

Office of HUMAN
RESOURCES



Guide to Career Progression

for the

Office Associate Classification

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Introduction

The shift at Ohio State to a broadbanded pay structure has presented new opportunities for managing careers. Career progression is no longer necessarily linear and "up the ladder." It can take a variety of forms and can involve:

- increasing the breadth or depth of responsibilities,
- using more advanced knowledge or skills,
- taking on bigger or more challenging projects, and/or
- supporting or interacting with higher level administrators or faculty.

The purpose of this guide is to provide college/vice presidential unit human resource professionals, managers/supervisors, and employees a navigational tool for planning career development opportunities within the office associate classification. However, the information in this guide may be adapted for use with any broadbanded position. The guide contains information about career progression and specific tools for planning, implementing, and evaluating the process. Specifically, the guide includes:

- descriptions of employee/manager/supervisor roles for career progression,
- model structures for planning,
- practical discussions of key concepts, and
- resources for determining appropriate career progression models.

The Office of Human Resources (OHR) can provide additional assistance. Questions should be directed to the human resource professional (HRP) in your college/vice presidential unit. If further information is needed, please contact OHR, Consulting Services at (614) 292-2800.

Roles and Responsibilities for Career Progression

Who is responsible for an employee's career progression?

Career planning is a shared responsibility between an employee and a manager/supervisor. The role of a **manager/supervisor** is ongoing, and continues throughout the employment relationship. It is an expectation and responsibility of a manager/supervisor in a broadbanded environment to provide leadership in facilitating an employee's career development and progression, salary progression, performance, and skill development.

Employees are responsible for identifying their career goals and areas in which they would like to expand their knowledge and skills, then discussing with managers/supervisors how these goals can support the mission of the employing unit.

How is the determination made that an employee is ready for career progression?

Employees should be established and meeting department performance standards before beginning the career progression process. If there are performance issues, these should be addressed before a career progression plan is developed.

Why encourage employee career progression?

It is the role of managers/supervisors to create an environment of learning and professional growth for staff. A learning environment reflects the values of the Ohio State Mission and Values Statement, which encourages continuous learning and opportunities to develop professional growth. Providing career development opportunities assists in creating a motivating environment which can lead to increased job satisfaction. The university, as well as the employee, is the beneficiary when already knowledgeable staff are provided with opportunities to enhance their skills and abilities. Providing opportunities for growth can also be an effective retention strategy.

When should career progression discussions occur?

The university's Core Performance Management Process (<http://www.ohr.ohio-state.edu/ohrd/pmmenu.htm>) includes discussions about employee development as an integral part of the process. During performance planning, managers/supervisors and employees set goals for development.

The coaching phase of the core performance management process recognizes that this is an ongoing process that continues throughout the year. As needs within a unit change, additional opportunities are created for identifying growth and development potential within the unit.

What is the relationship between career progression and salary increases?

Career progression can encompass both short-term and long-term goals. Sometimes career advancement is significant enough to warrant an increase in salary. At other times, it is an opportunity for learning and growth that will position the employee for possible salary advancement in the future.

Considerations for salary advancement can be found on Page 11. University guidelines for salary administration are contained in Section 3.10 of the Human Resources Policy and Procedure Manual.

Using the Career Progression Matrix

What is represented in the matrix?

The sample career progression matrix on Page 7 represents a basic overview of the core duties of the office associate classification. This sample matrix is intended as a reference tool--not a definitive formula--for career progression and development within the office associate classification.

The sample matrix is based upon information gathered by OHR, Employment Services, in a study of office associate positions posted and hired at Ohio State during 1999. Not all office associates are currently performing duties in each area. In addition, not every skill area that an office associate may currently be engaged in is represented in the matrix. However, these areas are representative of office associate positions throughout the university.

Why might I use the matrix in my planning process and discussions?

Career progression planning can begin by identifying the level at which office associate staff are currently functioning in the range of duties represented by the matrix. Although the major categories of skill are fairly comprehensive for this classification, you may find you want to add to the specific skills listed within each category to customize the matrix to your position.

Career progression planning for an employee may involve charting development in an area where the employee has already acquired some skills and knowledge, and is ready for development opportunities. It can also involve adding new areas of expertise that the employee is not currently using.

What specific steps should I follow when using this matrix?

The steps below outline a process that can be followed in using the career progression matrix. However, each unit should identify the most appropriate uses of the matrix, and consider developing a customized model to support the specific mission and goals of the unit.

Step 1: Assess existing skills and responsibilities

As part of the Core Performance Management Process, a dialogue between the manager/supervisor and employee should occur to assess the employee's current duties. Key questions may include:

- Has the employee successfully mastered the skills to succeed in the current job?
- In what areas of the matrix, and at what level, is the employee currently engaged?
- What skills does the employee possess that are not currently being utilized?

Step 2: Strategize potential areas for growth and development

These questions should be asked during the Core Performance Management Process, and throughout the year. Consider the following:

- What is the employee currently doing that could be enhanced with additional training and/or the opportunity to take on higher level or a broader range of responsibilities?
- What additional skills or responsibilities may enhance the employee's ability to further the mission and goals of the unit?
- What are the employee's interests or goals?

Step 3: Identify goals and expectations.

Goals and expectations should be clearly defined with a timeframe for completion.

Step 4: Identify training, mentoring, or coaching opportunities so that employees can successfully apply new skills and knowledge

Mentoring, coaching, and suggestions for training alternatives that will support the career progression process are discussed on Page 14. Employees should be provided with opportunities for adequate training for new and/or existing responsibilities while balancing employee interests with the business needs of the unit.

Step 5: Evaluate the career development process and provide the employee with feedback

Evaluation is key to the success of the career progression process. Employees who succeed in taking on new responsibilities will continue to look for opportunities for growth. Sometimes it will become evident that development occurred too rapidly, without adequate resources, or beyond the comfort level of the employee. An effective manager/supervisor will continuously evaluate along with the employee, and make appropriate adjustments to the career progression plan as needed.

Step 6: Evaluate and manage compensation

It is important, as the employee gains new skills and responsibilities, to review compensation and ensure employees are being compensated for attaining value-added skills. There are three instances in which salary might be increased.

- If the employee has acquired a significantly new set of content knowledge or skills, a salary increase might occur if the nature of the employee's position changed. For instance, if the employee began doing HR/ARMS work, then accepted fiscal responsibilities later.
- A second example would be if the employee began to manage people or multiple projects or programs.
- When the position requires an increase in the depth or level of complexity in a particular area of expertise, a salary increase may be warranted.

What if an employee's career progression plan involves moving to another unit?

Appropriate growth and development opportunities should be identified within the employing unit. However, movement from one unit to another and/or to a different classification will sometimes be necessary for continued growth. Units should not be deterred from developing an employee out of fear of the employee securing a position elsewhere.

Career Progression – Sample Scenario

Introduction

Jane Doe is hired as an office associate, with a working title of *Department Secretary*. She provides general office support and customer service for the Department of Surgery. Her primary duties include typing grants, manuscripts and other documents, responding to inquiries, and reconciling financial statements. She works directly for one physician and provides support to one or two additional physicians. She reports to an Office Staff Coordinator, Ms. I.M. Progressive.

What instances would merit consideration of an annual increase, an off-cycle increase, and/or career progression within the classification, or a re-classification for Jane Doe?

Scenario 1

Background

As part of the unit's performance management process, Supervisor Progressive notes that Jane has completed a number of training sessions that she and her supervisor had discussed at the beginning of the performance cycle. Additionally Jane has shown the ability to apply many of the skills she learned to her duties as an office associate.

Factors to consider

Supervisor Progressive considers several factors when contemplating what to do to recognize Jane's excellent job proficiency. These factors include the unit's compensation philosophy and internal equity. The unit's compensation philosophy includes a desire to provide managers/supervisors the flexibility needed to recruit and retain high quality staff. Additionally the supervisor is considering whether to recognize Jane's accomplishments through the annual salary increase process or through an off-cycle salary action.

Results

Since the supervisor is getting ready to complete Jane's performance evaluation for the fiscal year, she decides to utilize the upcoming annual increase process to recognize Jane. A change in classification is not warranted at this time.

Scenario 2

Background

Supervisor Progressive acknowledges that Jane is proficient at all the basic aspects of her position and has taken on some new and/or expanded duties. These duties include maintaining spreadsheets, generating reports, and assisting with maintaining the department web site.

Factors to consider

Supervisor Progressive looks at the salary levels of other office associate/department secretaries in her unit, department, and college. She determines that Jane's pay is a little low compared to other department secretaries with similar responsibility levels. She also wants to consider external market data and local value. Supervisor P. learns that Jane's pay is even lower compared to the external data than it was compared to internal data.

Scenario 2 (Continued)

Result

Supervisor Progressive discusses Jane's situation with her department HRP, who indicates the current working title is still appropriate, but the increased responsibilities merit a salary increase. Supervisor Progressive shares the information with Dr. Z, who approves the request and forwards it to the department HRP and the college office for an off-cycle salary increase.

Scenario 3

Background

Some time later, the department experienced growth and added new positions and support staff. Jane is now providing support for two additional physicians, preparing the department newsletter and coordinating office activities in the supervisor's absence. She discusses her increased responsibilities along with her recent training she has attended on ARMS-HR System and desktop publishing with Supervisor Progressive. Supervisor Progressive confers with the department HRP regarding Jane's situation and how other departments are dealing with similar issues.

Result

After discussing Jane's increased responsibilities and the recent growth of the department, they both agree on Jane's progression within the classification. The HRP recommends that Supervisor Progressive change Jane's working title to Department Lead *Secretary* and increase her pay. Generally this increase would be between 5% to 10%.

Scenario 4

Background

Approximately one year later, the office staff coordinator moved to a different position and Jane has continued to pick up administrative duties in the department. These additional duties include preparing and maintaining financial records, and assisting with budget preparation and maintenance, including preparing initial budget recommendations and representing the department fiscal officer at meetings.

Result

Jane discusses with the supervising physician whether her current title is most appropriate, who concurs that a review of her position is warranted. She updates her position description and forwards it to the department HRP for review. Upon review by the college HRP and OHR, it is recommended that Jane's position be reclassified to an office administrative associate.

The sample career progression matrix on the following page represents an overview of the various duties an office associate may progress through while employed in the office associate classification. Although the matrix is intended to be read from top to bottom, an office associate is not likely engaged at the same level in all of the skill areas. For example, an office associate may be very advanced in the duties performed with regard to communication, but have no fiscal duties whatsoever. The matrix is intended to stimulate conversation about the opportunities for career progression, and is **not a formula** for progressing in the office associate classification.

The worksheets on Pages 8-10 may be used in the career progression planning process.

Career Progression Matrix – Sample Scenario

Description	Communication	Computer	Writing/Editing	Coordination and Management	Fiscal/Human Resources	Salary Growth
Serves as primary point of contact for internal and external customers; produces basic documents; enters data into computer	answers phone and greets visitors; provides information	uses word processor to produce basic documents; enters data into spreadsheets and databases	composes correspondence and other basic documents; types, copies and produces mass mailings	organizes individual work station; maintains office files and records; maintains supplies and equipment; serves as building coordinator; schedules appointments, meetings and conference rooms	enters data into human resources and/or procurement system; arranges travel; processes payroll, purchasing and budgetary information	CURRENT RELEVANT MARKET MINIMUM
Scenario 1 & 2 Provides general office support and customer service	Scenario 1 responds to inquiries and requests	Scenario 1 types and/or formats complex word processing documents such as correspondence, manuscripts, class materials, papers, and grants	prepares and edits correspondence, reports, proposals, manuscripts, and class materials; transcribes dictation; takes minutes	coordinates workflow; manages calendar; develops meeting agendas	reviews and prepares data for entry into human resources or procurement system; monitors expenditures	↓
Provides comprehensive office support	serves as liaison with other units and/or external constituencies; researches information relative to program and services offered by unit	Scenario 2 maintains spreadsheets, databases, and/or web sites	serves as editorial assistant	coordinates office activities; supervises student employees	produces contracts, proposals and financial reports	CURRENT RELEVANT MARKET AVERAGE
Scenario 3 Performs broad range of complex duties to provide administrative support and assistance	serves as liaison between chair and faculty; transmits decisions	prepares graphs, charts and reports using spreadsheet and/or database software	researches data and oversees collection of data for reports	Scenario 3 coordinates office activities in absence of director; manages various projects	monitors budget; Scenario 1 reconciles FAS; oversees timekeeping process and provides support to human resources function	↓
Scenario 4 Establishes, maintains and organizes office and support activities	serves as liaison with chairs, deans and vice presidents; represents unit at meetings and events	creates and maintains databases, spreadsheets and/or web sites; Scenario 3 prepares documents such as newsletters using desktop publishing	composes and edits complex documents such as office manuals, newsletters, reports and proposals	plans and oversees arrangements for special events, programs and conferences; Scenario 4 manages office; provides administrative supervision of other employees	Scenario 4 prepares and maintains financial records; assists with budget preparation	CURRENT RELEVANT MARKET MAXIMUM

Career Progression Worksheet (Example)

The categories on this planning document can be defined by the unit to match the duties of a particular position. The following table can be used to identify the current status of an office associate in each category, the goals for progression, and a strategy for achieving identified goals.

EXAMPLE:

General Scope/Content Area	Current status	Goals	Training/Mentoring Plan	Timeframe
<i>Communication</i>	<i>Effectively responds to inquiries and requests by identifying appropriate sources of information (faculty or staff member) and relaying information in timely manner to customers</i>	<i>Broaden knowledge of sources of information (Web sites, on- and off-campus information sources, information materials) so that greater responsibility can be assumed for researching and providing information to customers</i>	<i>Arrange a six week (two hours each week) mentoring plan with content specialist</i>	<i>Complete mentoring plan by end of winter quarter</i>

Career Progression Worksheet

Employee Name: _____

Date: _____

Target salary range: _____

Current salary: _____

General Scope/ Content Area	Current status	Goals	Training/ Mentoring Plan	Timeframe
Description of General Scope				
Category: _____				
Category: _____				

General Scope/ Content Area	Current status	Goals	Training/ Mentoring Plan	Timeframe
Category: _____				
Category: _____				
Category: _____				
Category: _____				
Category: _____				

Salary Considerations

Where do I begin when considering a salary action?

The first factor to evaluate when considering a change in salary is the unit's compensation philosophy. A compensation philosophy is a set of guiding principles that are based on values that drive compensation decision-making. It should describe the desired competitive position (see discussion on local value below) and the critical factors (see discussion below) for moving pay for employees of the unit. The specific factors evaluated in making a pay decision are then filtered through this philosophy. After considering the relevant factors, a unit must determine if it is most appropriate to take action at the time of the annual budget increase or outside of that process.

What other factors should be considered when determining pay and how do they specifically apply to the office associate classification?

1. What is internal equity?

Internal equity refers to the pay relationships among jobs (taking into consideration skill levels and years of experience within a single organization) and focuses attention on employee and management acceptance of these relationships. It involves establishing equal pay for jobs of equal worth and acceptable pay differentials for positions with greater scope and responsibility.

How do I evaluate internal equity?

To evaluate internal equity for an office associate position in your work unit, you would first identify any other office associate jobs in the work unit, identify groups of those jobs based on any differences within that group in role and nature of job duties, and note the salary levels of each incumbent in each of those groups.

The next step would be to compare the pay levels of the incumbents in the job groups to the position in question and determine if the relative ranking of the salary of the position is logical in the context of the other positions. If it is not, then a further evaluation of skills and experience of all incumbents and/or any other factors would be critical to making an appropriate pay decision.

2. What is relevant market?

Relevant market is the competitive geographical, educational and/or occupational area within which the university competes for qualified employees.

What is the relevant market for an office associate position?

Generally speaking, the relevant market for an office associate position includes central Ohio employers, both public and private sector. Although there is competition with the State Government of Ohio for some of these positions, standard industry practice for compensation professionals in the local area would suggest that this should be given less weight than all other comparisons since their system is significantly impacted by the decisions of the state legislature, by the collective bargaining process, and generally requires new hires to enter at the salary grade minimum.

3. What is market value?

Market value is the result of a process to identify the relative worth of a specific position compared to a broadly applied industry standard. Typically this involves comparing a specific job and salary to similar jobs and their respective salaries in the university, in higher education, and with other local and national employers. The comparison process will typically result in a range of dollars rather than a single dollar point since generally no two jobs are exactly the same in scope and range of duties.

What is the market value for an office associate position?

For assistance in determining the market value of an office associate position, employees should contact their manager/supervisor who may then consult with OHR, Consulting Services.

4. What is local value?

Local value refers to the relative worth of a particular job to a department/unit. Local value should be thought of as a filtering process for broadly applied industry salary data that includes an examination of:

- availability of funds to pay for the position
- impact of the position on the unit's ability to accomplish its mission
- desired competitive position for the unit's employees (intentions to lag, meet or lead the market) as it relates to recruitment strategies for the position.

Generally speaking:

- The greater and more direct impact a job has on the organization, the greater the local value.
- The greater or more complex the skill set required, the greater the local value, assuming that performance is at or above an acceptable level.

This filtering process typically will result in a narrowed range of dollars versus a single dollar point.

How do I use local value with a position?

Once you have obtained a range of market salary data (internal and/or external), you should look at that range and determine exactly where to position the target salary based on the funds you have available, the amount of growth you expect in the position, the recruitment and retention strategy needed to maintain the position, and the criticality of this job to the ability of your group to accomplish its mission.

Example: This position is the only office support position assigned to a newly established academic program. The employee must perform a wide range of duties including support for the HR, purchasing, and student programs functions. A portion of the program's success can be tied to the level of customer service given by this individual. Therefore, a target salary range that is in the mid to upper portion of the range would be appropriate.

What situations should be recognized through the annual salary increase process?

Annual increases are the primary vehicle for progressing employees toward their competitive market salary and for recognizing and rewarding staff performance. Annual increases are given during the university's annual salary budget process. On-going normal skill development and gradual increases of responsibility should be addressed through this process. Therefore, it is critical that managers/supervisors review performance of their staff as part of this annual process.

What should I consider in determining an annual increase amount?

Allocations of larger amounts should be made to those whose performance levels separate them positively from the norm and who are further from their competitive market salary. This may mean smaller increases for satisfactory or less than satisfactory performers or for those earning salaries that are substantially above the internal/external market.

What situations should be recognized through an off-cycle increase?

Off cycle increases are given at a time of the year outside of the annual salary budget process. Generally they are given to recognize substantial changes in scope or organizational structure that affect a position (career progression, situations that would have resulted in a reclassification pre-broadbanding, substantial new responsibility for employee supervision, etc.). However, they may also be given for reasons including improving internal/external equity, recognition of shifts in the “market” for a given set of skills, performance review cycles and/or funding cycles that require increases to be given at a time other than at the beginning of a new university fiscal year.

What factors should I consider in determining an off-cycle increase amount?

Factors to be considered include:

- the degree to which the scope and primary function of the position has changed,
- the degree the market may have shifted for the particular skill set and level of responsibility,
- the relative level of performance of this staff member to his or her peers,
- the proximity of his or her current salary to their competitive market salary,
- the level of incumbent’s salary compared to others in department and across university,
- the employee’s overall contribution to the organization, and
- the degree of difficulty to recruit and retain a comparably qualified employee.

The fact that Ohio State is a public employer and that salary records are public record should also be considered. This consideration should be made from two perspectives: 1) since these increases are given outside the annual budget process, other employees in the unit are typically very keenly interested in why an increase of this nature is given to an employee at this time and will likely question or want to vie for a raise for comparable reasons and 2) our ultimate accountability is to the public and we therefore need to be accountable for any expenditure of funds.

So how do I use all of this information to form a decision?

The most critical first step is to determine if the individual’s salary is equitable when compared to other similarly situated staff in the unit. The second tier of the decision making process is to then evaluate the incumbent’s skills and ability to perform the assigned tasks of their position. If the employee has accomplished the desired skill and experience level for the position, then his or her salary should be equitable to others performing at a similar level. If not, then a development plan and accompanying compensation plan should be established to guide the growth process.

Training Options and Information

When employees seek professional development and advancement they often need to increase their knowledge, skills and abilities in various areas. An employee and supervisor can enter into a partnership to assess what kinds of skills are needed to enrich the present position or to facilitate career advancement. The supervisor can recommend and develop a training plan. The manager/supervisor or employee may initiate this process.

When should a manager/supervisor and employee discuss training opportunities?

Opportunities for discussions about training may naturally occur:

- during performance planning goal-setting sessions
- when there is a change or addition of responsibilities
- when there is a new department vacancy and opportunity to advance
- when a change in department organization leads to changing roles
- when an employee desires to learn a new skill to enhance performance.

Training can provide individuals with needed skills in areas such as supervision, computer software skills, university policies, payroll, budgeting and ARMS. An example of such a need for training may occur when an employee whose main responsibility has been assisting customers is presented with additional responsibilities such as assisting with payroll and budget, producing a newsletter and/or supervising staff.

What formal training does the university offer?

The university offers a variety of training to Ohio State employees. Some of the training that would assist in the office associate classification includes:

- ARMS training (Web site--www.arms.ohio-state.edu/training/train2000.html)
- Organization and Human Resource Development (OHRD) offers Supervisor Training to Enhance Performance or Certificate Program for Office Administrative Staff--(614) 292-4500
- Office of Information Technology (OIT) offers computer training: covers use of several computer software programs including PowerPoint--(614) 688-HELP
- Continuing Education--more in depth training on some software applications including Microsoft Word and Power Point for a fee--(614) 292-8571
- Office of the Controller: Financial Training and Documentation Workshop Series--(614) 292-8411

What other training options are there to consider?

While there are various formal training opportunities available at the university, many exist externally as well. For information on possible training opportunities outside the university, you may contact OHRD at (614) 292-4500. They also house a learning resource center, which serves as a lending library of books and videotapes on building workplace skills.

Some training options to consider are coaching, mentoring and rotation or cross-training.

COACHING

What is coaching?

Managers/supervisors may serve as coaches to assist individuals in attaining career goals. Coaching consists of a combination of ongoing as well as spontaneous meetings between supervisors and employees to discuss the employee's career goals and professional development. An experienced supervisor works directly with an employee and offers

direction and support. Meetings occur between supervisors and employees to discuss the employee's strengths and areas for improvement and learning, as well as to identify barriers to performance.

What are the roles of the supervisor and employee in coaching?

The supervisor and employee both have distinct roles in the area of coaching. It is important for the supervisor to provide feedback to the employee and discuss the learning and professional needs as well as the opportunities for career development within the organization. Many of these issues can be explored initially during performance goal setting sessions as well as through ongoing informal discussions. While the supervisor may share ideas that can improve performance, the employee can also provide insight into what motivates him or her and indicate a desire for development opportunities. The employee may indicate that there are additional tasks or responsibilities that they would like to learn. Both the supervisor and employee should work together to identify barriers to successful job performance and discuss strategies to overcome these.

MENTORING

What is mentoring? Is that similar to coaching?

Mentoring is another training option, which consists of a developmentally oriented relationship between a senior and junior colleague or between two peers. Mentoring can occur at all levels of the organization and usually involves advising, role modeling, and assisting with the development of technical and interpersonal skills, as well as relevant job-related competencies. Such a relationship can give individuals an opportunity to learn more about the organization and determine what opportunities they would like to explore. Perhaps an experienced employee is willing to share his or her knowledge with an individual who is new to the organization or who wishes to explore other types of employment within the department. A mentor can provide another less experienced employee with the opportunity to gain new career insights and to look at other career options.

ROTATION/CROSS TRAINING

How can a current employee learn new skills and still complete his or her job responsibilities?

Rotation, or cross-training, is another training option, which assists employees in learning new skills and understanding the responsibilities of other positions within the organization. An advantage of cross training is that it helps employees to become more flexible in their current jobs and exposes them to other positions that they may consider in their career development plan. Rotation also can assist with maintaining service during an employee's absence.

OPTIONS

It sounds like there are many options. How is the best training option selected?

Consider the type of training that will benefit the employee in his or her present job or that will enhance opportunities for professional development. The training choice may be formal training or a combination of the types of training discussed above. Work as a partner with the employee to develop the training plan, which matches his or her interests and needs. Encourage employees to take an active role in their career development and provide and solicit feedback on performance and development. Use the performance goal setting sessions to begin discussions about career development.

Resources

The information presented in the Guide to Career Progression for the Office Associate emerges from a variety of materials produced by OHR and other sources, and was authored through the partnership of the Compensation, Consulting Services and Employment Services units in the Office of Human Resources. Listed below are some additional sources of information to consider in developing a career progression plan.



OHR sources of information:

- OHR Web site – www.ohr.ohio-state.edu
- University Human Resources Policy and Procedure Manual (Policies 3.10, 5.20, 5.25)
- University Rules for the Classified Civil Service
- Handbook for the Core Performance Management Process
- Compensation Handbook (OHR)
- OHR Consultant

College/Vice Presidential Unit/Department sources of information:

- Human Resource Professional
- Evaluation of past patterns of administration
- Documented unit and/or departmental mission/vision statement
- College/unit/department human resources policies and procedures