

UNIVERSITY OF HARTFORD

Position Information Questionnaire

Job Title: _____

Department Name: _____

The Position Information Questionnaire (PIQ) is used to identify detailed information for staff positions, specifically duties and responsibilities, essential functions as well as minimum job requirements, including physical effort and other working conditions. The PIQ is used to create (or update) a job description as well as classify a job in the proper salary grade. Supervisors are encouraged to work collaboratively with any current incumbent(s) whenever possible to complete this document.

Note: Job descriptions are not intended to be a complete statement of every function of the job, nor do they set objectives or standards of performance.

The office of Human Resources Development (HRD) reviews and makes all final determinations regarding job description salary grades and position classifications.

Revised December 2015

STEP ONE:

Provide an overarching summary statement (typically one to two sentences in length) of the primary function and purpose of the position. An example of a position summary is as follows: **Assumes responsibility for maintaining an accurate record of accounts payable, recording payments in the general ledger, tracking encumbrances by department, and assigning disbursements to the appropriate cost center.**

STEP TWO:

Identify and describe the position's key duties and responsibilities, starting with the primary function(s) for which this position is responsible. In the first column, please describe in detail the key responsibilities for this position using statements that start with action verbs such as *maintains, directs, develops, analyzes, plans, etc.* (refer to the list of action verbs included at the end of the PIQ) and consider what, why and how the duties of this position are performed.

In the second column, estimate the percentage of time spent performing each duty, using the following chart to estimate time percentages on either a daily, weekly, monthly or annual basis.

Percentage	Day	Week	Month	Year
5%	30 minutes	2 hours	1 day	2-1/2 weeks
10%	45 minutes	4 hours	2 days	5 weeks
15%	1 hour	6 hours	3 days	1 month
20%	1-1/2 hours	1 day	4 days	1-1/2 months
25%	2 hours	1-1/4 days	8 days	3 months

Time spent for any duty should account for at least 5% of total time. The total of all percentages should account for at least 95% of the position's time and cannot exceed 100%.

In the last column, rate how critical the duty is to the position using a scale of 1 to 5 (1 = least critical, 5 = most critical). Keep in mind that percent of time does not necessarily indicate how critical the duty is to the position. Duties done occasionally may still be critical to the job. There may also be more than one duty with the same rating (e.g., 2 tasks ranked 1, 3 tasks ranked 2, etc.). The critical level rating is used to identify, among other grading factors, the essential functions of the position.

	Principal Position Duties and Responsibilities	Estimated % of Time	Critical Level
	<i>Example: Prepares, processes and audits all accounts payable payment requests including, but not limited to, invoices, purchase orders, orders for check, cash advances, foreign drafts and travel and expense vouchers. Monitors and resolves open purchase orders in conjunction with the appropriate internal constituent(s).</i>	20%	3
1.		%	
2.		%	
3.		%	
4.		%	
5.		%	
6.		%	
7.		%	
8.		%	
9.		%	
10.		%	

Number of hours that constitute the position's work week: _____ hours

Number of weeks the position is scheduled to work per year: _____ weeks/year

STEP THREE:

The PIQ identifies and describes the minimum key job requirements required to successfully perform the position.

FORMAL EDUCATION

This factor identifies the minimum formal education (diploma/degree/training or combination) required for the position to be performed successfully. Please consider the minimum education level that will be required if (or when) this position should become vacant, and not the level of education of any particular candidate or incumbent. In addition, consider your departmental organizational structure to demonstrate an appropriate progression of educational requirements.

- ☐ 1. **High School Diploma or GED preferred.**
- ☐ 2. **High School Diploma or GED required.**
- ☐ 3. **Vocational or other technical school, certification, training or apprenticeship beyond high school required.**
- ☐ 4. **Associate's Degree or Two-year University equivalent required.** Major(s) required: _____
- ☐ 5. **Bachelor's Degree required.** Major(s) required: _____
- ☐ 6. **Master's Degree required.** Major(s) required: _____
- ☐ 7. **Knowledge of a highly advanced professional discipline. (e.g., M.D., Ph.D., J.D. or equivalent doctoral degree) required.** Major(s) required: _____

Licenses, Certifications or Registrations required. List any licenses, certifications or registrations required for the position: _____

WORK EXPERIENCE

This factor identifies the **minimum** amount of prior related work experience required to perform the duties of this position. Please consider your departmental organizational structure to demonstrate an appropriate progression of required work experience.

Note: The factors of education and experience should be evaluated independently.

- ☐ 1. Less than 1 year
- ☐ 2. 1 year to < 2 years
- ☐ 3. 2 years to < 3 years
- ☐ 4. 3 years to < 5 years
- ☐ 5. 5 years to < 7 years
- ☐ 6. 7 years to < 10 years
- ☐ 7. More than 10 years

IMPACT OF ACTIONS

This factor identifies the impact of the position on the functions of the department and/or the University of Hartford. Consider the impact of the position when everything is running smoothly, not when unique situations arise or worst case scenarios are presented. Impact is measured by:

- the importance of the decisions; or,
- final recommendations the position typically renders.

- ☐ 1. Makes decisions which **normally impact only this position.**
- ☐ 2. Decisions and impact are limited to **a small work group or project team.**
- ☐ 3. Makes recommendations or decisions which **usually affect the entire department.**
- ☐ 4. Makes recommendations or decisions which **usually affect the assigned department**, but **may at times** affect operations, services, individuals or activities **of others outside of the assigned department.**
- ☐ 5. Makes final recommendations or decisions which routinely affect the **activities of entire organization.** Position duties **may include** responsibility for developing strategic plans.
- ☐ 6. The work involves leadership which **routinely affects the surrounding community** in a demonstrable way.
- ☐ 7. The position has **primary responsibility for the long-range future of University of Hartford or particular program at the University.**

COMPLEXITY

This factor identifies the complexity required in the position, which is measured in terms of:

- the nature of the tasks performed and the reliance on policies and procedures;
- the extent of problem solving capabilities necessary; and
- the level of analytic and organizational ability required.

- ☐ 1. **Standardized:** Work consists of a **few repetitive duties**. Tasks are restricted in scope, well defined and clearly prescribed; standard procedures guide all work. Problems are solved by reporting them to a supervisor.
- ☐ 2. **Routine:** Work consists of **routine tasks, processes or operations**. The incumbent selects and applies several clearly prescribed, standard policies and procedures requiring little interpretation. Problems are solved by choosing between a few clear choices or discussing them with a supervisor.
- ☐ 3. **Basic:** Work consists of **moderately complex procedures and tasks** where basic analytic ability is required. Work may involve the comparison of numbers, selection of appropriate guidelines and procedures or identification of appropriate actions to follow. Answers are usually found by selecting from specific choices defined in work policies or procedures.
- ☐ 4. **Varied:** Work is **complex and varied** and requires the selection and application of technical and detailed guidelines. Problems are not easy to identify, but are similar to those seen before. Moderate analytic ability is needed to gather and interpret data where results/answers can be found after analysis of several facts. Solutions can often be found by using methods chosen before in other situations.
- ☐ 5. **Analytic:** Work is **non-standardized and widely varied** requiring the interpretation and application of a substantial variety of procedures, policies and/or precedents used in combination. Frequently, the application of multiple, technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.
- ☐ 6. **Highly Complex:** Work is **broad in scope covering one or more complicated areas**. Policy, procedure or precedent are typically created by this position. A high degree of analytic ability and inductive thinking is required to devise new, non-standard approaches to highly intricate, technically complex problems.
- ☐ 7. **Multifaceted:** Work is **broad in scope covering virtually the entire University of Hartford's operations**. Policy, procedure and precedent are created and/or approved by this position. Problem solving requires understanding and evaluation of the impact on the entire institution.

DECISION MAKING

This factor identifies the decision-making level of the position. Decision-making is measured in terms of:

- the opportunity for independent action; and
- the level of direction and supervision received.

- ☐ 1. **Standardized:** Little, if any, independent judgement or decision-making is required. Follows standard procedures in a predefined order for each assignment.
- ☐ 2. **Routine:** Work may occasionally involve non-standard assignments; however, the methodology is normally prescribed in detail by the immediate supervisor. There is **limited opportunity for independent judgement**.
- ☐ 3. **Basic:** Ongoing supervision is provided on a regular basis. Desired results are clearly defined, however, **some independent judgement is necessary** to select and apply the most appropriate of available procedures.
- ☐ 4. **Varied:** Supervisor is available on an "as needed" basis to establish general objectives and to identify potential resources for assistance. **Independent judgement is required** to select and apply the most appropriate of available guidelines and procedures to achieve desired results.
- ☐ 5. **Analytic:** Supervisor is available to establish broad objectives relative to position duties or departmental responsibilities. **Independent judgement is required to study previously established**, often partially relevant, guidelines; plan for various interrelated activities; and coordinate such activities within a work unit or while completing a project.
- ☐ 6. **Highly Complex:** Supervisor is available to review established departmental and/or organization objectives. Independent judgement is required to recommend departmental or organization objectives, evaluate new approaches to problem solving, and/or assess changing facts or conditions.
- ☐ 7. **Multifaceted:** Supervisor is available on a limited time basis to review broad objectives. **Independent judgement is required to review and approve** major recommendations, establish procedures and coordinate technical and administrative recommendations regarding institution-wide policies. Decisions may have a long-term impact on the University of Hartford.

COMMUNICATION

This factor identifies the responsibility for working with or through other persons to obtain results. The contacts or relationships may be inside or outside of the University of Hartford. In measuring this factor, consider why the contact is necessary, the importance and frequency of the contact(s), the amount of tact and persuasion typically required and whether the position must handle confidential information. Contacts which are not work-related should not be considered.

Internal Contact(s) with other departments, the student body or other University of Hartford constituents.

- ☐ 1. **Little or no contact** required except with immediate colleagues and/or the supervisor.
- ☐ 2. Requires **regular contact within the department** and **occasional contacts with other departments**, supplying or gathering factual information.
- ☐ 3. Requires **regular contact within the department** and **with other departments**, supplying or gathering factual information.
- ☐ 4. Requires **regular contacts** to discuss issues of moderate importance and to respond to inquiries. **Occasionally requires** contact with officials at higher levels on matters requiring cooperation, explanation and persuasion.
- ☐ 5. Requires **regular contacts** to discuss issues of moderate importance and to respond to inquiries. Also **requires continuing contact** with officials at higher levels on matters requiring cooperation, explanation and persuasion.
- ☐ 6. Requires **regular contacts with internal persons of importance and influence** involving considerable tact, discretion and persuasion in obtaining the cooperation of others. Requires the handling of delicate/sensitive relationships and complex situations.
- ☐ 7. Requires **developing and maintaining ongoing internal relationships involving difficult, formal negotiations** which requires a well-developed sense of timing, strategy and may involve detailed explanation and interpretation of policies, rules and/or regulations. Requires the handling of extremely delicate/sensitive relationships and highly complex situations.

External Contact(s) with individuals outside of the University, such as suppliers other organizations and/or the general public.

- ☐ 1. **External communication with others is minimal.** Requires ordinary tact and courtesy.
- ☐ 2. Requires **occasional contact with outside agencies and the general public**, supplying or gathering factual information.
- ☐ 3. Requires **regular contacts with outside agencies and the general public**, supplying or gathering factual information.
- ☐ 4. Requires **regular external contacts** to discuss issues of moderate importance and to respond to inquiries. **Occasionally requires contacts** with the public involving the enforcement of regulations, policies and procedures.
- ☐ 5. Requires **regular external contacts** to discuss issues of moderate importance and to respond to inquiries. Also **requires continuing contacts** with the public involving the enforcement of regulations, policies and procedures.
- ☐ 6. Requires **regular contacts with external persons of importance and influence** involving considerable tact, discretion and persuasion in obtaining the cooperation of others. Requires the handling of delicate/sensitive relationships and complex situations.
- ☐ 7. Requires **developing and maintaining ongoing external relationships involving difficult, formal negotiations** which requires a well-developed sense of timing, strategy and may involve detailed explanation and interpretation of policies, rules and/or regulations. Requires the handling of extremely delicate/sensitive relationships and highly complex situations.

CUSTOMER RELATIONS

This factor identifies the customer relations required in the position. Customer relations is measured in terms of:

- the type of contact required;
- the level of customer interactions; and
- the extent of contact necessary.

- ☐ 1. Job responsibilities **do not require** direct contact with customers.
- ☐ 2. Contact with customers involves **furnishing or obtaining factual information** over the telephone, in writing or in person. Requires normal courtesy and tact in dealing with others.
- ☐ 3. Contact with customers is over the telephone, in writing or in person for ongoing service, handling **of routine transactions and providing detailed information** about a selected service, product or capability.
- ☐ 4. Contact with customers involves more complex servicing over the telephone, in writing or in person **to resolve complaints, make adjustments or correct mistakes** about a selected service, product or capability.
- ☐ 5. Contact with customers is face-to-face or over telephone, email and/or social media for directly **selling/representing** the University of Hartford.
- ☐ 6. Contact with customers involves providing service in person to **resolve serious complaints, maintain key relationships, make significant adjustments, handle high profile meetings and/or deal with very delicate/sensitive relations.**
- ☐ 7. Contact with customers involves maintaining and developing relationships with **major customers or key individuals**, serving as the principal representative responsible for promoting the full range of products and capabilities.

MANAGERIAL SKILLS

This factor identifies the responsibility for directing others. Only the formal assignment of responsibility for directing others should be considered. Informal working relationships and/or temporary assignments should not be considered. Tasks involved include hiring, structuring and assigning work, evaluating performance, disciplining and terminating staff.

- ☐ 1. Involves **no responsibility or authority** for the direction of others.
- ☐ 2. Has responsibility or **authority which is limited** to the direction of temporary workers or student workers.
- ☐ 3. **Responsible for orienting and training others** as well as assigning and reviewing their work. May also be responsible for acting in a "lead" or "senior" capacity over other positions performing essentially the same work, or related technical tasks and reporting to a higher level on a formal basis.
- ☐ 4. Responsible for **providing limited supervision for one or more functions within a department**. Formally plans, assigns, directs and coordinates the work of these functions. Typically responsible for performing some non-supervisory duties in addition to supervisory responsibilities. May perform staff evaluations and make recommendations regarding pay and/or performance.
- ☐ 5. **Responsible for making recommendations within a department** in the areas of compensation, staff selection, disciplinary action, complaints, staff performance appraisal and similar supervisory duties. Plans, assigns and evaluates the work of subordinates for effective departmental/unit operation and results.
- ☐ 6. **Responsible for supervising multiple functions** with full accountability for effective operation and results.
- ☐ 7. Has **overall responsibility for providing direction and guidance for the University of Hartford**.

Indicate the number of employees directly reporting to this position, including part-time employees: _____

JOB-RELATED KNOWLEDGE AND SKILLS

This factor identifies the minimum knowledge and skill required to perform the position. Keep in mind that the position may not require all of the skills listed for a given level.

Job-related knowledge and skills are measured in terms of:

- the skills used on the job; and,
- the knowledge level required for the job.

- ☐ 1. **Basic Skills:** Understands and uses simple math and follows basic a number of steps using written or verbal instructions. Able to use simple hand tools and/or office machines.
- ☐ 2. **Intermediate Skills:** Has knowledge of office or operational procedures. Performs basic computer work, checking of charts or records and posting of information to a database/spreadsheet, following instructions. Able to operate various standard office machines.
- ☐ 3. **Advanced Skills:** Able to read reference materials and obtain information. Prepares letters and/or reports, following policies and procedures. Performs advanced computer work. Able to operate various standard office machines.
- ☐ 4. **Formal Technical Skills:** Requires extensive knowledge of a distinct trade or technical area. Knows policies and procedures, and can recommend a course of action based upon these guidelines, modifying existing methods, procedures or forms as necessary.
- ☐ 5. **Professional Skills:** Requires knowledge of theories and practices of a professional field. This level of skill is typically reserved for an individual with a four-year college degree, or a high-level vocational skill demonstrated by a number of years of on-the-job experience. Writes reports using technical data requiring considerable interpretation, developing new methods and procedures. Frequently applies knowledge to practical issues and problems.
- ☐ 6. **Advanced Professional Skills:** The professional theory and practice of the professional skills level, but applied at the advanced level of a “seasoned” professional. Requires extensive knowledge of a professional discipline and a working knowledge of related fields.
- ☐ 7. **Multiple Professional Skills/External Expert:** Requires extensive knowledge in several professional disciplines and/or singular knowledge of a highly specialized advanced discipline. Has extensive ability to integrate information from many diverse areas. Requires extensive theoretical or highest level of organizational and/or business knowledge to manage a major segment of University of Hartford. Recognized expert in the field and consultative resource by others outside University of Hartford.

ENVIRONMENTAL WORKING CONDITIONS

Environmental working conditions and physical effort to perform in a position are important elements in every job. Please identify the typical conditions necessary to perform the position's duties and responsibilities. These working conditions are used pursuant to the Americans with Disabilities Act, as amended.

Check the appropriate box:

Occasionally = Up to 20% of the time
Frequently = From 21% to 50% of the time
Constantly = At least 51% of the time

<u>None</u>	<u>Occa</u>	<u>Freq</u>	<u>Const</u>		<u>None</u>	<u>Occa</u>	<u>Freq</u>	<u>Const</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Normal office situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular exposure to radiant or electrical energy (e.g., ionizing radiation)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stockroom or warehouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works on slippery or uneven surfaces
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High noise environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works on elevated surfaces or below ground level
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High dust, dirt, grease environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular exposure to infectious material/diseases
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Requires extensive safety training and/or protective devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular exposure to chemicals, solvents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular exposure to explosives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular exposure to weather including heat, cold, dampness and/or humidity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Regular exposure to moving machinery and/or vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works in darkness or with poor lighting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works with poor ventilation or with regular exposure to odors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works in water
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Requires travel, excluding overnight stays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Requires travel, including overnight stays

PHYSICAL EFFORT

Check the appropriate box:

Occasionally = Up to 20% of the time
 Frequently = From 21% to 50% of the time
 Constantly = At least 51% of the time

None Occa Freq Const

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Typically sitting at a desk or table |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Intermittently sitting, standing, stooping |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Typically standing and/or walking |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Typically crawling and/or kneeling |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Typically running |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Typically jumping and/or throwing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Typically smelling and/or tasting |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Typically pushing and/or pulling |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Requires repeated reaching by extending hand(s) and/or arm(s) in any direction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Requires handling by seizing, holding, grasping, or turning hands, but without finger dexterity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Requires balancing to prevent falling or erratic movement |

None Occa Freq Const

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Light lifting or carrying 25 lbs. or less |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Moderate lifting or carrying 26-50 lbs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Heavy lifting or carrying 51 lbs. or more |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Climbing ladders or scaffolds |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Using equipment requiring high dexterity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Driving and/or operating heavy equipment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Requires good hearing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Requires good near or distant vision |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Requires distinguishing colors and/or depth perception to judge distances |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Requires feeling to perceive an object(s) size, shape, temperature or texture by means of senses in your skin |

Describe any aspects of the position that may require additional explanation.

Supervisor's Signature: _____ **Date:** _____

Dean/Director/Department Head Signature: _____

SAMPLE ACTION VERBS

Acts	Circulates	Disseminates	Interprets	Purchases
Administers	Cleans	Distributes	Interviews	Proposes
Adopts	Clears	Drafts	Inventories	Receives
Advises	Collaborates	Edits	Investigates	Recommends
Analyzes	Collects	Establishes	Issues	Records
Anticipates	Compiles	Evaluates	Maintains	Releases
Appraises	Conducts	Examines	Makes	Renders
Approves	Confers	Executes	Manages	Reports
Arranges	Consolidates	Exercises	Monitors	Represents
Ascertains	Consults	Expedites	Notifies	Requires
Assembles	Controls	Facilitates	Observes	Reviews
Assists	Cooperates	Follow-up	Obtains	Revises
Assumes	Coordinates	Formulates	Operates	Scans
Assures	Correlates	Furnishes	Organizes	Studies
Audits	Delegates	Implements	Participates	Submits
Authorizes	Designs	Informs	Performs	Supervises
Balances	Determines	Initiates	Plans	Surveys
Calculates	Develops	Inspects	Prepares	Trains
Checks	Directs	Instructs	Processes	Transports
	Discusses	Intensifies	Provides	Verifies