



Office of Human Resources

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PIQ Training Guide



**A Factor-by-Factor Explanation of
How to Complete a
Position Information Questionnaire (PIQ)**

Questions or Concerns? Contact:

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More HR information is available on our website:
<http://www.concord.edu/administration/human-resources>

A Note from Human Resources

Dear Employee/Supervisor:

Writing a Position Information Questionnaire (PIQ) can be a challenging yet rewarding task. Our goal with this booklet, and the training seminar that is available to accompany it, is to provide guidance and support to employees and supervisors in developing a PIQ. You will be completing this information in our PeopleAdmin web-based system rather than on paper; but the PeopleAdmin format is the same PIQ format used by all other West Virginia public higher education institutions for their employees and is evaluated on the same basis as all other classified employees.

We in Human Resources know that as a Concord University employee, you are proud of the work you do and the service you provide our students. Please reflect that pride as you accurately portray your position, or as you work with the employee you supervise to fully and accurately create his/her PIQ. Your efforts will aid us in providing better service to you and other employees. In fact, the information you provide will assist us in many areas, some of which are listed below.

- Evaluating jobs
- Pay surveys
- Benefit eligibility
- FLSA status
- Define/revise organizational structure
- Recruitment
- Orienting new employees
- Placement in medical monitoring
- Performance management

Remember: There's no secret or magic to the successful preparation of a PIQ—it's information you already have, organized by Mercer factors. We wish you the best of luck, and we encourage you to contact us with any questions or concerns as you inform us of your position responsibilities as a Concord University employee.

You can do this, and we stand ready to help you!

--The Staff of the Office of Human Resources

I. JOB SUMMARY

Briefly describe the general purpose of the job in one or two sentences.

1. Tell why the position exists.
2. How the position fits into the overall operational scheme of the institution/assigned organization.
3. Outline, not repeat, the statements written in the Duties and Responsibilities section.
4. Write only 1 or 2 sentences. Make this a very general summation.

Example Job Summary Statements

- **Administrative Secretary Senior:**
 - Performs routine to complex secretarial and administrative duties following established departmental policies, procedures, and methods in support of the administrative unit and/or academic division.
- **Campus Service Worker:**
 - Provides a variety of support services to maintain the interior appearance of institutional buildings and the exterior appearance of the grounds surrounding these buildings.

III. DUTIES AND RESPONSIBILITIES

List and completely explain the current duties and responsibilities of the position. Indicate the average percentage of time spent performing each separate job duty. Describe what the duties and responsibilities are and how they are performed. Consider work performance over a 12-month period. Employees must use their own words to describe duties and responsibilities. ***The copying of a generic job description or another employee's PIQ verbatim is not acceptable and the PIQ will be returned.*** The percentages must total 100%. Duties that take less than five (5) percent should be combined into at least five (5) percent.

- **CURRENT duties/responsibilities required to accomplish the primary purpose of the position. THINK THE POSITION, NOT THE INCUMBENT THAT HOLDS THE JOB CURRENTLY.**
 - Do not list future/anticipated duties or past duties no longer performed.
 - Distribution of time spent on task in percentages, highest to lowest and is an approximation of time over the entire year. (See Exhibit 1 attached at page 16)
 - Consider all work performed over the appointment period—seasonal/cyclical.
 - Do not use acronyms/abbreviations. (unless previously described)

Duty Statements: Key Elements

1. **What is being done**
 - (action verbs) (See Exhibit 2 attached at page 17)
2. **What is acted on**
 - (activity being completed)
3. **Tools, equipment, processes or resources**

% of time Duties and Responsibilities

Example: Secretary

45% Types letters, reports, proposals, charts, or memorandum from rough draft to final form using correct English grammar, spelling, and punctuation by utilizing word processing software on a personal computer.

TOTAL OF ALL PERCENTAGES MUST EQUAL 100%

IV. QUALIFICATIONS

Education/Knowledge

1. List the level and type of **minimum** education required to qualify for this position, **not** for the incumbent.

- Junior High School
- High School or GED
- Business, Technical, Vocational
- Associate's Level Degree
- Bachelor's Level Degree
- Master's Level Degree

Example: Secretary

- High school diploma or GED required.
- This level of education should provide the position incumbent with knowledge of practical application of fractions and percentages, proper English grammar, punctuation, spelling, and sentence structure.

2. What licenses or certification(s) (e.g. electrician's license) if any, are **required** for the position? Specifically state the reason for this licensure requirement (supervisor's preference, state or federal law, etc.).

Example: Bus Driver

- Commercial Driver's License (CDL)

3. What specific skills are **required** in order to carry out the duties of the position?

- Define attributes needed to successfully perform responsibilities of the position.
- Ensure KSA's are realistic and relate to the job.
- Do not confuse with personal specifications; that is, do not include the qualifications the employee brings to the job, but rather what the position will need)

Example: Secretary

- Demonstrated ability to type with speed & accuracy.
- Demonstrated ability to operate a personal computer utilizing various word processing software packages.
- Thorough knowledge of office methods, procedures, practices, and protocol.
- Thorough knowledge of correct English, grammar, spelling, and punctuation.

Experience

1. In addition to the knowledge/education, please describe the type and **least** amount of **prior directly related** work experience typically required, if any, for a person coming into this position. Experience listed here is considered as concurrent, not cumulative. The minimal or least amount of experience is to ensure that we don't set artificial barriers to employment, as well as allowing for a broadened applicant pool.

- Specified in number format.
 - (months or years)
- If experience is in several areas, indicate length in each designated area.

Type of Experience Needed

Amount of Experienced Needed (Months/Years)

Experience Example: Secretary

Two years

Previous, related and progressively responsible experience of a nature to have acquired knowledge of office skills such as typing, word processing, office methods, practices and protocols.

The knowledge, skills and abilities listed above are typically acquired through the levels of education and experience listed. However, any equivalent combination* of education and/or experience which provide an applicant with the listed knowledge, skills and abilities to perform the essential duties and responsibilities of the job is acceptable.

Note that both the Knowledge and Experience sections may be modified by HR so as to follow the Job Classification Committee's (JCC, formerly the JEC) established datalines. These will match the Knowledge and Experience levels for the classification approved.

***Equivalencies should be given all due consideration whenever possible and feasible. On-the-job training or equivalent years of directly related work experience can be as strong indicators of future performance as formal education or certification. In some, cases, however, where a federal or State license is required as a condition of the position, no equivalencies may apply. Some examples would include Registered Nurse or Psychologist. There may also be some job classifications which, though not required by license, require a body of knowledge best learned through formal education combined with directly related work experience; an example would be an Accountant.**

v. COMPLEXITY AND PROBLEM SOLVING

This section measures the degree of problem solving required, the types of problems encountered, and how these problems are solved. Consider the amount of judgment and thought required as determined by the complexity of duties. Also consider whether guidelines, standards, and precedents are available to assist in solving problems.

Please list the common types of problems faced in this position and the course of action you take to solve these problems.

- 1-2 Examples of common problems faced by the position.
- Course of action required to solve the problems.
- Consider available guidelines, standards, and precedents.

C & P Example: Office Administrator Senior

- Preparing office budget by reviewing past and present operations, trends and cost to project future expenditures.
- Audit all travel requests to ensure compliance with WVU policy, federal and State law. Determine best approach to solve errors and/or violations.

VI. FREEDOM OF ACTION

This section measures the degree to which the position is structured as is determined by the types of control placed on work assignments. Controls are exercised in the way assignments are made, how instructions are given to the employee, how work assignments are checked, and how priorities, deadlines and objectives are set. Controls are exercised through established precedents, policies, procedures, laws and regulations which tend to limit the employee's freedom of action.

1. Describe the type of guidance and review the supervisor gives the incumbent in this job and how often (i.e., daily, weekly) the supervisor checks or inspects the work.

■ **Describe the following:**

- Type of guidance provided by supervisor
- How instructions are given
- How often the work is inspected/reviewed
- How priorities and deadlines are established
- Degree of restriction/freedom provided by policies, procedures, or formal guidelines.

Type of Guidance and Review

How Often

FA Example: Campus Service Worker

Tasks are substantially structured with the incumbent receiving specific instructions from the supervisor regarding how tasks are to be performed and the scheduling of work.

Daily

2. Describe the policies and procedures or formal regulations which guide the actions in this job.

Incumbent is expected to follow all university and department guidelines, as well as all federal and state safety guidelines.

VII. SCOPE AND EFFECT

This section measures the position's responsibility for accomplishing the mission of the institution and West Virginia higher education systems. **Describe** the types of decisions regularly required of the position, and how the position's work product supports, guides or develops the goals of the work unit, department, and institution. Take into consideration the size of the area that could be affected if the position's duties were performed incorrectly and any long-term affects of such an error. Assume that any error is not due to sabotage, mischief or lack of responsible attention and care for the duties of the position.

- Prior to writing, consider the "Safety Net" this position has; that is, what are the consequences for any errors the employee might make in performing his/her job duties?
- Explain whether/how this position could impact the operations of the department, college, or institution.
- Provide a monetary range that this position could gain/lose. (Hundreds, Thousands, Millions)
- Provide an example.

S&E Example: Secretary

- Lack of organizational skills in the main office could result in confusion, missed meetings or delays for the department as a whole.
- Most items can be corrected without significant financial/public relations loss to the department.
- Uncorrectable errors or time spent correcting could cost the department hundreds/thousands of dollars.

VIII. BREADTH OF RESPONSIBILITY

For what functional area(s) does this job have formal and ongoing management accountability and responsibility? List the specific functional areas of management responsibility and briefly indicate the level of responsibility and accountability with respect to primary activities performed.

[Note: Not a commonly utilized factor, except at smaller institutions where one position may be assigned responsibility for more than one distinct functional area, such as security and finance, or physical plant and procurement.]

Functional Area

Management Responsibility/Accountability

IX. CONTACTS

This section appraises the responsibility for working with or through other people within and outside the State College and University System of West Virginia to get results. Consider the purpose and level of contact encountered on a regular, recurring and essential basis during operations. Consider whether the contacts involve furnishing or obtaining information, explaining policies or discussing controversial issues. This factor considers only those contacts outside the job's immediate work area.

INTRA SYSTEMS (within the West Virginia Higher Education Systems)

With whom does the position regularly communicate within West Virginia higher education systems in order to perform the duties (e.g., faculty members outside your area, managers of other units, Vice Presidents)? What is normally discussed and how often does it occur (e.g., daily, weekly)?

- Individuals *inside* the WV Higher Education System.
- Interaction must be on a regular, recurring, substantial and essential basis in order for the incumbent to perform the duties of the position.
- Explain the nature of the contact and how often it occurs.
- **Students are external, not internal!**

Title

How Often

Communicate About What

IC Example: Human Resources Representative

Deans & Directors

Monthly

Basic policies/procedures interpretation, reorganization advice

Supervisors

As Needed

Grievance issues, employment issues, etc

Faculty & Staff

Daily

Classification issues

EXTERNAL (outside the West Virginia Higher Education Systems)

With whom does the position regularly communicate outside the West Virginia higher education systems to perform the duties (e.g., students, suppliers, governmental agencies, product representatives)? What is normally discussed and how often does it occur (e.g., daily, weekly)?

- List individuals *outside* of the WV Higher Education System
- Interaction must be on a regular, recurring, substantial and essential basis in order for the incumbent to perform the duties of the position.
- Explain the nature of the contact and how often it occurs.
- **Students are external, not internal!**

Title

How Often

Communicate About What

EC Example: Student Recruiter

Prospective & current students

Daily

WVU application procedures, admission requirements, and extracurricular activities

Parents/alumni.

Daily

WVU application procedures, academic interest, campus safety

x. **DIRECT SUPERVISION EXERCISED**

This section looks at the type of supervision this position has over other employees. Consider the degree of direct supervision exercised over others in terms of the level of subordinate jobs in the organization and the nature of work performed. Only the formal assignment of such responsibility should be considered; informal work relationships should not be considered. Supervision of student workers may be taken into account if they are essential to the daily operation of the unit. Do not include temporary or contract employees. **The Human Resources Office will verify the types of employees supervised.**

▪ **Formal responsibility for overseeing the work of others.**

- **If there is lead responsibility, list the positions led.**
- **List headcount and FTE's.**
- **Do not include temporary or contract employees.**
- **Student workers count only if they are ESSENTIAL to the operation of the unit.**

1. Are you responsible for assigning tasks and monitoring the work of others (lead)?

Yes: No:

Title Headcount Total FTE (to be verified by HR Office)

2. Are you responsible for hiring, firing, performance appraisals, etc. for others?

Yes: No:

Title Headcount Total FTE (to be verified by HR Office)

3. Does this position supervise students who are essential to the daily operations of the Unit?

Yes: No:

If yes, please indicate the total number of FTE students supervised and briefly describe the function of the students.

Function Headcount Total FTE (to be verified by HR Office)

XI. INDIRECT SUPERVISION EXERCISED (Supervision over other or first-line supervisors)

This section considers the position’s responsibility for the indirect supervision of subordinates. Indirect supervision is defined as supervising a supervisor: those “indirectly” supervised are the employees of the person supervised. Informal work relationships are not considered. Indicate the number of indirect employees under this position’s line of authority. The number of subordinates should be reported in full-time equivalency (FTE) and not head count.

1. List the official title(s) of the employee(s) this position indirectly supervises.

▪ **Supervision of first-line supervisors and their direct reports.**

- **Formal authority over lead/non-supervisory employees.**
- **Direct supervision of first-line supervisors.**
- **Direct supervision of manager-level employees.**
- **List headcount and FTE’s. (Do not include temporary, contract employees)**

Title

Headcount

Total FTE (to be verified by HR Office)

ORGANIZATIONAL REPORTING RELATIONSHIPS

- **Provide an Organization Flow Chart for the entire department using OrgPlus software which is available in Microsoft Word.**
- ***PIQ shall NOT be reviewed until departmental organization chart is received!***

XII. PHYSICAL COORDINATION

This section looks at the motor skills involved in performing this job. Consider the following issues: complexity of body movements; speed/timing of movements; precision of movements; and need for close visual attention.

Please give an example of the physical coordination required to perform this job, such as the amount of accuracy required to use a hand or power tool or operate a specific instrument or type of equipment.

- Explain the type of fine motor skills that would be required for the position.
- Provide examples of the amount of coordination required to operate, and the types of tools or equipment used, by the incumbent.

XIII. WORKING CONDITIONS

This section considers the quality of working conditions as measured by lighting adequacy, temperature extremes and variations, noise pollution, exposure to fumes, chemicals, radiation, contagious diseases, heights and/or other related hazardous conditions.

Check all items that describe the conditions or environment, in which the position works and provide an example: Frequency (FQ):

- Mark each of the conditions appropriately. **Do not leave any of them blank.**
- Provide a brief explanation/example for any areas marked A, M or S.

A = All of the time (90% or more per year)
M = Most of the time (50% or more per year)
S = Some of the time (Less than 50% per year)
R = Rarely (Less than 10% per year)
N = Never

Condition	Frequency	Example
Normal office environment		
Use of computer		
Inadequate ventilation		
Extremes in temperature		
Outside weather conditions		
Wetness/humidity		
Dust/fumes/odor (<i>from normal daily conditions</i>)		
Heights (<i>over 10 feet</i>)		
Moving parts (<i>tools and machinery</i>)		
Vibrations		
Electrical current		
Excessive noise		
Respirables (<i>asbestos, silica, coal, e.g.</i>)		
Animals		
Radiation		
Chemicals		
Toxic conditions/fumes		
Contagious diseases		
Body fluids		
Other (<i>please list</i>):		

XIV. PHYSICAL DEMANDS

This section measures the physical demands of the job as measured by the exertion placed on the skeletal, muscular and cardiovascular systems of the incumbent. Consider both how much and how often it occurs.

Describe any physical effort in the job, such as standing, lifting, carrying, bending, walking, crawling, climbing, etc., and list how often (daily, weekly, etc.) it happens.

Describe the physical effort required for the position and how often it occurs. This section describes requirements for gross motor skills. Provide example(s) of items that the employee is responsible for lifting/moving as well as the weight of those items.

<u>Physical Effort</u>	<u>How Often</u>
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PD Example: Campus Service Worker

Work requires moderate physical effort involving long periods of standing and walking and lifting of items weighing up to approximately 50 pounds.	Daily
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xv. DISCLAIMER

This description does not state or imply that the duties listed are the only duties to be performed by the position incumbent. Justification for information provided in the PIQ may be requested. Employees are required to follow job-related instructions and perform other job-related activities assigned by their supervisor.

All requirements are subject to possible modification in order to provide a reasonable accommodation to individuals with disabilities. Some requirements may exclude individuals who pose a direct threat or significant risk to the health and safety of themselves, students, other employees, or the general public.

- The disclaimer section allows supervisors to adjust job responsibilities based upon the operational need of the unit.
- All Duties and Responsibilities are subject to possible modification in order to provide reasonable accommodations to individuals with disabilities.

xvi. EMPLOYEE GENERAL COMMENTS

You may add other information which would be important in understanding your job and which has not been covered in other sections of this form.

Employee's Signature

Date

The employee's signature indicates that s/he understands that these are the duties assigned to and expected of the position.

xvii. SUPERVISOR COMMENT SECTION

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 for accuracy and completeness and note any comments you may have next to the employee's responses and please initial. The space provided is for general remarks you may have. Remember, this questionnaire is intended solely for the purpose of accurately describing the position and not the person or her/his performance.

Immediate Supervisor's Signature

Date

The supervisor's signature indicates that these are the duties that must operationally be performed.

xiii. MANAGEMENT COMMENT SECTION

This portion of the questionnaire is reserved for comments by the second-level supervisor and other management staff members, where applicable, who indirectly supervise this position through other supervisors. As the next level of management over this position, it is important that you review this questionnaire and note any comments you may have next to the employee's responses and please initial. The space provided below is for any general remarks you may have. Remember, this questionnaire is intended solely for data purposes of accurately describing the position and not the person or her/his performance.

Second Level Supervisor's Signature

Date

EXHIBIT 1: DETERMINING PERCENTAGE (%) OF TIME

% OF TIME	HOURS PER WEEK	HOURS PER YEAR
5%	1.88	97.5
10%	3.75	195.00
15%	5.63	292.00
20%	7.50 (1 DAY)	390.00
25%	9.38	487.50
30%	11.25	585.00
35%	13.13	682.00
40%	15.00 (2 DAYS)	780.00
45%	16.88	877.50
50%	18.75	975.00
55%	20.63	1072.00
60%	22.50 (3 DAYS)	1170.00
65%	24.38	1267.50
70%	26.25	1365.00
75%	28.13	1462.50
80%	30.00 (4 DAYS)	1560.00
85%	31.88	1657.50
90%	33.75	1755.00
95%	35.63	1852.50
100%	37.50 (5 DAYS)	1950.00

EXHIBIT 2: SAMPLE ACTION VERBS

Accomplish	To execute fully; to attain
Account	To give a report on; to furnish a justifying analysis or explanation
Accumulate	To collect; to gather
Achieve	To bring to a successful conclusion
Acquire	To come into possession of
Act	To perform a specified function
Adapt	To suit or fit by modification
Adhere	To give support or maintain loyalty; to be consistent; to hold fast or stick to bind oneself to observance
Adjust	To bring to a more satisfactory state; to bring the parts of something to a true or more effective position
Administer	To manage or direct the execution of affairs
Adopt	To take up and practice as one's own
Advance	To bring or move forward; to accelerate the growth or progress of; to raise to a higher rank-promote; to bring forward for notice, consideration, or acceptance; to make progress, to raise in rate
Advise	To recommend a course of action; to offer an informed opinion based on specialized knowledge
Affirm	To assert positively; to confirm
Amend	To change or modify for the better
Analyze	To separate into elements and critically examine
Answer	To speak or write in reply
Apply	To put to use for a purpose; to employ diligently or with close attention
Appraise	To give an expert judgment of worth or merit
Approve	To accept as satisfactory; to exercise final authority with regard to commitment of resources
Arrange	To prepare for an event; to put in proper order
Collaborate	To work jointly with; to cooperate with others
Collect	To gather
Command	To direct authoritatively; to order or request to be given; to give orders; to dominate from an elevated position
Communicate	To impart a verbal or written message; to transmit information
Compare	To examine for the purpose of discovering resemblances or differences
Compile	To put together information; to collect from other documents
Complete	To finish; to fully carry out
Comply	To act in accordance with rules, requests
Compose	To make by putting parts together; to create; to write (an original letter, report, instructions, etc.)
Comprehend	To grasp the meaning of mentally
Compute	To determine or calculate mathematically
Concentrate	To bring or direct toward a common center or objective; to gather, collect
Condense	To make more compact
Conduct	To carry on; to direct the execution of
Confirm	To give approval to; to assure the validity of
Consolidate	To bring together
Construct	To make or form by combining parts; to draw with suitable instruments and under specified conditions
Consult	To seek advice of others; to give professional advice or services
Contact	To communicate with
Contribute	To supply or give something; to submit for publication
Coordinate	To regulate, adjust, or combine the actions of others to attain harmony
Copy	To duplicate an original
Correct	To make or set right; to alter or adjust to conform to a standard
Correspond	To communicate with
Emphasize	To stress
Employ	To make use of; to use or engage in the services of; to provide with a job that pays wages or a salary
Enforce	To execute vigorously; to exercise executive or police power. Refers to laws and statutes
Ensure	To make sure, certain, or safe; to guarantee
Establish	To bring into existence
Estimate	To forecast future requirements
Evaluate	To determine or fix the value of

Examine	To inspect closely
Exchange	To give or take one thing in return for another
Execute	To put into effect; to carry out
Exercise	To exert influence; to train by drills and maneuvers; to use repeatedly in order to strengthen and develop
Expect	To look forward; to consider probable or certain
Expedite	To accelerate the process or progress of
Express	To represent in words; to make known one's feelings or opinions
Extract	To draw forth; to withdraw; to separate; to determine by calculation
Facilitate	To make easier
Figure	To compute
File	To arrange in a methodical manner; to rub smooth or cut away with a tool
Finalize	To put in finished form
Follow Up	To pursue closely in order to check progress
Judge	To form an authoritative opinion; to determine and pronounce after inquiry and deliberation
Justify	To prove or show to be right or reasonable; also, to align words such that both left- and right-handed margins are in line (typing term)
Lead	To guide or direct the actions of others by assigning tasks, training, and checking work
Lend	To give for temporary use on condition that the same or its equivalent be returned
Locate	To find, determine, or specify by means of searching, examining, or experimenting. (To seek and find)
Look up	To search for and find
Maintain	To continue; carry on; or keep in an existing state
Make	To cause to happen to; to cause to exist, occur, or appear; to create; to bring into being by forming, shaping, or altering material
Manage	To handle, control; to alter by manipulation; to succeed in accomplishing
Map	To make a survey of for the purpose of representing; to plan in detail
Market	To expose for sale; to sell
Measure	To determine length, width, or quantity of
Mediate	To interpose with parties to reconcile them; to reconcile differences
Merge	To combine items from two or more similarly ordered sets into one set that is arranged in the same order
Model	To teach by personal example; to instruct by demonstration
Modify	To make less extreme; to limit or restrict the meaning of; to make minor changes in
Monitor	To watch, observe; to check for a specific purpose
Motivate	To arouse or stimulate to action
Negotiate	To confer with others with a view to reaching agreement
Neutralize	To destroy the effectiveness of; to nullify
Note	To observe; to recognize
Notify	To make known
Observe	To see, notice, or watch something or someone
Obtain	To acquire or gain possession of
Propose	To form or declare a plan or intention
Provide	To supply what is needed
Purchase	To buy or procure by committing organizational funds
Qualify	To moderate; to alter the strength or flavor of; to limit or modify the meaning of
Quantify	To make explicit the logical amount of; to determine or express the amount of
Question	To interrogate; to doubt; to dispute; to inquire
Rate	To assess the value of; to appraise, to arrange in sequence of rank
Read	To interpret; to scan; to study the movements of; to understand the meaning of; to utter aloud the printed written words of
Reason	To use the faculty of reason; think; to reason (the power of comprehending, inferring or thinking, especially in orderly rational ways)
Recommend	To advise or counsel a course of action; to offer or suggest for adoption
Reconcile	to adjust; to restore to harmony; to offer or suggest for adoption
Record	To register; to set down in writing
Recruit	To seek out others to become new members or personnel
Reduce	To narrow down; to diminish in size or amount; to abridge; to lower in grade or rank

Refer	To send or direct for aid, treatment, information, or decision; to direct attention; to make reference to
Refine	To improve or perfect; to free from impurities
Register	To enter in a record
Regulate	To govern or direct according to rule; to bring under the control of law; to fix or adjust the time, amount, degree of
Reinforce	To strengthen with additional forces or additions
Reject	To refuse to have, use, or take for some purpose; to refuse to hear, receive, or admit
Relate	To show or establish logical or casual connection between; to have meaningful social relationships
Release	To set free as in releasing information; to permit the publication or dissemination of
Rely	To depend on
Remit	To send money in payment of; to submit or refer for consideration, judgment, decision, or action
Render	To furnish an opinion; to answer
Represent	To act in the place of or for
Standardize	To bring into conformity to something established by authority, custom, or general consent as a model or criterion
Stimulate	To excite to activity; to urge
Strengthen	To make stronger
Strive	To endeavor; to devote serious effort or energy
Study	To contemplate; to carefully examine or investigate; to deliberate
Submit	To present data for the discretion or judgment of others
Summarize	To restate material (facts, figures, etc) briefly
Supervise	To direct, inspect, guide, and evaluate the work of immediate subordinates with responsibility for meeting certain standards of performance
Supplement	To add to
Supply	To furnish something that is needed; to provide; to equip
Support	To promote the interests or cause of; to argue or vote for; to pay the costs of; to hold up or serve as a foundation for
Survey	To examine as to condition, situation, or value
Systematize	To arrange methodically
Tabulate	To put in table form; to set up in columns, rows
Tend	To act as an attendant
Tender	To present for acceptance
Terminate	To bring to an end; to conclude
Test	To put to proof; to examine, observe, or evaluate critically
Total	To add up; to compute
Trace	To locate something by searching or researching evidence
Train	To teach, demonstrate, or guide others in order to bring up to a predetermined standard
Transact	To carry on business; to negotiate
Transcribe	To transfer data from one form of record to another or from one method of preparation to another, without changing the nature of data
Transmit	To transfer or send from one person or place to another; to send out a signal either by radio waves or over a wire
Transpose	To change the usual order of