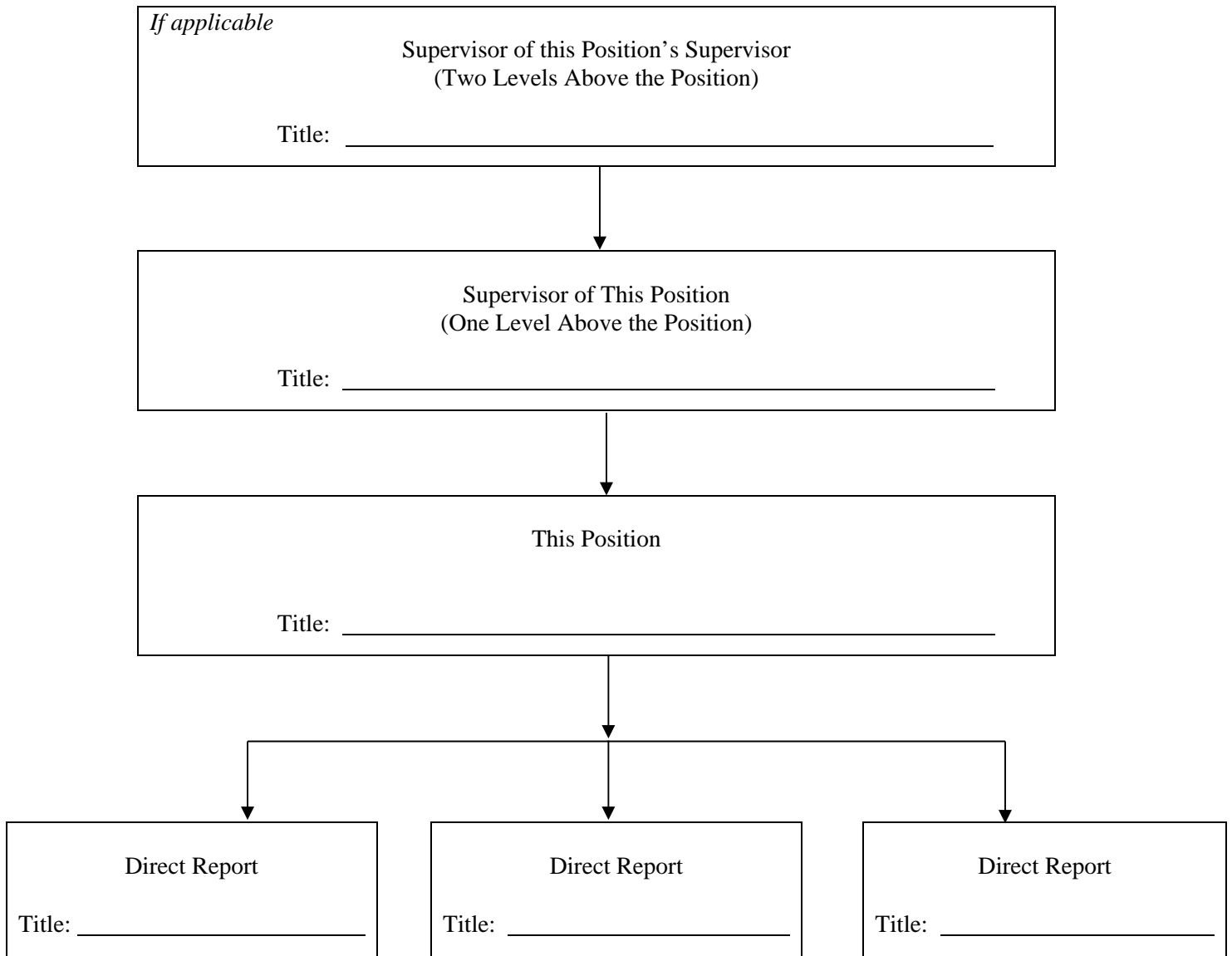
Part VI: Additional Review and Comments (if desired) Section: To be completed by levels above your immediate supervisor. (Page 15)

Note: Always keep in mind that the Position Description Questionnaire deals with the duties and responsibilities assigned and NOT employee performance, qualifications, etc.

The PDQ is about the position - not the person in it.

Part I: Organizational Setting

Please complete the applicable boxes on the organizational chart below. Be sure to include ALL Direct Reports. If more than three boxes are needed, please add. Indirect Reports are addressed on Page 9 of this document.



Note: If you wish, you may provide additional information regarding the position's "fit" into the University structure by attaching a separate, typed sheet to this section, page numbered 3A.

Part II: Position Summary

1. **Purpose:** In two or three sentences, please describe the primary purpose of this position. Why does the position exist?

2. **Position Responsibilities:** Please describe the position responsibilities (generally not more than 7) and estimate the annual percentage of time for each. You may combine a number of miscellaneous responsibilities under a “catch-all” if necessary **to total 100%**. A list of suggested action verbs is attached as **Appendix A**.
Note: You may attach a copy of your official job description (not required), but it may not substitute in any way for any part of this PDQ. If you need additional space regarding Position Responsibilities, you may attach a separate, typed sheet to this section, page numbered 4A.

Annual % Time	Position Responsibilities <i>(in order of importance)</i> . Include any organizational units or functional areas for which this position has responsibility.
%	1.
%	2.
%	3.
%	4.
%	5.
%	6.
%	7.
%	8.
%	9.
%	10.
0%	Total <i>(Should equal 100%)</i> .

Part III: Position Analysis

1. Knowledge

1A. Education: What is the *minimum* level of formal education required to successfully perform the responsibilities of this position? **Check only one.**

- High school graduation or equivalent.
- Relevant coursework or specialized training beyond high school.
- Typically has the education associated with an Associate's degree. *
- Typically has the education associated with a Bachelor's degree. *
- Typically has the education associated with a Master's degree. *
- Typically has the education associated with a Doctorate or professional degree. *

* Or an equivalent combination of education and experience.

1B. Experience: What is the *minimum* level of additional relevant professional experience necessary to successfully perform the responsibilities of this position? Do not consider experience already noted in **1A - Education** above. **Check only one.**

- No previous relevant professional experience.
- Up to one year of relevant professional experience.
- Typically needs one to less than three years of relevant professional experience.
- Typically needs three to less than five years of relevant professional experience.
- Typically needs five to less than seven years of relevant professional experience.
- Typically needs more than seven years of relevant professional experience.

1C. Knowledge: Does this position require a professional license or certificate? Yes No

If Yes, what is the required licensure/certification?

2. Scope

2A. Complexity, Judgment, and Problem Solving: Of the six items below, check the **one** that is **most** representative of this position.

- Work of a relatively routine nature; requires only the ability to understand and follow instructions.
- Work involves a choice of action within limits of standard policy and procedures.
- Work requires judgment in the adaptation and interpretation of established practices, procedures, theories and/or concepts to solve problems and situations for which the solution is not clearly defined.
- Work is governed generally by broad instructions and objectives usually involving frequently changing conditions and problems with *some* judgment, initiative, creativity, and/or ingenuity.
- Work requires the ability to plan and perform involved or technical work presenting new or regularly changing problems, work from broad instruction, deal with complex factors not easily evaluated. Work requires *considerable* judgment, initiative, creativity, and/or ingenuity in areas where there is little precedent.
- Work requires *considerable* judgment, initiative, creativity, and/or ingenuity. Work requires the ability to *act independently* in the formulation and administration of policies and programs for major divisions or functions.

Of the five items below, check the **one** that is **most** representative of this position

- Structured work, following a limited variety of clearly prescribed standard practices.
- Generally structured work.
- Work is generally diversified and moderately difficulty.
- Work is *typically* difficult or complex.
- Work is *extremely* difficult and complex.

Briefly describe an example of the position's responsibility at the levels indicated:

2B. Interpersonal and Communication Skills:

	Level of Contact (Check all that apply)	Internal to Dept.	External to Dept.	External to Univ.
<input type="checkbox"/>	Duties and responsibilities require minimal interpersonal or communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Duties and responsibilities require exchanging information, engaging others in conversation, and responding to questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Duties and responsibilities require interpreting and translating facts and information; explaining situations and issues to people advising them of alternative or applicable courses of action and/or interviewing and acquiring information from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Duties and responsibilities require persuading others to take action; resolving disputes, disagreements, or conflicts; developing and making formal presentations or otherwise engaging in communications activities which substantially contribute to solving problems or achieving work objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Duties and responsibilities require exceptionally well-developed communication and interpersonal skills in order to successfully handle problems or situations which are critical to the success of services, operations, and/or projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Impact

3A. Decision Responsibility: Check the **one** that is **most** representative of this position.

- Position requires *very little* analytical thought or independent decision making. Decisions made have *limited overall impact*.
- Decisions generally involve *how* an operation will be done or carried out (i.e., sequence or method) and are generally chosen from an *available set of alternatives or precedents*.
- Moderate responsibility for decision-making, involving evaluation of information. Decisions may require *developing or applying alternatives or precedents*.
- Significant responsibility for decisions and final results, *typically affecting the entire department, program or research funding*. Available guides or precedents are limited.

3A is continued on the next page.

- Significant responsibility for decisions and final results, *affecting more than one department*. Substantial analysis is required and many factors must be weighed before a decision can be reached.
- Major responsibility for decisions and final recommendations, which may result in the formulation of strategic plans of action to achieve the broad objectives of the university. Decisions made affect the *long-range future of the university*. Decisions determine the scope, direction and goals of the university.

Briefly describe an example of the position's responsibility for **3A - Decision Responsibility** at the levels indicated:

3B. Errors: Check the **one** that is **most** representative of this position.

- Position responsibilities impact *outcome of assigned tasks only*. Errors are *typically* detected by immediate supervisor.
- Position responsibilities impact *outcome of end results*. Errors are *typically* detected by succeeding operations.
- Position responsibilities impact *work unit or program*. Errors *may not be typically apparent*.
- Position responsibilities impact *the direction/success of a department*. Errors are *not typically apparent*.
- Position responsibilities impact *the direction/success of more than one department*. Errors are *not typically apparent* and could result in significant costs or create a serious safety issue/concern.
- Position responsibilities impact *institutional policies and long-range plans in one or more major area of the University*.

Please provide an example of a serious error and the resulting consequence(s).

Note: If you need additional space regarding **3B - Errors**, you may attach a separate, typed sheet to this section, page numbered 7A.

4. Contacts

4A. External: Check the **one** that is **most** representative of this position.

- Has *limited* or *no* effect on external relations and image of the university.
- Performance impacts the overall external relations and image of the university to *some* degree. Positive or negative consequences are relatively short-term in nature and restricted to only one or a few students, visitors or members of the public.
- Responsibilities are expected to have a *significant* impact on the public image of the university. External relations can be affected to the extent that the issues or problems are considered *significant*. Positive or negative consequences are likely to become widely known (internally and externally) and materially affect the reputation of the university.
- Positive or negative impact on public relations or the university's public image is considered to be *major*. Issues or problems would require the attention of the President/Board and would typically require formal actions or decisions. The reputation of the university would be greatly enhanced or jeopardized.

4B. Internal: Check the **one** that is **most** representative of this position.

- Requires *some* contact with others outside own work area to *give* or *obtain* information.
- Requires *frequent* contact with students, faculty, or all levels of staff; typically to *explain* information.
- Requires *regular and reoccurring* contact with students, faculty, or all levels of staff and internal university groups; typically to *interpret* information.
- Requires a *high level* of contact with students, upper level professional and administrative staff to *negotiate* or *persuade* outcomes of considerable consequence.
- Requires a *high level* of contact within the university or system to address issues affecting the strategic objectives of the university or System.

5. Work Environment

Check **all** the work environment conditions which **typically** exist during the performance of this position and note the frequency of each.

	Work Environment Condition	Occasionally	Regularly
<input type="checkbox"/>	Lift 30-50 Pounds	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Lift more than 50 Pounds	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Detailed Visual work	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mechanical or Electrical Hazard	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Fire	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Explosives	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Ice	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Dirt/Dust	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Extreme Heat or Cold	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Fumes/Odors	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Keyboarding	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Wetness/Humidity	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Vibration	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Poor Lighting	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Confined Spaces	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Elevated Heights	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Work-Related Travel <i>If checked, please comment:</i>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Unusual Work-Related Stress <i>If checked, please comment:</i>	<input type="checkbox"/>	<input type="checkbox"/>

Note: If you need additional space regarding **5 - Work Environment**, you may attach a separate, typed sheet to this section, page numbered 8A.

6. Authority

6A. Supervision: Does this position have supervisory responsibility? Yes No

If Yes, please continue. If No, you may proceed to **6B - Fiscal Responsibilities** on Page 10.

6A(1) Please indicate the number of positions for which this position has supervisory responsibility

Group	Number of Direct Reports	Number of Indirect Reports
Faculty		
Professional and Administrative		
Classified		

Note: Direct-report positions are those positions for which you are responsible for completion of the official annual performance appraisal. Indirect report positions are those positions which are evaluated by another member of your staff.

6A(2) Please indicate the typical number of student or temporary employees for which you have direct or indirect supervisory responsibility.

Student Employees	Temporary Employees

6A(3) Using the indicators of “S” for students, “P” for professional and “C” for classified, please note the supervisory duties assigned to this position for **direct reports only** - those positions identified in **6A(1) - Number of Direct Reports** above.

	No Responsibility	Recommends Action to Supervisor	Takes Final Action (With Concurrence of Management if Necessary)
Assign Work Activities			
Schedule Work			
Approve Time Off			
Coach/Counsel/Mentor/Train			
Initiate Disciplinary Action			
Evaluate Performance			
Promote			
Initiate Individual Salary Increases			
Respond to Grievances/Complaints			
Hire			
Terminate Employment			

6B. Fiscal Responsibilities

6B(1) E/G or Auxiliary Budget Responsibility

Does this position have E/G or Auxiliary budgetary responsibility? Yes No

If No, you may proceed to **6B(2) - Contract, Grant and/or Financial Aid Budget Responsibility**.

If Yes, please check the applicable boxes below (a, b, c) and provide the requested information that best represents this position's responsibility, including the type of budget (E/G or Auxiliary).

Please read these definitions before responding to this question:

To monitor a budget means to watch and check the budget for a specific purpose (e.g., prepare necessary documentation for supervisory review/approval; tabulate budgetary data, calculate figures, and check for accuracy).

To analyze a budget means to separate the budget into elements and critically examine it to arrive at a conclusion; critically review budgetary data, verify figures, and develop budget proposals; recommend allocation of dollars to programs, services or departments; and study all the factors in order to determine a financial solution or outcome.

To administer a budget means to have "total control" of the budget such as formulating, requesting, securing, monitoring, verifying, analyzing (or delegating any of these responsibilities), ensuring full compliance with all institutional budget rules and regulations via your signature authority.

a) **Monitor** and have limited responsibility for budget transaction review.

- Operating Account # _____ in the amount of \$ _____ E/G * Aux +
- Operating Account # _____ in the amount of \$ _____ E/G * Aux +

b) **Analyze** and have considerable responsibility for budget transaction analysis.

- Operating Account # _____ in the amount of \$ _____ E/G * Aux +
- Operating Account # _____ in the amount of \$ _____ E/G * Aux +

c) **Administer** and have full responsibility for planning, forecasting, and final approval of budget transactions.

- Operating Account # _____ in the amount of \$ _____ E/G * Aux +
- Operating Account # _____ in the amount of \$ _____ E/G * Aux +

* E/G = Fixed Funding from Fund 00.

+ Aux = Funds from Fund 03.

Note: If need additional space regarding **6B(1) - E/G or Auxiliary Budget Responsibility**, you may attach a separate, typed sheet to this section, page numbered 10A.

6B(2). Contract, Grant and/or Financial Aid Budget Responsibility

Does this position have contract, grant, and/or financial aid budgetary responsibility?

- Yes No

If No, you may proceed to **6B(3) - External Fund-Raising Responsibility**.

If Yes, please check the applicable boxes (a, b, c) and provide the requested information that best represents this position's responsibility for contract, grant and/or financial aid budget(s).

Please read these definitions before responding to this question:

To monitor a budget means to watch and check the budget for a specific purpose (e.g., prepare necessary documentation for supervisory review/approval; tabulate budgetary data, calculate figures, and check for accuracy).

To analyze a budget means to separate the budget into elements and critically examine it to arrive at a conclusion; critically review budgetary data, verify figures, and develop budget proposals; recommend allocation of dollars to programs, services or departments; and study all the factors in order to determine a financial solution or outcome.

To administer a budget means to have “total control” of the budget such as formulating, monitoring, verifying, analyzing (or delegating any of these responsibilities), ensuring full compliance with all institutional budget rules and regulations via your signature authority.

a) **Monitor** and have limited responsibility for budget transaction review.

Operating Account # _____ in the amount of \$ _____

Operating Account # _____ in the amount of \$ _____

b) **Analyze** and have considerable responsibility for budget transaction analysis.

Operating Account # _____ in the amount of \$ _____

Operating Account # _____ in the amount of \$ _____

c) **Administer** and have full responsibility for planning, forecasting, and final approval of budget transactions.

Operating Account # _____ in the amount of \$ _____

Operating Account # _____ in the amount of \$ _____

Note: If you need additional space regarding **6B(2) - Contract, Grant and/or Financial Aid Budget Responsibility**, attach a separate, typed sheet to this section, page numbered 11A.

6B(3) External Fund-raising Responsibility

Does this position have responsibility for bringing external funds into the university?

Yes No

If No, you may proceed to the next page for **Part V: Employee Comments** and your signature.

If Yes, please indicate the amount of funds the position is responsible for “bringing into” the university or other measurements that affect the scope of this position. Budgetary responsibility of this position includes the following:

Check **all** that apply and provide detailed information.

This position is responsible for bringing funds into the university in the amount of \$ _____

This position is also responsible for assisting with fundraising efforts for:

Part IV: Employee Comments

This questionnaire may not cover every aspect of your position. If you can think of other information that would be important to understand your position, please provide your comments here:

I certify that the answers and comments on this form are accurate, complete, and my own.

Employee

Date

- Please keep one copy of this completed PDQ for your reference.
- Give the original PDQ to your immediate supervisor.
- The official PDQ will be kept on file in Human Resources and will be available to you by request.

Part V: Immediate Supervisor's Review and Comment

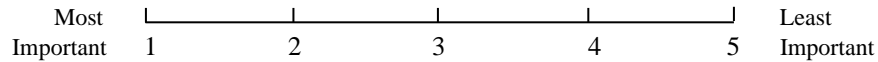
This portion of the questionnaire is to be completed by the employee's immediate supervisor.

As a supervisor, it is important that you review this questionnaire, respond to the questions, and note any issues or comments. There are six sections in the Supervisor's Review and Comment portion.

1. What do you consider the **two most important** responsibilities of the position? Please identify by listing the duty number from Page 4: Number _____ Number _____

2. **Competency Characteristics and Skills:**

Listed below are 18 competency characteristics and skills typically attributed to professional and administrative positions. Using the scale below, please determine and **rank up to, but not more than, 5 traits** most important to you in terms of successful completion of position duties and responsibilities.



Trait	Definition	Rank
Negotiating	Persuades and gains cooperation from others to obtain information and accomplish goals.	
Oral Communication	Makes clear and convincing oral presentations to individuals or groups and facilitates an open exchange of ideas.	
Organizational Acumen	Identifies the internal and external factors that impact the work of the organization and recognizes the impact of alternative courses of action.	
Interpersonal Skills	Considers and responds appropriately to the expressed needs of people within and external to the department/organization.	
Internal Contacts	Keeps up-to-date on key policies and procedures that affect the <i>department</i> and develops networks, builds alliances, and utilizes contacts to build and strengthen internal support bases.	
External Contacts	Identifies and keeps up-to-date on trends that affect the organization and builds campus partnerships and networks to strengthen the organizational infrastructure.	
Written Communication	Expresses facts and ideas and explains and interprets information in writing in a clear, convincing and organized manner.	
Strategic Thinking	Formulates effective strategies consistent with department goals and objectives, examines policy issues and develops strategic plans to accomplish objectives, set priorities, and anticipate potential threats or opportunities.	
Conflict Management	Identifies and prevents potential conflict situations; resolves conflicts in a positive and constructive manner to minimize negative impact on others.	
Team Building	Develops leadership in others to encourage and facilitate cooperation within the department as well as with external constituents.	
Accountability	Assures that effective controls are developed and maintained to ensure the integrity of the department; monitors and evaluates departmental goals to focus on results and measuring attainment of outcomes.	
Customer Service	Assesses and balances the interests of a variety of clients; readily adjusts priorities to respond to pressing and changing client demands.	
Decisiveness	Makes proactive and well-informed decisions which consider the impacts and implications for the department	
Problem-Solving	Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and department problems.	

Question 2 is continued on the next page.

Information Technology Innovation	Identifies efficient and cost effective approaches to integrate technology into the workplace and improve program effectiveness; accommodates technological changes in the department by adjusting workflow and procedures accordingly.	
Creativity/Innovation	Develops new insights into situations; applies innovative solutions to make departmental improvements; designs and implements new or cutting-edge programs/processes.	
Organizing and Managing	Assesses the long and short-term goals of the department and determines resource needs, time-frames, priorities and strategies to achieve these goals.	
Leadership	Directs and leads others in a positive manner to accomplish goals and objectives.	

3. In addition to this position, the following professional or administrative positions report directly to me.

Title: _____ Title: _____
 Title: _____ Title: _____
 Title: _____ Title: _____

4. After reviewing and discussing both the draft and this final PDQ with the employee:

- I agree with this Position Description Questionnaire as written, **OR**
- I disagree with the following sections of the employee's PDQ for the specific reason(s) noted. If you need additional space, you may attach a separate, typed sheet to this section, page numbered 14A.

PDQ Page	PDQ Section	Comment/Concern

5. Supervisor's comments

6. Supervisor's approval of _____'s PDQ as noted above.
(Employee Name)

Immediate Supervisor: _____
(Print Name) *(Signature)* *(Date)*

Note: Please submit this questionnaire to the **next level of review** (if required) or to the **Human Resources Office**.

Part VI: Additional Review and Comments (if desired)

This portion of the questionnaire is reserved for review and/or comments by levels of management above the immediate supervisor. As a higher level of management who indirectly supervises this position, it is important that you be given the opportunity to review this questionnaire and offer any comments you may have regarding either the employee's response or comments or the immediate supervisor's responses or comments.

Management Comments About this Position:

Comments:

Print Name: _____ Title: _____

Signature: _____ Date: _____

Management Comments About this Position:

Comments:

Print Name: _____ Title: _____

Signature: _____ Date: _____

Please submit this questionnaire to the **Human Resources Office**

APPENDIX A

Action Verb Suggestions UMS Professional and Administrative PDQ

1. **Administers:** To verify, secure and ensure compliance with policies.
2. **Advises:** To recommend a course of action (not simply to tell or inform); to offer an informed opinion based on specialized knowledge.
3. **Advocates:** To recommend or speak in favor of.
4. **Analyzes:** To separate into elements and critically examine to arrive at a conclusion; to study the factors of a situation or problem in order to determine the solution or outcome.
5. **Appraises:** To give an expert judgment of worth or merit; to evaluate as to quality, status or effectiveness.
6. **Approves:** To accept as satisfactory; to exercise final authority with regard to commitment of resources; to sanction officially; to ratify (thereby assuming responsibility for).
7. **Arranges:** To prepare for an event; to put in proper order; to form or fit into a systematic whole.
8. **Audits:** To examine officially with intent to verify.
9. **Authorizes:** To approve; to empower through vested authority.
10. **Calculates:** To make a mathematical computation.
11. **Certifies:** To confirm as accurate or true.
12. **Coaches:** To teach or train; to tutor.
13. **Collaborates:** To work jointly with; to cooperate with others.
14. **Communicates:** To impart a verbal or written message; to transmit information.
15. **Composes:** To make by putting parts together; to create, to write (an original letter, report, instructions, etc.).
16. **Conducts:** To carry on; to direct the execution of.
17. **Configures:** To put together or arrange the parts of in a specific way or for a specific purpose.
18. **Consults:** To seek advice of others; to give professional advice or services; to confer.
19. **Coordinates:** To regulate, adjust, or combine the actions of others to attain harmony; to bring into common action or condition according to established policies.
20. **Counsels:** To give advice or guidance; to consult with.
21. **Creates:** To bring into existence; to produce through imaginative skill.
22. **Delegates:** To commission another to perform tasks or duties which may carry specific degrees of accountability and authority; to entrust to the care or management of another.
23. **Designs:** To conceive, create, and execute according to plan.
24. **Devises:** To form in the mind by new combinations or applications of ideas or principles; to invent.
25. **Determines:** To resolve; to fix conclusively or authoritatively; to decide.
26. **Develops:** To disclose, discover, perfect, or unfold a plan or idea.
27. **Directs:** To guide work operations through the establishment of objectives, policies, rules, practices, methods, and standards, to govern or control.

28. **Disseminates:** To spread or disperse information or ideas.
29. **Distributes:** To deliver to proper destination; to pass around; to allot.
30. **Documents:** To provide with factual and substantial support for statements made or a hypothesis proposed; to equip with exact references to authoritative supporting information.
31. **Drafts:** To prepare papers or documents in a preliminary form.
32. **Effects:** To bring about; to accomplish.
33. **Endorses:** To support or recommend.
34. **Ensures:** To make sure, certain, or safe; to guarantee.
35. **Establishes:** To bring into existence; to institute.
36. **Evaluates:** To determine or fix the value of; to appraise; to assess.
37. **Executes:** To put into effect; to carry out.
38. **Exercises:** To exert influence or authority; to train by drills and maneuvers; to use repeatedly in order to strengthen and develop.
39. **Figures:** To compute.
40. **Follows up:** To pursue closely in order to check progress; to see if results are satisfactory.
41. **Forecasts:** To predict; to estimate in advance.
42. **Formulates:** To develop or devise.
43. **Governs:** To exercise continuous authority over; to control and direct the making and administration of authority over; to hold in check; to have decisive influence.
44. **Hires:** To engage the services of for a set sum; to employ.
45. **Identifies:** To establish the identity of; to associate with some interest.
46. **Implements:** To carry out; to execute a plan or program; to give effect to.
47. **Initiates:** To start; to introduce; to originate.
48. **Innovates:** To exercise imagination or creativity in introducing something new or in making changes that lead to improvement.
49. **Installs:** To set in position or adjust use; to settle in a certain place or condition, or status; to set up for use in office.
50. **Instructs:** To teach; to coach; to impart or communicate knowledge; to direct or order.
51. **Integrates:** To unify; to make whole by putting all parts or elements together.
52. **Interprets:** To give the meaning of; to explain to others; to elucidate.
53. **Interviews:** To obtain facts or opinions through inquiry or examination of various sources.
54. **Investigates:** To observe or study by close examination and systematic inquiry.
55. **Invests:** To spend or use time, money or effort to achieve a future benefit.
56. **Leads:** To guide or direct on a course or in the direction of; to channel; to direct the operations of.
57. **Maintains:** To continue; to carry on; to keep current or in an existing state, as records or files.
58. **Manages:** To direct, control, or make or keep compliant.
59. **Mediates:** To interpose with parties to reconcile them; to reconcile differences.
60. **Modifies:** To make less extreme; to limit or restrict the meaning of; to make minor changes in.

61. **Monitors:** To watch; to observe; to check for a specific purpose.
62. **Motivates:** To arouse or stimulate to action.
63. **Negotiates:** To confer with others with a view to reaching agreement.
64. **Organizes:** To arrange; to systematize or methodize.
65. **Originates:** To create; to invent or produce as new.
66. **Persuades:** To move by argument or entreaty to a belief, position, or course of action.
67. **Plans:** To devise or project the realization or achievement of a course of action.
68. **Promotes:** To advance to a higher level or position; to advance a mission, goal or activity.
69. **Prepares:** To make ready for a particular purpose.
70. **Processes:** To subject to some special treatment; to handle in accordance with a prescribed procedure.
71. **Programs:** To arrange or work out a sequence of operations to be performed; to make a plan or procedure.
72. **Proposes:** To form or declare a plan or intention.
73. **Provides:** To supply what is needed; to furnish.
74. **Quantifies:** To make explicit the logical amount of; to determine or express the amount of.
75. **Recommends:** To advise or counsel a course of action; to offer or suggest for adoption.
76. **Reconciles:** To adjust; to restore to harmony; to make congruous.
77. **Refers:** To send or direct for aid, treatment, information, or decision; to direct attention; to make reference to.
78. **Represents:** To act in the place of or for.
79. **Reports:** To give an account of; to furnish information or data.
80. **Researches:** To inquire specifically, using involved and critical investigations.
81. **Responds:** To answer; to show favorable reaction.
82. **Reviews:** To consider; to reexamine; to analyze results for the purpose of giving an opinion.
83. **Revises:** To rework in order to correct or improve; to make a new, improved, or up-to-date version.
84. **Searches:** To examine; to probe; to make a thorough examination or investigation of.
85. **Solicits:** To approach with a request or plea; to strongly urge.
86. **Supervises:** To personally oversee, direct, inspect, or guide the work of others with responsibility for meeting certain standards of performance which may include conducting formal performance appraisals.
87. **Teaches:** See **Instructs**.
88. **Terminates:** To bring to an end; to conclude.
89. **Tests:** To put to proof; to examine, observe, or evaluate critically.
90. **Trains:** To teach, demonstrate, or guide others in order to bring up to a predetermined standard.
91. **Uses:** To put into action or service; to consume or take; to act with regard to.
92. **Verifies:** To confirm or establish authenticity; to substantiate; to prove to be true.
93. **Writes:** To author; to draft.

02/25/05

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