INTRODUCTION

This guide has been written to help supervisors and employees complete job descriptions for C.U.P.E. positions at SFU. In it, you will find information about the WJQ Custom Job Evaluation system used by the university to evaluate jobs as well as information on where to find additional resources and some tips for writing job descriptions.

However, most the guide contains information on each of the fourteen (14) sections in the job description to walk you through and help you complete the entire job description.

The final section of this guide is an appendix that lists a glossary of verbs to help you describe and write the major and minor functions of the position.

ABOUT THE WJQ CUSTOM JOB EVALUATION SYSTEM

WJQ Custom is a job evaluation system designed to evaluate and classify positions covered by the C.U.P.E., Local 3338 Collective Agreement at Simon Fraser University. The WJQ Custom system is divided into two parts: the job description (Part I) and the job questionnaire (Part II). Both parts must be completed before positions can be evaluated and classified.

Information provided in the job description (Part I) is used to complete the job questionnaire (Part II).

Part I: Job Description Form

The job description may be completed by employees or supervisors. Its purpose is to identify the position and collect narrative information about the duties and responsibilities, skills and knowledge, effort, and working conditions required by the position (14 separate sections in total). This information will assist you to complete the job questionnaire (Part II).

Part II: Job Questionnaire Booklet and Answer Sheet

The job questionnaire Answer Sheet may be completed by employees or supervisors. Its purpose is to represent the responses to fifty-eight (58) close ended questions designed to evaluate the duties and responsibilities, skills and knowledge, effort, and working conditions required by the position. The position is then evaluated relative to all other positions in the bargaining unit using the responses provided.

The Job Questionnaire Booklet contains 58 closed ended narrative questions that are directly related to information in the Job Description form. Answers to the 58 questions are recorded on a Job Questionnaire Answer Sheet. The Job Questionnaire evaluates the work of all CUPE, Local 3338 positions using four primary factors. The four primary factors are responsibilities, effort, working conditions, and skill and knowledge. Each common factor is made up of sub factors that collectively form the basis for determining overall job value. Job value is expressed in terms of a total point score. The pay grade for a position is determined by the total point score that falls within a point range of a salary grade on the CUPE, Local 3338 salary scale.

Before a total point score can be authorized for a position, the WJQ job description and responses to the Job Questionnaire are checked for accuracy and consistency using automated and manual verification processes by job evaluation specialists in Human Resources. In the process of reviewing job descriptions with supervisors and employees, checking job questionnaire answers, job description revisions are commonly recommended. The job evaluation process requires input and feedback from everyone involved in the process to ensure all positions are evaluated consistently within the bargaining unit.
GETTING STARTED

Some important tips for you to consider before you start to write the job description include:

- Think of the requirements of the position only, and not an individual employee's personal abilities or skills. Remember, you are evaluating the position not the employee.
- Think how you would describe the position to a person unfamiliar with the job especially when writing the position summary.
- Describe the position as it exists today, not how it was in the past or is expected to be at some future date.
- Avoid using technical terms, acronyms or abbreviations to describe the position. Write out acronyms and abbreviations at least once early in the job description as a point of reference.
- Do not understate or overstate the requirements of the position.
- Skills and knowledge, effort, and working condition requirements should be the minimum required to satisfactorily perform the duties and responsibilities of the position.
- Skills and knowledge, effort, and working condition requirements should be demonstrably related to the duties and responsibilities of the position.
- Canadian education, certification or SFU specific training or experience should not be requirements of the position unless they are demonstrably essential to the duties and responsibilities of the position, or are required by law or a relevant licensing body.
- Ensure all language used to describe the position is gender and culturally neutral.

THE JOB DESCRIPTION – SECTION BY SECTION

Section 1: Position Identification

This first section of the job description provides specific information to identify the position within the university including the department where the position belongs, position title, number of positions covered by the job description, the position number, the title of the supervisor of the position, the assigned classification and grade once the job has been evaluated, and the effective date of the job description.

A staff member of the human resources department will indicate approval of the job description and classification by signing and dating the job description in the area noted “For Use by Human Resources.”

Section 2: Position Summary

You may find it easier to write the position summary after you’ve completed sections 3 and 4 (the major and minor functions of the position). Review all the functions and then summarize in a couple of sentences why the position exists.

Example:

The incumbent performs a variety of word processing and clerical duties and responsibilities for faculty, instructors and administrative personnel in the English department. Word processes manuscripts, general correspondence and exams; processes petty cash reimbursements; maintains an inventory of general office materials; and, provides reception services.
Section 3: Major Functions

Identify the substantive duties and responsibilities of the position required over a one year period. You might find it easier to do this in three steps:

1. Draft a list of duty and responsibility statements beginning each one with an action verb (refer to the appendix of job description verbs below) to explain what is done in the position.

   *Example:*
   - Prepares correspondence
   - Prepares committee minutes
   - Prepares exams

2. After you finish your list, group similar duty and responsibility statements together and categorize under the frequency headings (i.e. Daily, Weekly, Monthly, Semester, or Annual). The numbering of job duties is for ease of reference only and in no way reflects the importance of a particular job duty.

   *Example:*
   - Prepares correspondence, committee minutes, and exams.

3. Now expand each duty statement to explain how the duty is done and why the duty is done.

   *Examples:*
   - Prepares correspondence, committee minutes and exams by using word processing applications on a personal computer to prepare materials for approval, duplication and/or circulation.
   - Processes invoices for payment by checking invoice forms for completeness, preparing cheque requisitions and forwarding approved requisitions to accounts payable to provide payments to suppliers.
   - Monitors the department operating budget by checking requisitions, invoices and budget transfers against debits and credits on monthly financial reports to ensure transactions have been recorded accurately.
   - Processes book and reserve requests by completing library book and reserve forms from information received from course instructors and forwarding requests to the library to ensure materials are available to students.

Section 4: Minor Functions

Identify other duties and responsibilities that occur periodically throughout the year. When new duties and responsibilities become recurring they should be added to the major functions section of the job description. The numbering of job duties is for ease of reference only and should in no way reflect the importance of a particular job duty. The last duty listed in this section should be a statement such as: “Performs other duties and responsibilities consistent with the job description and classification on request.” This statement will cover unexpected work assignments and one-time only assignments.

Section 5: Level of Independence

Check one box that best describes the level of independence that can be exercised within the position by a fully trained employee. How free is the employee to make choices about what work will be completed? How the work will be completed? When the work will be completed within deadlines provided by others or determined by the employee?

Section 6: Training Exercised

If the position provides training to others, check each description that applies to the type of training provided by the position.
Section 7: Direction Exercised

If the position provides direction to others, check each description that applies to the direction exercised by the position over other positions including establishing work priorities for a group of positions and/or providing guidance to members of a project team.

Section 8: Internal and External Contacts

Identify titles of positions internal and external to the university that the position is required to liaise with in performing the duties and responsibilities of the position.

For each contact indicate the duration of the contact as less than 1 hour, 1 – 2 hours, or more than 2 hours.

Also, indicate the frequency of the contact as occasional, frequent, or continuous according to the following definitions:

- Occasional: Once in a while; few times daily but not every day.
- Frequent: Often; several times daily; almost every day.
- Continuous: Except for meal and coffee breaks the effort is continuous throughout the day.

Example:

<table>
<thead>
<tr>
<th>Type of Contact</th>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>&lt; 1 hour</td>
<td>Frequent</td>
</tr>
</tbody>
</table>

Section 9: Impact of Errors

Provide examples of the most common and less common errors that occur in the performance of the work. Also, provide information on the impact or the result these errors may have. List examples that would most likely affect the position's own time and work; the time and work of others; the coordination of several individuals to rectify; or that would cause limited, timely, lengthy and/or costly delays, damages, losses or inconveniences.

Section 10: Effort

Consider all concentrated periods of auditory attention (hearing/listening), visual attention (seeing), perceptual attention (understanding/comprehending), and physical dexterity efforts related to the work of the position. Also consider the duration of time spent for each effort and the frequency of each effort (using the duration and frequency definitions outlined above in Section 8: Internal & External Contacts).

Examples:

- Auditory (hearing/listening):
  - recording minutes/telephone messages
  - using a Dictaphone
  - translating language

- Visual (seeing):
  - working on a video display terminal
  - surveying
  - working with colour
  - reading hand written instructions, texts/manuals, program code

- Perceptual (understanding/comprehending):
  - understanding verbal and written information
  - recognizing inconsistencies
  - detecting errors
  - writing letters, memoranda, reports, technical manuals, computer programs

- Physical or Dexterity:
  - lifting, carrying, pushing or pulling
  - fine finger movements such as typing, drawing/painting, working with circuitry
- handling, gripping, jumping, reaching (above the shoulder and below the shoulder)
- confined or non-confined sitting
- standing or walking
- crouching, kneeling, bending, stooping
- climbing, crawling, twisting, balancing

Examples:

**Position: Receptionist**

<table>
<thead>
<tr>
<th>Type of Effort</th>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording telephone messages</td>
<td>&lt; 1 hour</td>
<td>Frequent</td>
</tr>
<tr>
<td>Confined sitting</td>
<td>&gt; 2 hours</td>
<td>Continuous</td>
</tr>
<tr>
<td>Working on video display terminal</td>
<td>1 – 2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Lifting supplies</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
</tbody>
</table>

**Position: Laboratory Technician**

<table>
<thead>
<tr>
<th>Type of Effort</th>
<th>Duration</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardizing chemical solutions</td>
<td>&lt; 1 hour</td>
<td>Frequent</td>
</tr>
<tr>
<td>Standing during lab sessions</td>
<td>1 – 2 hours</td>
<td>Frequent</td>
</tr>
<tr>
<td>Crouching to clean up chemical spills</td>
<td>&lt; 1 hour</td>
<td>Occasional</td>
</tr>
</tbody>
</table>

**Section 11: Working Conditions**

Identify in section (a) the locations where work is performed and the number of hours spent in each location as a portion of total number of hours worked per week.

Examples:

**Position: Receptionist**

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours spent as a total of hours worked per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>General office</td>
<td>35 / 35 hours</td>
</tr>
</tbody>
</table>

**Position: Laboratory Technician**

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours spent as a total of hours worked per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>20 / 35 hours</td>
</tr>
<tr>
<td>Shared office</td>
<td>15 / 35 hours</td>
</tr>
</tbody>
</table>
Describe in section (b) any uncomfortable conditions in the work place that an incumbent in the position would be exposed to on a regular basis and also indicate the frequency of the exposure (occasional, frequent, or continuous).

**Examples:**

**Position: Receptionist**

<table>
<thead>
<tr>
<th>Uncomfortable Conditions</th>
<th>Frequency of Exposure (Occasional, Frequent, or Continuous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toner for printers</td>
<td>Occasional</td>
</tr>
<tr>
<td>Interruptions</td>
<td>Frequent</td>
</tr>
</tbody>
</table>

**Position: Laboratory Technician**

<table>
<thead>
<tr>
<th>Uncomfortable Conditions</th>
<th>Frequency of Exposure (Occasional, Frequent, or Continuous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Odors</td>
<td>Occasional</td>
</tr>
<tr>
<td>Chemicals</td>
<td>Frequent</td>
</tr>
</tbody>
</table>

Describe in section (c) any potential health or safety hazards in the work place that an incumbent in the position would be exposed to on a regular basis and also indicate the frequency of the exposure (occasional, frequent, or continuous).

**Examples:**

**Position: Receptionist**

<table>
<thead>
<tr>
<th>Potential Health or Safety Hazards</th>
<th>Frequency of Exposure (Occasional, Frequent, or Continuous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse / dealing with complaints</td>
<td>Occasional</td>
</tr>
</tbody>
</table>

**Position: Laboratory Technician**

<table>
<thead>
<tr>
<th>Potential Health or Safety Hazards</th>
<th>Frequency of Exposure (Occasional, Frequent, or Continuous)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dangerous chemicals</td>
<td>Frequent</td>
</tr>
</tbody>
</table>

**Section 12: Continuing Education**

Check each description that applies to the minimum level of continuing education required to provide the type and level of knowledge necessary to learn new and/or revised procedures, methods, operations, theories to satisfactorily perform the duties of the position.
Section 13: Qualifications

Identify the minimum level of formal education qualifications, minimum amount of experience, occupational skills, and occupational requirements required to satisfactorily perform the work of the position.

A successful applicant who meets the minimum requirements should be able to satisfactorily perform the duties and responsibilities following the normal training period for the position. All qualifications should be demonstrably related to the duties and responsibilities of the position and should not be Canadian or SFU specific unless demonstrably essential or required by law or a relevant licensing body.

In addition to formal education, identify general courses, certifications, or other training required:

- Some general courses of study may be required in word-processing (e.g. Microsoft Word, Filemaker, Pagemaker, and Excel), secretarial practices, medical office assistant, collection management, or bookkeeping.
- Certificates or diplomas may be required in electronics, microcomputer systems, biotechnology, film/video, photography, library technology, business administration, or industrial first aid.

The **minimum amount of experience required** will vary from position to position and for the most part, be a subjective judgment reflecting what you view as the minimum number of years of experience that would be required to satisfactorily perform the duties and responsibilities of the position. Ask yourself: if you had to replace the incumbent tomorrow, how many years of experience would be necessary? Remember, anyone hired into the position will require further training in duties and responsibilities specific to SFU.

Indicate whether or not an equivalent combination of formal education, certificate/diploma, program of study, and years of experience would be considered when recruiting for the position. If you could not consider an equivalent combination that infers that an applicant would not be selected for the position unless they possessed the stated qualifications. If you make this choice, you must describe the rationale supporting your decision.

**Occupational Skills** are an individual's ability to use knowledge effectively to perform the duties and responsibilities of a position. All skills must be directly related to the duties and responsibilities of the position and be measurable. Some positions may require a particular level of skill and if so, you should identify the level of skill.

*Examples:*

- 50 words per minute keyboarding or data entry with a high degree of accuracy
- Mathematical skill of addition, subtraction, multiplication, division and percentage calculations
- Bilingual written and verbal communication skill in French and English at a high school graduation level

**Occupational Requirements** are not skills and not all positions will have them. Identify any unusual requirements that a potential applicant should be aware of.

*Examples:*

- Ability to work shifts and/or be on call
- Ability to travel periodically outside the lower mainland
- Ability to lift, move, or carry equipment or materials to a prescribed weight
- Possession of a valid driver’s license

Section 14: Approval and Review

The Supervisor’s signature indicates that the information provided in the job description accurately reflects the requirements of the position and the employee’s signature indicates that they have read and understand the requirements of the position.
APPENDIX: GLOSSARY OF JOB DESCRIPTION VERBS

The following words are valuable for precisely identifying and defining the major and minor functions (Sections 3 and 4) of the job description.

Through the use of concise terminology, you can minimize ambiguity or misunderstanding relative to what is being done in the position. This is by no means a complete list, however, and you may find other verbs more suitable.

Accept: To receive as true; to regard as proper, normal, inevitable.

Acknowledge: To recognize as true or pertinent; to admit obligation; to report receipt of (a letter, cheque, etc.).

Adapt: To suit or fit by modification.

Adjust: To bring to a more satisfactory state; to bring the parts of something to a true or more effective position.

Administer: To direct the execution of affairs.

Advise: To recommend a course of action; to offer an informed opinion based on specialized knowledge, with responsibility for some interpretation and/or decision-making.

Alter: To make different without changing into something else.

Amend: To change or modify for the better.

Analyze: To study parts, elements, or factors of a situation or problem in detail to determine course of action, solution, or outcome; to examine critically for understanding the organization or nature of (e.g. analyzes malfunction of computing circuits).

Answer: To speak or write in reply.

Anticipate: To foresee and deal with in advance.

Apply: To put to use for a purpose; to employ diligently or with close attention.

Approve: To sanction officially; to accept as satisfactory; to exercise final authority with regard to commitment of resources.

Arrange for: To take appropriate measures to see whatever may be needed is available for use when needed.

Arrange: To make an agreement with another or others; to prepare for an event; to put in proper order.

Assemble: To collect or gather together in a predetermined order from various sources.

Assess: To determine value of; to evaluate.

Assign: To specify or designate tasks or duties to be performed by others.

Assist: To help or aid others in the performance of work for which they have prime responsibility.

Assume: To undertake; to take for granted.

Attend: To be present.

Authorize: To approve; to empower through vested authority; to grant permission for the conduct of an activity.

Balance: To compute the difference between the debits and credits of an account; to reconcile accounts.

Batch: To assemble into a group for one operation.

Budget: To plan expenditures.

Build: To construct.
Calculate: To determine by mathematical processes - implies intricate processes as against *compute* which implies simple arithmetical process and exact results; forecasts consequences or results, as in taking risks.

Certify: To confirm as accurate or true.

Chart: To draw or plot data (as on a graph); to make a detailed plan.

Check: To verify; to compare with a source.

Circulate: To pass from person to person or place to place.

Clarify: To make easier to understand; to explain.

Classify: To arrange or organize according to systematic groups, classes, or categories.

Code: To use symbols (letters or numbers) to represent words.

Collaborate: To work jointly with; to cooperate with others having equal responsibility.

Collate: To organize or assemble in a predetermined sequence.

Collect: To gather.

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.

Compose: To make by putting parts together to create; to write (an original letter, report, instructions, etc.).

Compute: To determine or calculate mathematically; to count.

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.

Control: To measure, interpret, and evaluate actions for conformance with plans or desired results; to regulate performance to ensure fulfillment of that which is prescribed.

Convert: To alter the physical or chemical nature of something; to alter for more effective utilization.

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.

Create: To bring into existence; to produce through imaginative skill; to design.

Debug: To detect, locate, and remove mistakes from a routine of malfunctions from a computer.
Delegate: To commission another to perform tasks or duties that may carry specific degrees of accountability and authority; to entrust to the care or management of another.

Deliver: To take to an intended destination.

Demonstrate: To illustrate and explain, especially with examples.

Describe: To represent by a figure, model, or picture; to trace the outline of; to give an account of in words.

Design: To conceive, create, and execute according to plan.

Determine: To come to a decision as a result of investigation or reasoning; to fix conclusively or authoritatively.

Develop: To go through the process of evolving the specified action or plan.

Devise: To form in the mind by new combinations or applications of ideas or principles; to invent.

Direct: To guide work operations though the establishment of objectives, policies, rules, practices, methods, and standards; to give authoritative instructions. The one who directs often takes an active part in the performance of the activity.

Disseminate: To spread or disperse information or ideas.

Distribute: To deliver to proper destination; to divide; to apportion.

Draft: To prepare papers or documents in preliminary form.

Edit: To revise and prepare material (written, film, tape, sound track) for publication or display.

Establish: To bring into existence; to set up.

Estimate: To forecast future requirements; to calculate approximately.

Evaluate: To determine or fix the value of; to judge relative worth.

Examine: To inspect closely.

Exchange: To give or take one thing in return for another.

 Expedite: To accelerate the process or progress of.

Facilitate: To make easier.

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; to monitor.

Forecast: To estimate in advance; to predict realistically future events or possible results of actions.

Formulate: To develop or devise; to reduce to, and express in, a systematic statement.

Identify: To establish the identity of; to associate with some interest.

Implement: To carry out; to execute a plan or program; to put into practice.

Import: To bring from a foreign or external source.

Indicate: To show, demonstrate with precision.

Inform: To communicate information to; to make aware.
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate</td>
<td>To start; to introduce; to originate.</td>
</tr>
<tr>
<td>Inspect</td>
<td>To examine or determine; to critically analyze for suitability.</td>
</tr>
<tr>
<td>Install</td>
<td>To place in office; to establish in an indicated place, condition, or status; to set up for use in office.</td>
</tr>
<tr>
<td>Instruct</td>
<td>To teach; to coach; to communicate knowledge; to direct or order.</td>
</tr>
<tr>
<td>Integrate</td>
<td>To unify; to make whole by putting all parts or elements together.</td>
</tr>
<tr>
<td>Interpret</td>
<td>To give the meaning of; to explain to others.</td>
</tr>
<tr>
<td>Interview</td>
<td>To obtain facts or opinions through inquiry or examination or various sources.</td>
</tr>
<tr>
<td>Inventory</td>
<td>To catalogue or to count and list.</td>
</tr>
<tr>
<td>Investigate</td>
<td>To observe or study by close examination and systematic inquiry; to inquire into; to search in order to ascertain facts.</td>
</tr>
<tr>
<td>Itemize</td>
<td>To list; to write down in detail.</td>
</tr>
<tr>
<td>Lead</td>
<td>To guide or direct on a course or in the direction of; to channel; to direct the operations of.</td>
</tr>
<tr>
<td>Load</td>
<td>To place in or on a means of conveyance; to increase the weight of by adding something heavy.</td>
</tr>
<tr>
<td>Locate</td>
<td>To find, determine, or specify by means of searching, examining, or experimenting (to seek and find).</td>
</tr>
<tr>
<td>Maintain</td>
<td>To continue; carry on; or keep in an existing state.</td>
</tr>
<tr>
<td>Merge</td>
<td>To combine items from two or more similarly ordered sets into one set that is arranged in the same order.</td>
</tr>
<tr>
<td>Modify</td>
<td>To make less extreme; to limit or restrict the meaning of; to make minor changes in.</td>
</tr>
<tr>
<td>Monitor</td>
<td>To watch, observe; to check in order to discern deviations.</td>
</tr>
<tr>
<td>Move</td>
<td>To go from one point to another; to begin operating or functioning or working in a usual way.</td>
</tr>
<tr>
<td>Negotiate</td>
<td>To confer with others with a view to reaching agreement and to come to terms subject to approval by final authorities for each side.</td>
</tr>
<tr>
<td>Notify</td>
<td>To make known.</td>
</tr>
<tr>
<td>Observe</td>
<td>To see, notice, or watch something or someone.</td>
</tr>
<tr>
<td>Obtain</td>
<td>To acquire or gain possession of.</td>
</tr>
<tr>
<td>Open</td>
<td>To make available for entry or passage; to make accessible; to expose to view; to disclose.</td>
</tr>
<tr>
<td>Operate</td>
<td>To perform an activity or series of activities.</td>
</tr>
<tr>
<td>Organize</td>
<td>To arrange; to systematize or methodize.</td>
</tr>
<tr>
<td>Originate</td>
<td>To create; invent; to produce as new.</td>
</tr>
<tr>
<td>Participate</td>
<td>To take part in; to share in an action.</td>
</tr>
<tr>
<td>Perform</td>
<td>To fulfill or carry out some action.</td>
</tr>
<tr>
<td>Plan</td>
<td>To devise or project the realization or achievement of a course of action.</td>
</tr>
<tr>
<td>Post</td>
<td>To record information in ledgers or other forms from another source.</td>
</tr>
</tbody>
</table>
Practice: To perform or work at repeatedly in order to gain proficiency.
Predict: To declare in advance; to foretell on the basis of observation, experience, or scientific reason.
Prepare: To make ready for a particular purpose.
Present: To introduce; to offer, to view.
Preserve: To keep, guard, observe; to keep safe, protect; to keep free from decay; to maintain.
Prevent: To stop something from occurring; to take advance measures against.
Price: To fix, to establish, or to find out the value of.
Proceed: To begin to carry out an action.
Process: To handle in accordance with a prescribed procedure.
Procure: To obtain possession of; to bring about.
Produce: To grow; to make, bear, or yield something; to offer to view or notice; to exhibit.
Program: To arrange or work out a sequence of operations to be performed.
Propose: To form or declare a plan or intention.
Provide: To supply what is needed.
Pull: To haul, tow; to remove, as in filing.
Purchase: To buy or procure by committing organizational funds.
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.
Receive: To acquire, come into possession of.
Recommend: To advise or counsel a course of action; to offer or suggest for adoption.
Reconcile: To adjust; to restore to harmony; to make congruous.
Reconstruct: To rebuild; to reorganize or reestablish.
Record: To register; to set down in writing.
Rectify: To correct by calculation or adjustment; to remedy; to set right.
Reduce: To narrow down; to diminish in size or amount.
Refer: To send or direct for aid, treatment, action, 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.
Remit: To send money in payment of; to submit or refer for consideration, judgment, decision, or action.
Report: To give an account of; to furnish information or data.

Represent: To act in the place of or for.

Research: To inquire specifically, using involved and critical investigations; to conduct investigation or experimentation aimed at the discovery and interpretation of facts.

Respond: To make an answer; to show favorable reaction.

Review: To consider; to reexamine.

Revise: To rework in order to correct or improve; to make a new, improved, or up-to-date version.

Route: To forward; to schedule or dispatch.

Scan: To examine; to search a series of punched cards, tapes, or a memory bank to locate specific data (computer usage).

Schedule: To plan a timetable; to fix time.

Screen: To examine in orderly fashion to determine suitability or acceptability.

Search: To examine; to probe; to make a thorough examination or investigation of.

Secure: To gain possession of; to guarantee; to make safe.

Select: To choose the best suited; to take as preference; to pick out.

Solve: To find a solution for.

Sort: To separate or arrange according to a scheme; to rank by kind, class, division, etc.

Specify: To state precisely in detail or to name explicitly.

Structure: To give arrangement or form to; to arrange or organize.

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.

Supply: To furnish something that is needed; to provide; to equip.

Survey: To examine as to condition, situation, or value.

Synthesize: To form new product or idea by combining different elements.

Tabulate: To put in table form; to set up in columns, rows.

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.

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.

Translate: To turn into one's own or another language.
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.

Turn: To make rotate or revolve; to cause to move around so as to effect a desired end (as locking, opening, shutting); to reverse the sides or surfaces of.

Type: To write using a typewriter/keyboard.

Update: To bring current.

Utilize: To make use of.

Verify: To confirm or establish authenticity; to substantiate; to prove; to check the accuracy of.

Weigh: To ascertain the heaviness of; to consider carefully.

Write: To set down letters, words, sentences, or figures on paper or other suitable material; to author; to draft.