OhioDAS Human Resources Division | OAKS

Performance Management Tool for Everyone

Table of Contents

Chapter 1: Introduction to ePerformance Overview 4
Lesson 1: Reviewing ePerformance 4
Lesson 2: Receiving Notifications 8
Chapter 2: Introduction to the ePerformance Process (Demonstration) 9
Lesson 1: Demonstrate the Review Process from Beginning to End 9
A. Create an Electronic Performance Document and Add Performance Criteria 9
B. Supervisor/Manager (Rater) Completes a Performance Evaluation & Submits for Approval 16
C. Track a Performance Document Through the Approval Process 16
D. Mark a performance document available for review by the employee 16
E. Mark a performance document as “Review Held” 16
F. Employee Acknowledges the Performance Document 17
G. Supervisor/Manager (Rater) Completes the Performance Document 19
Chapter 3: Introduction to the Performance Management Tool 20
Lesson 1: Understanding Performance Review Templates 20
Lesson 2: Understanding the Sections of a Performance Review Template 21
Chapter 4: Understanding the Rating Models 24
Lesson 1: Understanding the Different Rating Models and When They are Used 24
Lesson 2: Viewing Current Documents 25
Lesson 3: Entering Acknowledgement Comments and Acknowledging a Review Held 26
Lesson 4: Viewing Historical Performance and Development Documents 26
Chapter 5: Introduction to the Performance Improvement Plan (PIP) 27
Lesson 1: Overview of Performance Improvement Plans 27
Lesson 2: Understanding the Elements of a Performance Improvement Plan 28
Lesson 3: Understanding the Rating Model of a Performance Improvement Plan 28
Chapter 6: Introduction to an Employee-Initiated Career Development Plan 29
Lesson 1: Overview of a Career Development Plan (CDP) 29
Lesson 2: Initiating a Career Development Plan Document 30
Lesson 3: Add Career Enhancement Goals 30
Lesson 4: Add Personal Learning Goals 30
Lesson 5: Add Developmental Objectives 31

Lesson 6: Add Developmental Training Assignments 31
Lesson 7: Understanding the Workflow for an Employee-Initiated Career Development Plan 32
Lesson 8: Completing a Career-Development Plan Document 33
Chapter 7: Working with a Manager-Initiated Career Development Plan 33
Lesson 1: Evaluating Career Goals 33
Lesson 2: Reviewing Manager Input 34
Lesson 3: Understanding the Workflow for a Manager-Initiated Career Development Plan 34

The following course identifiers are referenced throughout this training manual:

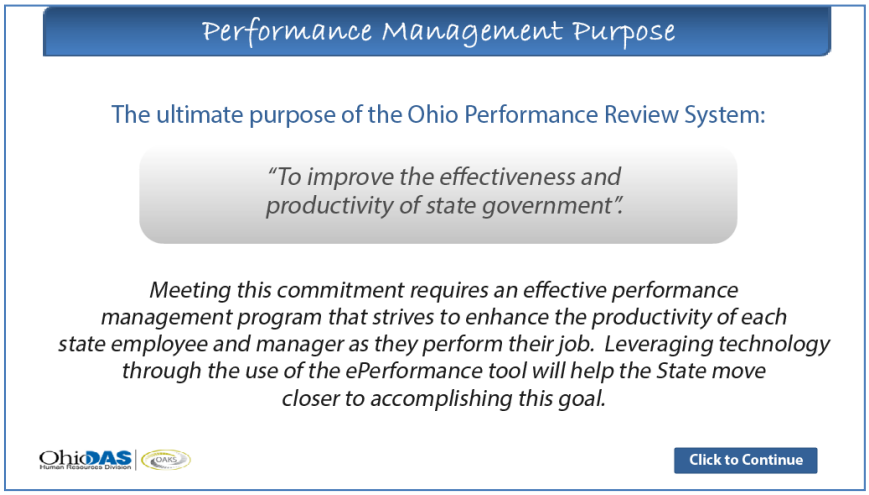
Course Identifiers	
	Course
	Chapter
	Lessons
	Exercise
	Key Note
	Reference Material

Chapter 1: Introduction to ePerformance Overview

Lesson 1: Reviewing ePerformance

Purpose:

The ultimate purpose of ePerformance: “To improve the effectiveness and productivity of state government”.



Meeting this commitment requires an effective performance management program that strives to enhance the productivity of each state employee and manager as they perform their job. Leveraging technology through the use of the ePerformance tool will help the State move closer to accomplishing this goal.

Performance Evaluation: A periodic review and evaluation of an individual’s job performance which supports the performance management process of maintaining or improving employee job performance and includes continuous monitoring and providing feedback.

OPRS (paper process):

OPRS is the paper process used to facilitate the performance management process that the state is moving away from.

ePerformance (online process):

ePerformance is the online performance evaluation tool which will facilitate the performance management process for Agencies beginning January-2013.

Purpose of ePerformance Technical Training

The purpose of ePerformance technical training is to equip State supervisors, managers, and employees with the ability to use the ePerformance tool to process performance evaluations, performance improvement plans, career development plans (optional), and self-evaluations (optional). Additional information and training on how to participate in a performance evaluation can be obtained from:

Training: DAS HRD Office of Learning and Professional Development (OLPD)
http://das.ohio.gov/learning

The ePerformance Tool

- ePerformance is an online self-service performance evaluation tool accessed through myOhio.gov for State managers, employees, and human resources administrators. The application uses automated workflow triggers in order to move through the performance evaluation process.
- The State of Ohio will be using this ePerformance online self-service tool to replace the manual, paper process currently being used in the performance management process. ePerformance includes standardized, online statewide electronic templates.

Standardized Templates

ePerformance offers Standardized Templates for each type of Performance Evaluation.

The State will be using the following standardized templates:

- Performance Evaluation
  - Probationary Review
  - Annual Review
  - Ad hoc Review (Special)
- Performance Improvement Plan (PIP) – Required when overall PE rating is below 'Meets Expectations'.
- Career Development Plan (Optional)
- Self Evaluation (Optional)

Performance Evaluation Types

The creation of performance documents are required by code or contract and are initiated by the Supervisor / Manager (Rater).

Probationary Performance Review

Conducted for all new hires and employees promoted into a new position, and may have a three (3), six (6), or twelve (12) month review cycle.

Annual Performance Review

Exempt Employees - Annual review is based on a universal review cycle date selected by their Agency. An agency may have up two (2) annual review cycle dates.

Bargaining Unit Employees - Annual review is determined by the probationary end-date as specified in respective contracts.

AD HOC PERFORMANCE REVIEW (SPECIAL)

Conducted in circumstances such as: an extension of the probationary period. Ad hoc reviews are used when there is no defined cycle period.

PERFORMANCE IMPROVEMENT PLAN (PIP)

A PIP is required where the employee receives anything below an Overall 'Meet Expectations' and it is initiated by the Supervisor/Manager (Rater). The intent is to redirect / correct performance outcomes.

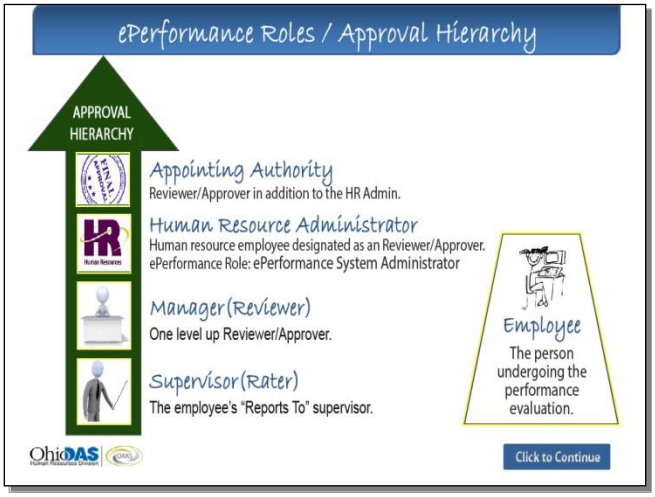
CAREER DEVELOPMENT PLANS

The creation of a Career Development Plan is an optional step in the overall Performance Management process.

A Supervisor / Manager (Rater) or an employee can initiate a Career Development Plan at any time during the performance management process, although it typically occurs in conjunction with the close of the performance evaluation. However, the start and end-date is based upon what is agreed upon between the Supervisor / Manager (Rater) and the employee.

Career Development Plans specify what the employee will learn for the coming year; they should encourage employees to expand their current skills. There are many ways to help develop your employee's skill set while clearly linking their career path to your organization's needs. DAS HRD Office of Learning and Professional Development (OLPD) offer training courses to assist Supervisor / Manager (Rater)s in the development of their staff. Visit **http://das.ohio.gov/learning** for a list of programs and courses.

EPERFORMANCE ROLES / APPROVAL HIERARCHY

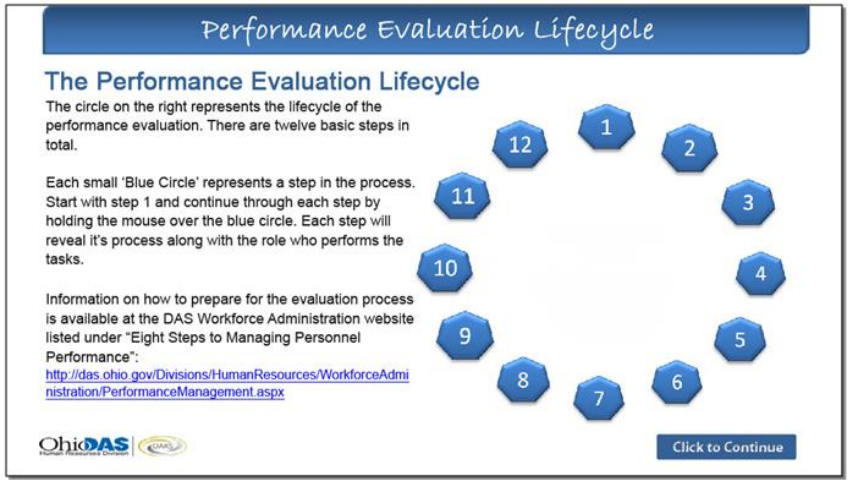


Current	ePerformance Role	Tool Language	Approval Hierarchy / Role Definition
Employee	Employee	Employee	State of Ohio Employee
Supervisor	Rater	Manager Rater	The employee's "Reports To" supervisor
Manager	Reviewer	Manager Reviewer	One level up Reviewer/Approver

Human Resources Staff	System Administrator	ePerformance System Administrator	Human resource employee designated as a Reviewer/Approver.
Appointing Authority	Enhancement Added to Include in Workflow*	Appointing Authority	Reviewer/Approver in addition to the HR Admin.

*This "Role" can also be designated to the ePerformance System Administrator role as determined by the agency.

THE PERFORMANCE EVALUATION LIFECYCLE



The circle on the right represents the lifecycle of the performance evaluation. There are twelve (12) basic steps in total. Each small 'Blue Circle' in the illustration above represents a step in the lifecycle. The table below identifies each step in the process along with the role performing the task.

Step	Task	Current	Role	Tool Language
1	Create Performance Document	Supervisor	Rater	Manager Rater
2	Enter Performance Criteria & Save	Supervisor	Rater	Manager Rater
	Review Criteria	Employee	Employee	Employee
3	Nominates 3rd Party Input (Optional)	Supervisor	Rater	Manager Rater
4	Complete Self Evaluation	Employee	Employee	Employee
5	Review Self Evaluation (Optional)	Supervisor	Rater	Manager Rater
	Begin Evaluation	Supervisor	Rater	Manager Rater
6	Review Evaluation (Approve/Deny)	Manager	Reviewer	Manager Reviewer
7	Review Evaluation (Approve/Deny)	Human Resources Staff	System Administrator	ePerformance System Administrator
8	Review Evaluation (Approve/Deny) (Optional)	Appointing Authority	Appointing Authority	Appointing Authority
9	Make Evaluation Viewable to Employee	Supervisor	Rater	Manager Rater
10	Face-to-Face Meeting	Supervisor &	Rater &	Manager Rater &

Step	Task	Current	Role	Tool Language
		Employee	Employee	Employee
	Update system to “Review Held”	Supervisor	Rater	Manager Rater
11	Acknowledge Evaluation	Employee	Employee	Employee
12	Completes the Process	Supervisor	Rater	Manager Rater

Lesson 2: Receiving Notifications

Automated email Notifications

Automated email notifications are part of the overall workflow process. Transactions in workflow that require the “routing” function trigger the system to generate the email notification.

The table below identifies the steps in the ePerformance business process between a Supervisor / Manager (Rater) and an employee listed in the first column. The second column (Action) identifies when a system generated email notification (a.k.a.: workflow) will automatically be sent, and the last column identifies the email notification recipient.

Steps in Business Process	Action	Recipient
Supervisor/Manager (Rater) and employee meet to establish criteria for the upcoming evaluation period.	An establish criteria document is created by the Supervisor/Manager (Rater).	Employee
Supervisor/Manager (Rater) is ready to review the performance document with the employee.	A Supervisor/Manager (Rater) changes the status of an evaluation to *Available for Review*.	Employee
After the Supervisor/Manager (Rater) and employee meet to discuss the performance evaluation.	A Supervisor/Manager (Rater) marks an evaluation as *Review Held*. A message is sent to the employee requesting that the formally acknowledge the evaluation.	Employee
Employee acknowledges the review of the performance document with the Supervisor/Manager (Rater).	An employee acknowledges that they have reviewed the Supervisor/Manager (Rater) evaluation.	Supervisor/Manager (Rater)
Supervisor/Manager (Rater) completes the employee review.	A Supervisor/Manager (Rater) marks the evaluation as completed.	Employee

Chapter 2: Introduction to the ePerformance Process (Demonstration)

Lesson 1: Demonstrate the Review Process from Beginning to End

In this chapter, you will learn the entire ePerformance review process from beginning to end. Some steps will be completed by your Supervisor/Manager (Rater), and some steps will be completed by you.

The following seven processes will be included:

A. Create an electronic performance document and adds performance criteria.
B. Manager completes a performance evaluation and submits for approval.
C. Track a performance document through the approval process.
D. Make a performance document available for review by the employee.
E. Mark a performance document as "Review Held".
F. Employee acknowledges the performance document.
G. Supervisor/Manager (Rater) completes the performance document.

A. Create an Electronic Performance Document and Add Performance Criteria

Part I – Create the Performance Document (Supervisor/Manager - Rater Creates)

The Supervisor / Manager (Rater) will use the online self-service performance evaluation tool to create Probationary, Annual, or Ad hoc performance documents for an employee.

NOTE: Supervisor / Manager's (Rater) can only create performance documents for employees who "Report To" them.

Part II – Adding Performance Criteria (Supervisor/Manager – Rater Task)

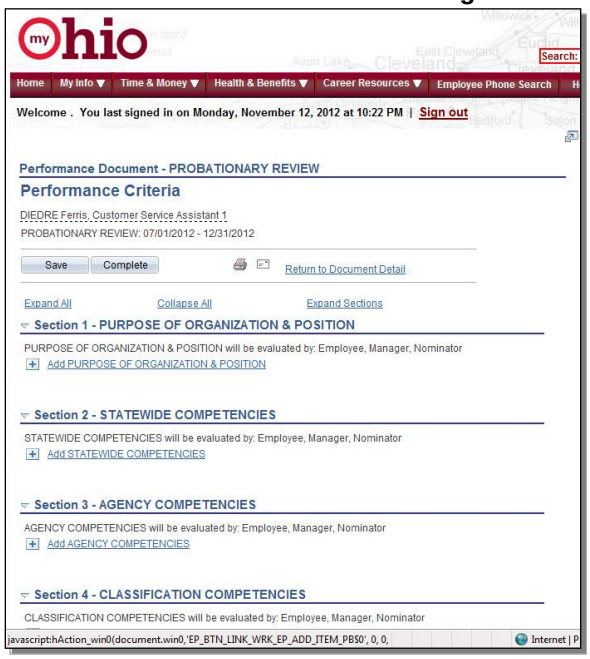
At the beginning of the performance cycle the employee and Supervisor / Manager (Rater) will meet to discuss the employee's goals and performance expectations. The Supervisor / Manager (Rater) will enter the criteria into the ePerformance tool on the Performance Criteria page.

The **Performance Criteria** page is used by the Supervisor / Manager (Rater) to set up the criteria by which the employee will be evaluated during the performance period. There are several sections where criteria will be entered, the sections are:

- Section 1 – Purpose of Organization & Position
- Section 2 – Statewide Competencies
- Section 3 – Agency Competencies (Agency Option)
- Section 4 – Classification Competencies (Agency Option)
- Section 6 – Goals and Performance Expectations

Note: Sections 5 and 7 are summary sections used later in the process.

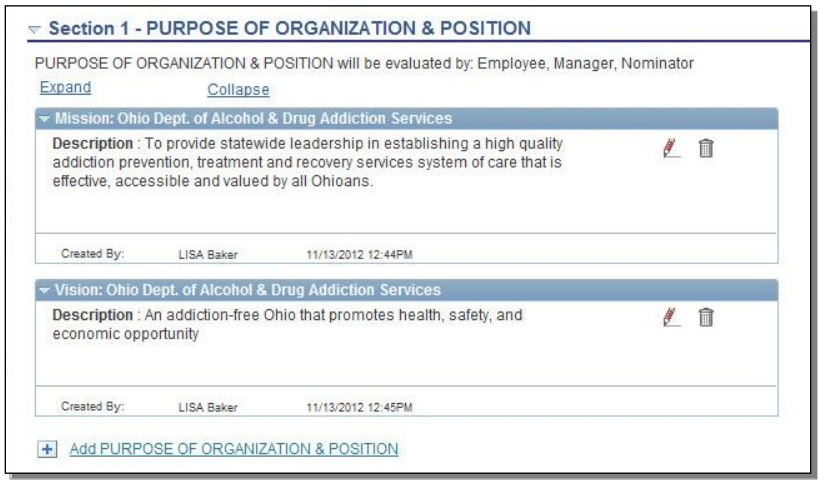
The Performance Criteria Page



Each section of the Performance Document is discussed in further detail.

SECTION 1 – PURPOSE OF ORGANIZATION & POSITION (SUPERVISOR/MANAGER -RATER TASK)

The "Purpose of Organization Statement" is the statement of your agency's vision values, mission and/or goals and objectives. This statement is a required input in ePerformance and starts the cascading effect for the employee to understand the overall purpose of the agency and how their work fits in to the organization's vision. When the Supervisor / Manager (Rater) is done entering the criteria for the Purpose of Organization and Purpose section it will appear in the performance evaluation as illustrated below:



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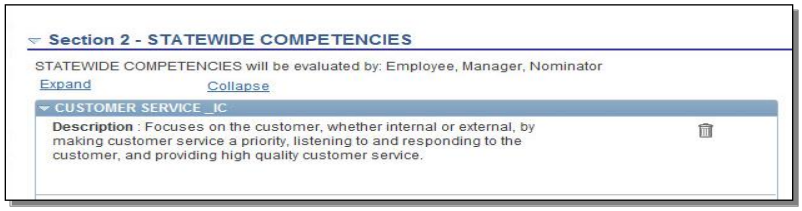
SECTION 2 – STATEWIDE COMPETENCIES **(SUPERVISOR/MANAGER - RATER TASK)**

Competencies are designed to reflect the behaviors in how an employee completes their goals (i.e., the combination of using knowledge, skills and abilities). It is important to remember that Customer Focus will be the only populated Statewide Competency item at this time and must be rated. This decision is based on ORC 121.91 (A).



SECTION 3 – AGENCY COMPETENCIES **(SUPERVISOR/MANAGER - RATER TASK)**

This is an optional section for your agency. A competency catalog is being prepared and will be pre-loaded into ePerformance by DAS HRD Office of Talent Management, ePerformance.

TIP: Consult Agency HR for application of this section.

SECTION 4 – CLASSIFICATION COMPETENCIES **(SUPERVISOR/MANAGER - RATER TASK)**

This is an optional section for your agency. A competency catalog is being prepared and will be pre-loaded into ePerformance by DAS HRD Office of Talent Management, ePerformance.

TIP: Consult Agency HR for application of this section.

SECTION 5 – COMPETENCIES SUMMARY **(SUPERVISOR/MANAGER – RATER TASK)**

This is a rating section that will be used later.

SECTION 6 – GOALS AND PERFORMANCE EXPECTATIONS **(SUPERVISOR/MANAGER - RATER TASK)**

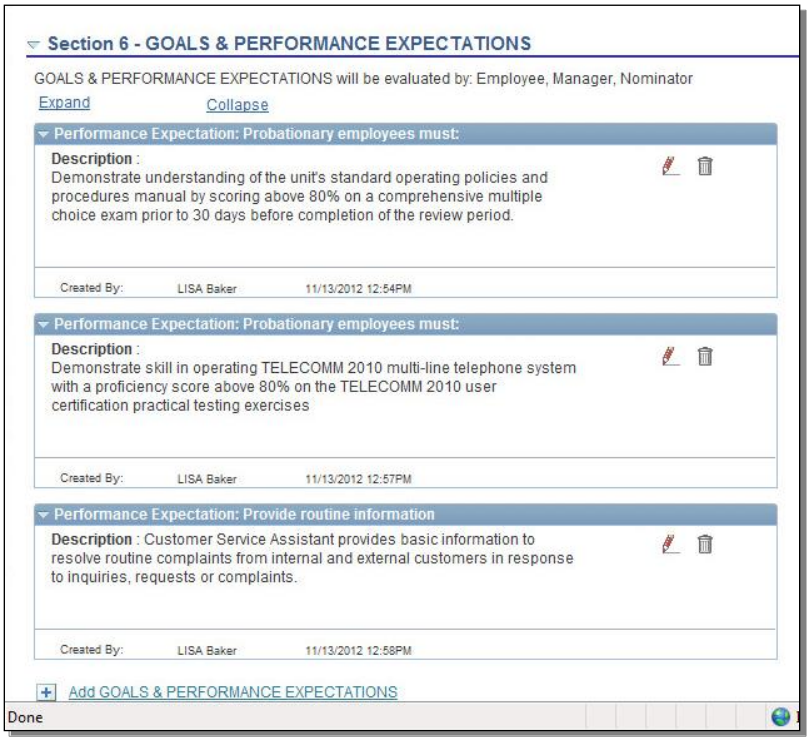
Goals and Objectives Description:

Goals and objectives are connected to an agency, division or institution's strategic plan where an individual performer aligns their work outcomes and creates independent/supervisor approved work plans that details action steps necessary to accomplish position level goals. Goals and objectives are

an option for most team leaders, supervisors, managers and/or administrators with responsibility for directing people and/or programs.

Performance Expectations Description:

Performance expectations are performance standards that are based on the position, not the individual, that emphasize observable, specific indicators for success on the job. Performance expectations are regular and routine job duties with fixed expectations for quantity, quality, timeliness and outcomes.



Once the Supervisor / Manager (Rater) has completed entering the performance criteria, they will **save** the information making it available for the employee to view.

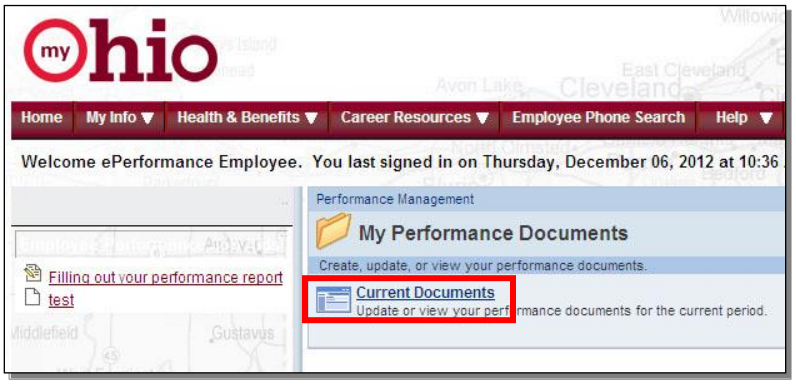
VIEWING EMPLOYEE PERFORMANCE CRITERIA (EMPLOYEE REVIEWS)

As an employee you can now log into the ePerformance tool to view the performance criteria that the Supervisor / Manager (Rater) entered. After logging in to myOhio.gov, navigate as follows:

1. Select the **Career Resources** menu.

2. Select the **My Performance Documents** link.

3. Select the **Current Documents** link.

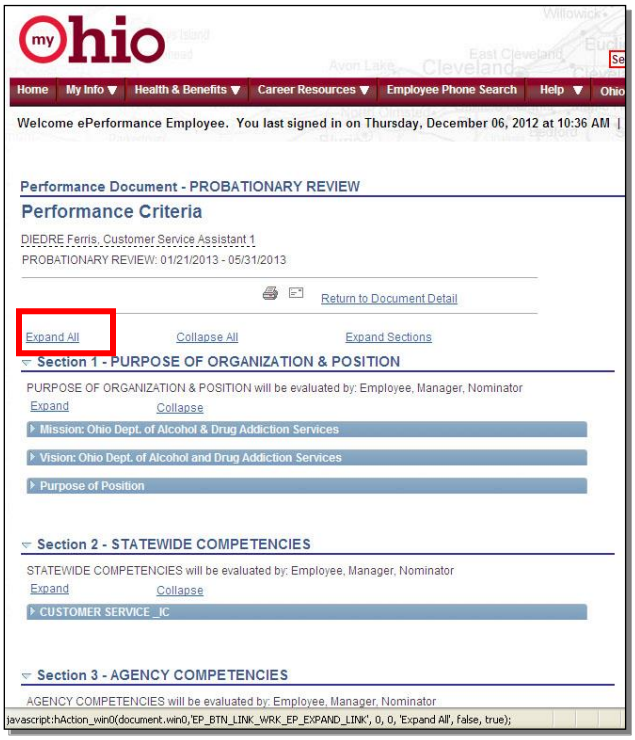


4. Select the **Probationary Review** link. **Note:** This is the name of the file that you are reviewing. It could have a different name, such as: Annual Review or Ad hoc Review depending on the performance evaluation that your manager is performing. If you have more than one file with the same name, refer to the Begin Date or Status (in Progress) to select the appropriate file.

Document Type	Begin Date	End Date	Job Title	Status	Manager
ANNUAL REVIEW	01/01/2014	12/31/2014	Customer Service Assistant 1	In Progress	LISA Baker
PROBATIONARY REVIEW	06/01/2013	12/31/2013	Customer Service Assistant 1	In Progress	SURENDRA Reed
PROBATIONARY REVIEW	01/21/2013	05/31/2013	Customer Service Assistant 1	In Progress	LISA Baker

5. Click the **View** link.

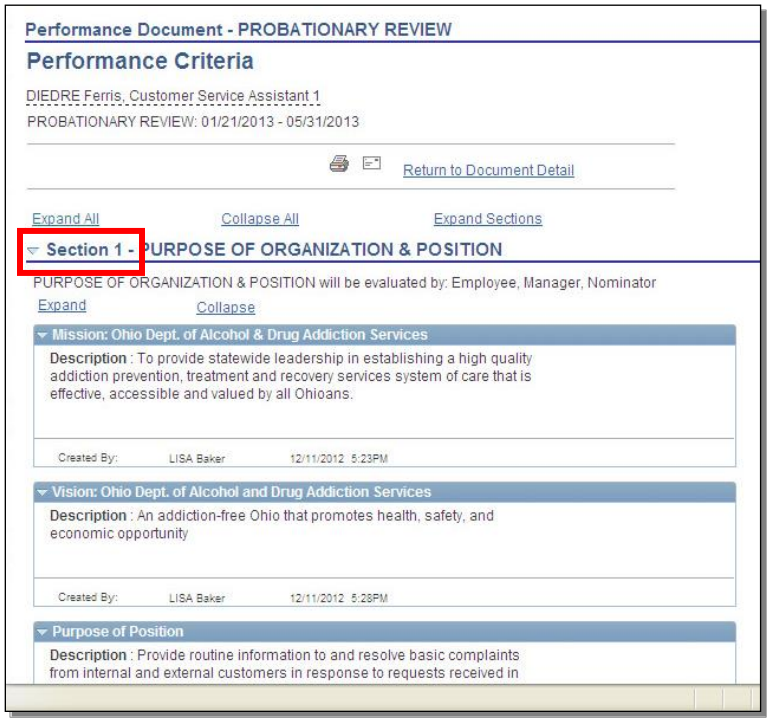
6. The **Performance Criteria** page will open. Click the **Expand All** link to view all the sections.



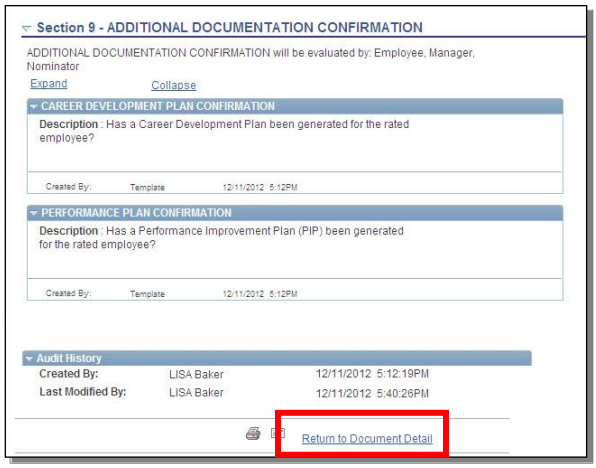
7. Use the scroll bar to navigate the down the page to review the following sections.
   - Section 1 – Purpose of Organization and Position
   - Section 2 – Statewide Competency

- Section 3 – Agency Competency (Optional, determined by your agency)
- Section 4 – Classification Competency (Optional, determined by your agency)
- Section 6 – Goals and Performance Expectations

Note: Sections 5, 7, and 8 are summary sections used later in the process.



8. When you are finished reviewing the performance evaluation criteria that was entered by your manager, select the **Return to Document Details** link located at the bottom of the page to exit.



(SUPERVISOR/MANAGER - RATER TASK)

B. SUPERVISOR/MANAGER (RATER) COMPLETES A PERFORMANCE EVALUATION & SUBMITS FOR APPROVAL

At the end of the employee's review period, the Supervisor / Manager (Rater) will rate the employee's performance based on the established criteria in the performance document. Supervisor / Manager (Rater) will use predefined Rating Models. Rating Model definitions are discussed in detail in Chapter 4, Lesson 1 - Understanding the Different Rating Models and When They are Used. When the Supervisor / Manager (Rater) is done rating all the sections of the performance evaluation, they will submit it for approval.

(SUPERVISOR/MANAGER - RATER TASK)

C. TRACK A PERFORMANCE DOCUMENT THROUGH THE APPROVAL PROCESS

Once the Supervisor / Manager (Rater) submits the evaluation for approval, the Manager (Reviewer) is able to access the performance evaluation using the ePerformance tool. When the document has been approved, the ePerformance System Administrator (formerly known as HR staff) will review and approve the document. In some agencies there is a third-level review person known as the Appointing Authority. If a third-level approval is required at the agency the performance evaluation will then be routed for approval. Once approvals have been submitted, the Supervisor (Rater) will receive a notification that the performance evaluation is now complete and may be shared with the employee.

(SUPERVISOR/MANAGER - RATER TASK)

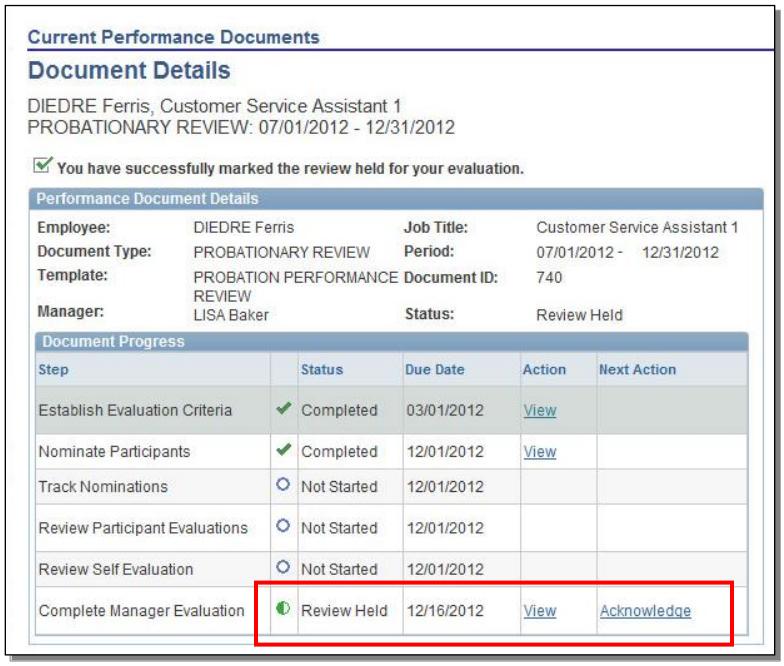
D. MARK A PERFORMANCE DOCUMENT AVAILABLE FOR REVIEW BY THE EMPLOYEE

Now that all levels in the Approval process have approved the Supervisor / Manager (Rater) Evaluation, the Supervisor / Manager (Rater) will need to make the evaluation available for the employee to view in the ePerformance tool. The status of the performance evaluation must be **'Available for Review'** in order for the employee to view it. At this point in the process, the Supervisor / Manager (Rater) will schedule a face-to-face meeting with the employee to discuss your evaluation.

(SUPERVISOR/MANAGER - RATER TASK)

E. MARK A PERFORMANCE DOCUMENT AS "REVIEW HELD"

Once the Employee and the Supervisor / Manager (Rater) have conducted the performance review, the Supervisor / Manager (Rater) will then update the status of evaluation to **Review Held.**



Notice that the status of the evaluation reflects **Review Held**. The next step in the process is for the employee to acknowledge the performance document.

(EMPLOYEE TASK)

F. EMPLOYEE ACKNOWLEDGES THE PERFORMANCE DOCUMENT

The employee will log into the ePerformance tool through the myOhio.gov portal. This section demonstrates how an employee would acknowledge that a review was held with their Supervisor/Manager (Rater).

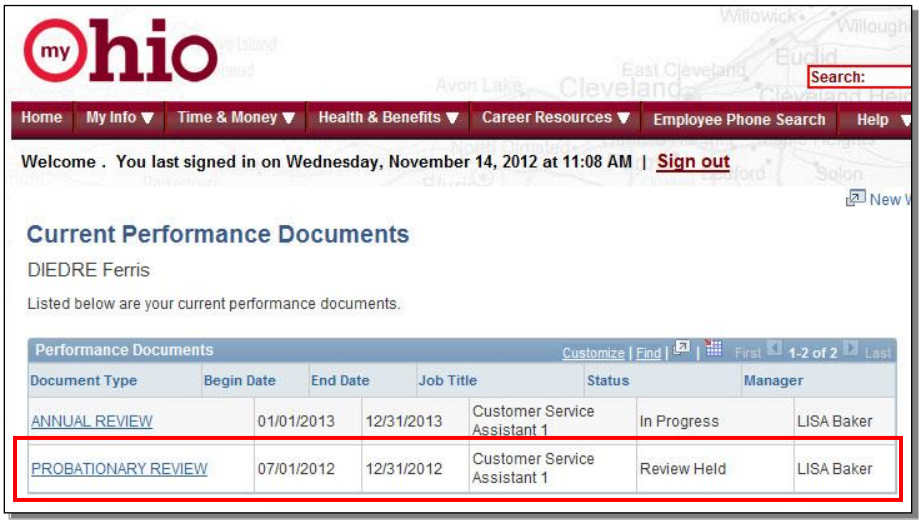
After logging in to myOhio.gov, navigate as follows:

1. Select the **Career Resources** menu.

2. Select the My **Performance Documents** link.

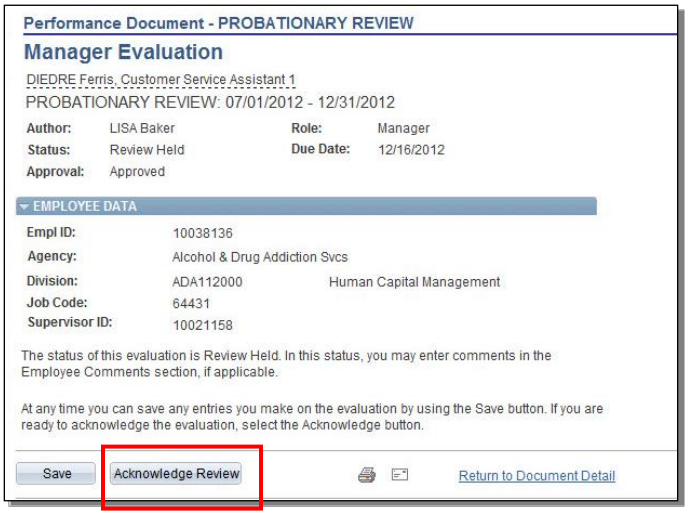
3. Select the **Current Documents** link.

4. Click the link for the appropriate performance document, such as: **Probationary, Annual, or Ad hoc** link. Notice in the example above the Probationary Review document is available for Diedre Ferris to access with a status of **"Review Held"**. Diedre would click on the **Probationary Review** link.

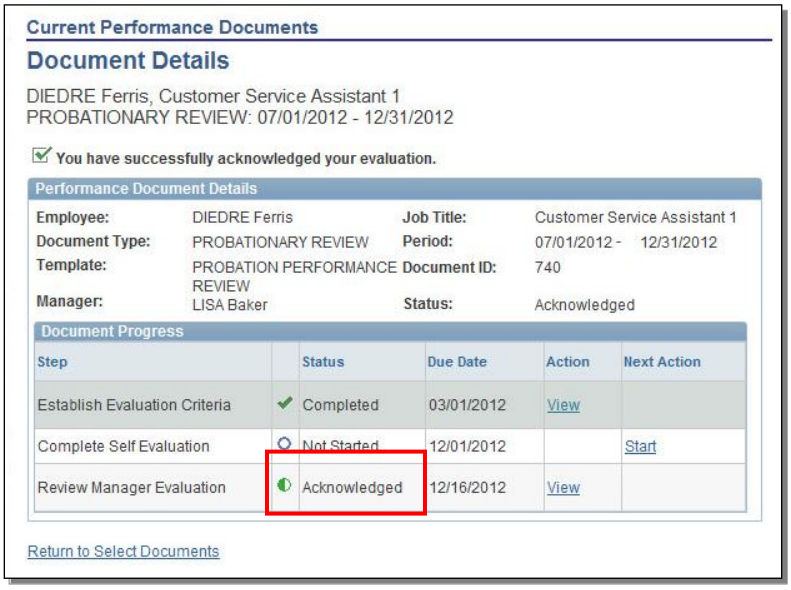


5. Click the **View** link to review the content.

6. Click the **Acknowledge Review** link.



7. Click the **OK** button. Notice that the status now shows **"Acknowledged".**
   Note: Additional information will be made available when the enhancement on this lesson is complete.



(SUPERVISOR/MANAGER - RATER TASK)

G. SUPERVISOR/MANAGER (RATER) COMPLETES THE PERFORMANCE DOCUMENT

Once the employee has acknowledged the document, the Supervisor / Manager (Rater) can now close out the performance review process by updating the document status to **"Complete".**

Note: The appeal process has not changed. For information regarding how to file an appeal contact your HR Department. If you do not acknowledge the review document you forfeit your right to appeal.

Chapter 3: Introduction to the Performance Management Tool

Lesson 1: Understanding Performance Review Templates

Types of Documents

There are two different areas where documents in ePerformance will use standard templates:

1. Performance Documents
2. Development Documents

In this lesson you will learn the difference between a performance document and a development document, what templates apply, and when they are used.

Types of Performance Documents

Performance documents have three (3) document types:

1. Probationary
2. Annual
3. Ad hoc (Special)

There will be one standard process and performance evaluation form for each PE document type that all state agencies will follow in completing the performance evaluation process.

Performance Evaluation Types

Probationary Performance Review

Conducted for all new hires and employees promoted into a new position, and may have a three (3), six (6), or twelve (12) month review cycle.

Annual Performance Review

- Exempt Employees - Annual review is based on a universal review cycle date selected by their Agency. An agency may have up to two (2) annual review cycle dates.

- Bargaining Unit Employees - Bargaining unit employees annual review cycles are established based on contractual language in respective union contracts.

Ad hoc Performance Review (Special)

The Ad hoc performance review is conducted in circumstances such as: an extension of the probationary period. Ad hoc reviews are used when there is no defined cycle period.

Each Performance Document Type has its own document template.

Document Type	Template Name
Probationary Review	Probation Performance Review
Annual Review	Annual Performance Review
Ad hoc Review (Special)	Ad hoc Performance Review

Development documents have two (2) document types:

1. Career Development Plan (CDP)
2. Performance Improvement Plan (PIP)

There will be one standard process and development form for each development document type that all state agencies will follow in completing the employee development process.

Development Document Types

Career Development Plan (CDP)

Career Development Plans can be used to assist an employee with setting, monitoring, and achieving goals and objectives that will help to advance their career. An employee can initiate a Career Development Plan at any time.

Performance Improvement Plan (PIP)

A Performance Improvement Plan (PIP) is required for an employee when the Overall Rating on a performance evaluation is below "Meets Expectations". PIP's are designed to help the employee get back on track in areas where performance improvement is needed.

Each Development Document Type has its own document template.

Document Type	Template
Career Development Plan (CDP)	Career Development Plan
Performance Improvement Plan (PIP)	Performance Improvement Plan

Lesson 2: Understanding the Sections of a Performance Review Template

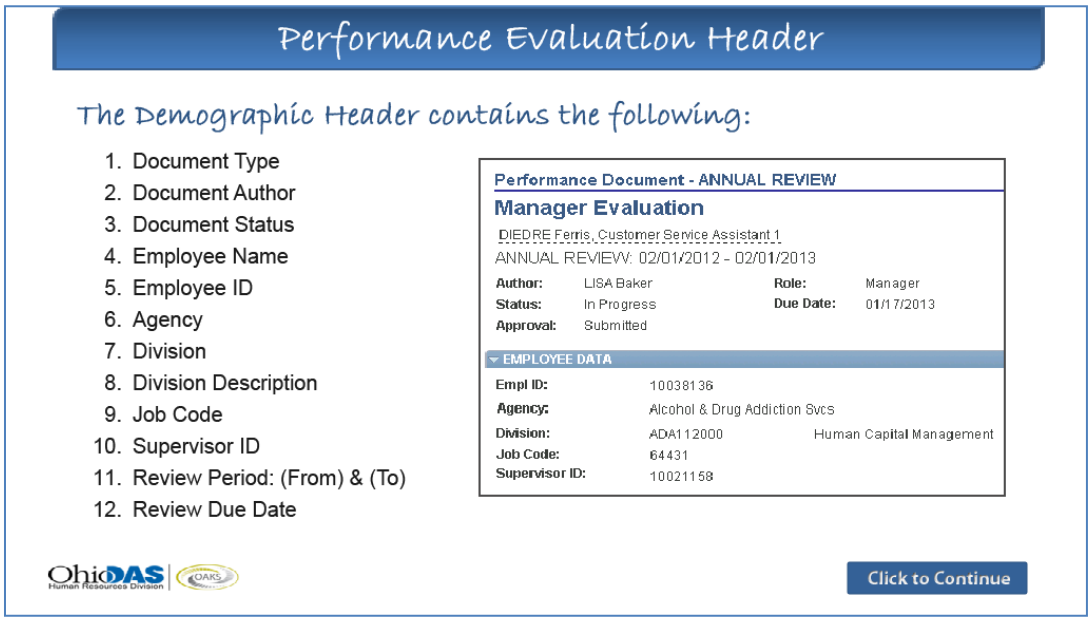
Sections of a Performance Evaluation Template

The following is a list of the components contained on an ePerformance template. When creating a performance evaluation components identified as 'Required' must be filled in.

- Demographic Header (Auto Populated)
- Purpose of Organization and Position (Required)
- Statewide Competency (Required)
- Agency Competencies (Optional)
- Classification Competencies (Optional)
  (Competency Summary Rating) (Required)
- Goals and Performance Expectations (Required)
  (Goals and Performance Expectations Summary Rating (Required)
- Overall Performance Rating (Required)
- Confirmation of PIP (if Needed)
- Confirmation of CDP (Optional)
- Attach Documents (Optional)

Next, we will discuss each component in further detail

PERFORMANCE EVALUATION HEADER



B. PURPOSE OF ORGANIZATION AND POSITION

Each **Performance Template** will have a **"Purpose of Organization & Position"** section immediately after the Employee Demographic Header.

Purpose of Organization - values should include Organizational Vision, Mission and Organizational Goals.

Purpose of Position - values should be entered immediately after the "Purpose of Organization" values within the same section. The “Purpose of Position” should include a description of how the position aligns with the organization and how the contributions of this position tie to the organization's goals and objectives.

Supervisors / Managers (Rater) will be responsible for entering the values for Purpose of Organization & Position based on state and agency content needs. Supervisors / Managers (Rater) can enter as many values for Purpose of Organization and/or Purpose of Position as they choose.

C. STATEWIDE COMPETENCY

It is important to note that Customer Focus will be the only populated Statewide Competency item and it must be rated. Competencies are designed to reflect the behaviors in how an employee completes their goals (i.e., the combination of using knowledge, skills and abilities); completed goals reflect the actual business outcomes achieved by the employee.

Definition: Customer Focus is required for use in all state of Ohio performance evaluations. The Customer Focus competency centers on the employee’s interaction with the customer. It can be either an internal or external customer. It must be demonstrated that the employee understands the need(s) of the customer. The demonstration should include the employee’s level of knowledge, the tone and the timeliness of the employee’s responses. The employee should know when to seek assistance to ensure

the customer has an overall positive experience. Finally, the evaluation should include examples that the employee evaluates his/her practices based on customer feedback.

D. Agency Competencies

Agency Specific Competencies are optional.

In conjunction with the implementation of ePerformance a competency catalog will be pre-loaded and made available to agencies by DAS HRD Office of Talent Management, ePerformance. There will be one (1) Statewide competency assigned to all positions, however, at go-live agencies will have a choice to adopt agency and/or classification level competencies. The Supervisor/Manager (Rater) may select competencies from the Competency Catalog as needed.

E. Classification Competencies

Classification Specific Competencies are optional.

In conjunction with the implementation of ePerformance a competency catalog will be pre-loaded and made available to agencies by DAS HRD Office of Talent Management, ePerformance. There will be one (1) Statewide competency assigned to all positions, however, at go-live agencies will have a choice to adopt agency and/or classification level competencies. The Supervisor/Manager (Rater) may select competencies from the Competency Catalog as needed.

F. Goals and Performance Expectations

Goals and Objectives are connected to an agency, division or institution's strategic planning where an individual performer aligns their work outcomes and creates independent/supervisor approved work plans that details action steps necessary to accomplish position level goals. Goals and objectives are an option for most team leaders, supervisors, managers and/or administrators with responsibility for directing people and/or programs.

Performance Expectations are performance standards that are based on the position, not the individual, that emphasize observable, specific indicators for success on the job. Performance expectations are regular and routine job duties with fixed expectations for quantity, quality, timeliness and outcomes.

G. Overall Performance Rating

Each Performance Template has an **Overall Performance Ratings** section. This section uses Rating Model B (5-Levels). Rating definitions are discussed in Chapter 4, Lesson 1. Understanding Rating Models and when they are used.

5 - Outstanding
4 - Exceeds Expectations
3 - Meets Expectations
2 - Needs Improvement
1 - Does Not Meet Expectations

Note: a PIP is required when an employee receives below (3) Meets Expectations.

Chapter 4: Understanding the Rating Models

Lesson 1: Understanding the Different Rating Models and When They are Used

In order to understand how an employee is rated, it is necessary to first understand the how the rating models are setup and when they are used.

State of Ohio Performance Evaluation Rating Models

The State of Ohio will be using 2 Performance Evaluation Rating Models.

1. Rating Model A: 3 levels of evaluation ratings
2. Rating Model B: 5 levels of evaluation ratings

Rating Model A

DOES NOT MEET

Fails to meet standards (e.g., employees with this rating fail to satisfactorily perform most aspects of the position, performance levels are below established requirements for the job, employee requires close guidance and direction in order to complete routine assignments).

MEETS EXPECTATIONS

Fully meets standards (e.g., achieves acceptable standards of performance, expectations and requirements, results can be expected which are timely and accurate, performance constitutes what is expected of a qualified, experienced employee performing in this position).

EXCEEDS EXPECTATIONS

Exceeds standards (e.g., consistently goes above the communicated expectations of the job responsibility or goal, demonstrates a unique understanding of work beyond assigned area of responsibility, achievements are obvious to subordinates, peers, managers, and customers).

Rating Model A- Usage

Where is Rating Model A used?

Ratings from the Rating Models can be applied to Competencies, Goals & Objectives, and Performance Expectations.

Rating Model A applies to:

- Statewide Competency Rating
- Agency Competency Rating
- Classification Competency Rating
- Goals & Objectives / Performance Expectations Rating

Rating Model B

DOES NOT MEET – Fails to meet standards (e.g., employees with this rating fail to satisfactorily perform most aspects of the position, performance levels are below established requirements for the job, employee requires close guidance and direction in order to complete routine assignments).

NEEDS IMPROVEMENT – Usually meets standards (e.g., generally meets expectations required for the position, one or more areas are consistently weak and will require improvement, employee requires coaching to obtain results that are timely and accurate).

MEETS EXPECTATIONS – Fully meets standards (e.g., achieves acceptable standards of performance, expectations and requirements, results can be expected which are timely and accurate, performance constitutes what is expected of a qualified, experienced employee performing in this position).

EXCEEDS EXPECTATIONS – Exceeds standards (e.g., consistently goes above the communicated expectations of the job responsibility or goal, demonstrates a unique understanding of work beyond assigned area of responsibility, achievements are obvious to subordinates, peers, managers, and customers).

OUTSTANDING – Fully exceeds standards (e.g., performance is noticeably superior, performance demonstrates exceptional imitative to plan and anticipate problems and employee takes appropriate action independently to resolve, performance requires little to no supervision to produce exemplary results).

Where is Rating Model B used?

Ratings from the Rating Model B apply to section summaries for Competencies, Goals & Objectives, and Performance Expectations. It also applies to the employee's overall rating for the Performance Evaluation.

Rating Model B applies to:

- Summary Competency Rating
- Summary Goals & Objectives / Performance Expectations Rating
- Overall Performance Evaluation Rating

Lesson 2: Viewing Current Documents

At any point, an employee has the option to navigate to the **Current Documents** page to view all of the active performance documents that they need to address. In this lesson, you will learn how to navigate to the **Current Documents page** both for Performance Documents and Development Documents.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.
2	Select the **My Performance Documents** link.

Steps	Task
3	Select the applicable **Document Type** link.
	To view the existing performance document, you would click on the View link next to the Establish Evaluation Criteria step.
4	Select the **Career Resources** menu.
5	Select the **My Development Documents** link
6	Select the applicable **Document Type** link.
	To view the existing development document, you would click on the View link next to the Establish Evaluation Criteria step.

Lesson 3: Entering Acknowledgement Comments and Acknowledging a Review Held

Once the manager has marked the performance document with a status of **Review Held,** the employee must login to Self Service and acknowledge the review. In this lesson, you will learn how to go in as an employee through Self Service and '**Acknowledge**' a performance evaluation.

Steps	Task
1	Select the **Career Resources** menu from myOhio.
2	Select the **My Performance Docs** link.
3	Select the **Current Documents** menu.
4	Select the **ANNUAL REVIEW** link for the applicable period.
5	Click the **View** link next to the Review Manager Evaluation step.
6	Click the **Expand All** and scroll through to the bottom of the page.
7	Enter any applicable comments in Section 14 – Employee Comment Section.
	Note: the comment box can be used for: 1) To add comments; or 2) Copy and paste a response where an attachment cannot be added.
8	Click the **Acknowledge Review** button.
9	Select one option from the **Signature Acknowledgement** box. Select either "I have" or "I have not responded on an attached document".
10	Select one of the following options: **Yes or No** for the statement "I am exercising my right to refuse to sign this document."
11	Click the **OK** button. Notice the status has changed to "Acknowledged".

Lesson 4: Viewing Historical Performance and Development Documents

In this topic, you will learn how to navigate through the system to View Historical Documents for both performance documents and development documents.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.
2	Select the **My Performance Documents** link or **My Development Documents** link.
3	Select the **Historical Documents** link for the type of document you want to view.

Chapter 5: Introduction to the Performance Improvement Plan (PIP)

Lesson 1: Overview of Performance Improvement Plans

Performance Improvement Plan

What is a Performance Improvement Plan (PIP)?

The Performance Improvement Plan (PIP) is designed to facilitate constructive discussion between a staff member and their Supervisor/Manager (Rater) and to clarify the work performance to be improved.

When is a PIP Required?

Within ePerformance, a Performance Improvement Plan (PIP) is required for an employee when the overall rating of the performance evaluation is below "Meets Expectations". The ePerformance system generates a warning message for the Supervisor/Manager (Rater) and notes the required completion of a PIP when this occurs.

Overall the procedure for processing a PIP within your agency has not changed. The main difference is that the PIP is now processed electronically and required.

Performance Improvement Plan Components

Supervisors/ Managers (Rater) and Employees still have the same guidelines when completing a PIP in the new system.

Supervisor / Manager (Rater)

- Initiate the PIP
- Assign a designated "period of time" for completion
- Identify deficiencies in goals & objectives, competencies, and performance expectations.
- Follow the same PIP approval process
- Provide feedback and initiatives for the employee to be able to improve performance
- Hold face-to-face meeting with the employee
- Initiate Ad Hoc performance evaluations, if needed
- Acknowledge and close the PIP

Employee

- Meet face-to-face with Supervisor/Manager (Rater) to discuss
- Provide PIP acknowledgement
- Demonstrate performance improvement
- Participate in Ad hoc performance evaluation, if needed

Lesson 2: Understanding the Elements of a Performance Improvement Plan

Sections of a PIP

Section 1 – Improvement Opportunity
The Supervisor / Manager (Rater) will assign improvement opportunities that can be monitored in order to provide constructive feedback to the employee regarding his/her performance on the PIP.

Section 2 – Improvement Plan
The Supervisor / Manager (Rater), with input from the affected employee, develops an improvement plan; the purpose of the activities outlined is to help the employee to attain the desired level of performance.

Lesson 3: Understanding the Rating Model of a Performance Improvement Plan

PIP Rating Model

Four Part Rating System

1. Satisfactory
2. In Progress
3. Unsatisfactory
4. No Longer Applicable

Chapter 6: Introduction to an Employee-Initiated Career Development Plan

Lesson 1: Overview of a Career Development Plan (CDP)

Career Development Plan

The purpose of a Career Development Plan is to assist employees in achieving their career goals at the State of Ohio.

Employee and Supervisor/Manager (Rater) work together to create CDPs
As a Supervisor / Manager (Rater) you can provide suggestions on how to reach certain milestones and identify areas that employees need to develop.

As an Employee you can express your personal aspirations toward your short and long term career goals and objectives at the State.

Recommended from DAS

In addition to covering employee performance during the rating period, the conference is also a good time to discuss plans for professional development. The major responsibility for employee development lies with the employee; the Supervisor / Manager (Rater) should attempt to be helpful and supportive regarding career opportunities.

Sources for employee development may include:

- State-sponsored training
- Outside training (seminars, workshops, etc.)
- Academic training at local secondary schools, colleges, or universities
- Reading material references
- Computer-based training and education programs

Career Development Plan Components

CDPs generally include planning in these areas:

- Continued Education
- Experience
- Licensure and/or Certifications
- Personal Learning Goals
- Career Development Objectives

A CDP can be initiated any time throughout the year, by either the employee or the Supervisor / Manager (Rater).

Lesson 2: Initiating a Career Development Plan Document

In this lesson, you will learn how to create an Employee Initiated Career Development Plan.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.
2	Select the **My Development Documents** link.
3	Select the **Create Documents** link.
4	Enter a date in the **Period Begin Date** field.
5	Enter a date in the **Period End Date** field.
6	Click the **Document Type** drop down.
7	Select the **CAREER_DEVELOPMENT_PLAN_EE** drop down.
8	Click the **Template** drop down.
9	Select the **CAREER_DEVELOPMENT_PLAN_EE** drop down.
10	Select the **Create Documents** button.
11	Select the **Return to Select Documents** link.
	Notice that you have successfully created a new Development Document.

Lesson 3: Add Career Enhancement Goals

In this lesson, you will learn how to add Career Enhancement Goals to your Employee Initiated Career Development Plan.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.
2	Select the **My Performance Documents** link.
3	Select the **Current Documents** link.
4	Select the **CAREER_DEVELOPMENT_PLAN_EE** link.
5	Select the **Start** link.
6	Select the **Add CAREER ENHANCEMENT GOALS** link.
7	Select the **Add your own item** radio button.
8	Click the **Next** button.
9	Click in the **Title** field and enter a title.
10	Click in the **Description** field and enter a description.
11	Click the **Update** button.
12	Click the **Save** button.

Lesson 4: Add Personal Learning Goals

In this lesson, you will learn how to add Personal Learning Goals to your Employee Initiated Career Development Plan.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.

Steps	Task
2	Select the **My Performance Documents** link.
3	Select the **Current Documents** link.
4	Select the **CAREER_DEVELOPMENT_PLAN_EE** link.
5	Select the **Edit** link.
6	Select the **Add Personal Learning Goals** link.
7	Select the **Add your own item** radio button.
8	Click the **Next** button.
9	Click in the **Title** field and enter a title.
10	Click in the **Description** field and enter a description.
11	Click the **Update** button.
12	Click the **Save** button.

Lesson 5: Add Developmental Objectives

In this lesson, you will learn how to add Developmental Objectives to your Employee Initiated Career Development Plan.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.
2	Select the **My Performance Documents** link.
3	Select the **Current Documents** link.
4	Select the **CAREER_DEVELOPMENT_PLAN_EE** link.
5	Select the **Edit** link.
6	Click the scrollbar to scroll to **Section 3.**
7	Select the **Add Developmental Objectives** link.
8	Select the **Add your own item** radio button.
9	Click the **Next** button.
10	Click in the **Title** field and enter a title.
11	Click in the **Description** field and enter a description.
12	Click the **Update** button.
13	Scroll to the top or bottom of the page to **Save.**
14	Click the **Save** button.

Lesson 6: Add Developmental Training Assignments

In this lesson, you will learn how to add Developmental Training Assignments to your Employee Initiated Career Development Plan.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.
2	Select the **My Performance Documents** link.
3	Select the **Current Documents** link.
4	Select the **CAREER_DEVELOPMENT_PLAN_EE** link.
5	Select the **Edit** link.

Steps	Task
6	Click the scroll bar to scroll to **Section 4.**
7	Select the **Add Developmental Training Assignments** link.
8	Select the **Add your own item** radio button.
9	Click the **Next** button.
10	Click in the **Title** field and enter a title.
11	Click in the **Description** field and enter a description.
12	Click the **Update** button.
13	Click the **Save** button.

Lesson 7: Understanding the Workflow for an Employee-Initiated Career Development Plan

Employee Initiated Career Development Plan

An employee can initiate a Career Development Plan at any time. Career Development Plans can be used to assist the employee with setting, monitoring, and achieving goals and objectives that will help to advance their career.

Employee Initiated

The Employee develops the goals and objectives for their Career Development, reviews them with their manager, and is responsible for making sure the goals are met.

Supervisor/Manager (Rater) Initiated

The Supervisor / Manager (Rater) suggests the goals and objectives for employee's Career Development, reviews them with them with the employee; however, the employee remains responsible for making sure the goals are met.

The difference in the process between an employee initiated CDP, and a Supervisor / Manager (Rater) initiated CDP are the first three steps in the process, the rest of the process remains the same. Listed below are the (12) twelve steps required to create a Career Development Plan. The role performing the step is also included.

1. Employee initiates a Career Development Plan request.
2. Employee selects Career Development Plan document in system
3. Employee identifies Education, Experience, Licensure, and/or Certification Suggested for Career Enhancement, along with personal learning goals and developmental objectives.
4. Supervisor / Manager (Rater) finalizes Education, Experience, Licensure, and/or Certification Suggested for Career Enhancement, along with personal learning goals and developmental objectives in system.
5. Supervisor / Manager (Rater) submits completed Career Development Plan document to one level up Manager (Reviewer) for input and approval.
6. One level up Manager (Reviewer) reviews documentation and submits to Human Resource Administrator with feedback and changes, if needed.
7. Human Resource Administrator approves final document and document is routed back to the Supervisor / Manager (Rater).

8. Supervisor / Manager (Rater) and employee discusses final Performance Plan document with identified Education, Experience, Licensure, and/or Certification Suggested for Career Enhancement, along with personal learning goals and developmental objectives.
9. Supervisor / Manager (Rater) submits final Career development Plan to employee in automated tool. Employee provides acknowledgement of Career Development Plan by eSignature and submitting back to Supervisor / Manager (Rater)
10. Supervisor / Manager (Rater) and employee work together to evaluate performance outcomes during identified performance period.
11. Supervisor / Manager (Rater) documents performance outcomes in the system.
12. Supervisor / Manager (Rater) closes Performance Plan document at end of identified performance period.

Lesson 8: Completing a Career-Development Plan Document

In this lesson, you will learn how to complete your Employee Initiated Career Development Plan.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.
2	Select the **My Development Documents** link.
3	Select the **Current Documents** link.
4	Select the **CAREER_DEVELOPMENT_PLAN_EE** link.
5	Select the **Complete** link.
6	Click the **Complete** button.
7	Click the **Complete** button again.

Chapter 7: Working with a Manager-Initiated Career Development Plan

Lesson 1: Evaluating Career Goals

During the Career Development Plan process, the Employees will be allowed to evaluate themselves. In this lesson, you will learn how to evaluate your career goals on a Manager Initiated Career Development Plan.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov.
2	Select the **My Performance Documents** link.
3	Select the **Current Documents** link.
4	Select the **CAREER_DEVELOPMENT_PLAN_EE** link.
5	Select the **Start** link next to the Complete Self Evaluation step.
6	Select the **Expand** link.
7	Select the **applicable** radio button.

Steps	Task
8	Click in the **Comments** box.
9	Enter "applicable comments" in the comments box.
10	Click the scrollbar to scroll to next section.
11	Repeat steps 6 – 10 for each section.
12	Click the scrollbar to scroll to **Complete.**
13	Click the **Complete** button.
14	Click the **OK** button.

Lesson 2: Reviewing Manager Input

During the Career Development Plan process, the Manager will evaluate the Employee on the Employee's career goals. In this lesson, you will learn how to review your Manager input on a Manager Initiated Career Development Plan.

Steps	Task
1	Select the **Career Resources** menu from myOhio.gov
2	Select the **My Performance Documents** link
3	Select the **Current Documents** link
4	Select the **CAREER_DEVELOPMENT_PLAN_EE** link
5	Select the **View** link
6	Select the **Expand All** link
7	Scroll through and review; see supervisor/manager to discuss edits/additions/deletions.
8	Click the scrollbar to scroll to select the link to return to the document detail
9	Select the **Return to Document** link

Lesson 3: Understanding the Workflow for a Manager-Initiated Career Development Plan

A Supervisor / Manager (Rater) may recognize potential in an employee who with some training could potentially advance their career and benefit the State; need a position filled with a specific skill set that requires staff development, or have need to manage employee performance development in conjunction with a PIP. There are many reasons that a Supervisor / Manager (Rater) might initiate a Career Development Plan.

Employee Initiated

The Employee develops the goals and objectives for their Career Development, reviews them with their Supervisor/Manager (Rater), and is responsible for making sure the goals are met.

Supervisor/Manager (Rater) Initiated

The Supervisor / Manager (Rater) suggest the goals and objectives for employee's Career Development, reviews them with them with the employee; however, the employee remains responsible for making sure the goals are met.

The difference in the process between an employee initiated CDP, and a Supervisor / Manager (Rater) initiated CDP are the first three steps in the process, the rest of the process remains the same as outline in the employee initiated CDP. The three steps are:

1. Supervisor / Manager (Rater) initiates a Career Development Plan request.
2. Supervisor / Manager (Rater) selects Career Development Plan document in system.
3. Supervisor / Manager (Rater) identifies Education, Experience, Licensure, and/or Certification Suggested for Career Enhancement, along with personal learning goals and developmental objectives.

Note: The rest of the steps remain the same as an employee initiated CDP. They are listed in Chapter 6, Lesson 7 – Understanding the Workflow for an Employee-Initiated Career Development Plan.