A Guide for the Performance Review of County Extension Agent

Cooperative Extension, South Dakota State University

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A GUIDE FOR THE

PERFORMANCE REVIEW

of

County Extension Agents
1. Office Management
2. Developing the County Program
3. Developing and Carrying Out the Annual Plan of Work
4. Evidence of Effective Educational Work
5. Public Relations
6. Professional Improvement
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Extension Agents Name

Position ____________________________________________________________

County __________________________________________________________

Length of Service __________________________________________________

Service in Present Position __________________________________________

Review Period: ___________________ , 19__ to ___________________ , 19__

Present Supervisor __________________________________________________

Date _____________________________________________________________

PURPOSE OF THIS REVIEW

Performance review and evaluation of county Extension personnel is an integral part of Extension supervision. Whether done informally or formally, it is a continuous process and occurs naturally where a person is responsible for, or interested in, the work of another.

The primary purpose of performance review is to develop and train Extension personnel. It is a systematic procedure that employs direct counseling to determine, as free as possible of personal bias, how well an agent is performing on the job.

This review points out areas where the agent excels or where he needs to improve. It is based primarily on accomplishments toward program objectives. The agent, in effect, appraises his own progress as he and his supervisor evaluate his county’s program in relation to performance expectation.

The performance review is designed to increase the agent’s understanding of Extension work, provide an opportunity to determine his level of performance, increase the satisfaction experienced from having done effective work, and create an awareness of need for continuous in-service training. It should aid in building the highest form of service, develop professional competency, and help build a strong effective county program based on the needs of the people it serves.

Through this review the supervisor can gain first-hand knowledge of programs in his counties. He reviews separately an agent’s performance in each area of responsibility, permitting the agent to make an honest, self-analysis of his performance and program. As in any professional evaluation, the review is confidential.

BASIC CONCEPTS OF EXTENSION WORK

Objective of Extension Work

The objective of Extension work is the development of people to the end that they, through their own initiative, may effectively identify and solve the various problems directly affecting their welfare.

The major function of the Cooperative Extension Service, as stated in the Smith-Lever Act is: “To aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same ...”

This broad charter clearly identifies Extension’s function as one of education. This is not education in the abstract, but education for action. It is education of an informal and distinct type. It is education directed toward helping people solve the various problems which they encounter from day to day in agriculture, home economics, and related subjects.

Helping people help themselves through involvement and participation, self-expression, development of initiative, and through sharing responsibilities is the essence of government by the people.

Extension work emphasizes working with people rather than for people. It selects for educational work problems which the people recognize as important after they have had an opportunity to thoroughly understand facts pertinent to their problem.

The Extension teacher understands people. He must know his subject matter well in order to effectively teach people. A large part of Extension’s educational efforts should be directed toward broadening peoples’ vision, making decisions based on knowledge, and aiding them in identifying and solving their problems.

Local Leaders—the Backbone of Extension

Local leaders traditionally assist with implementing Extension programs and activities.

Local volunteer leaders are a major distinctive force in democratic living in the United States. They express the natural and major interests of those they
lead. Local leaders are necessary for the efficient operation of every group, community, or county. They must be encouraged to participate fully in the development and execution of Extension programs.

DIRECTIONS FOR USING THIS GUIDE

The district supervisor and the agent will first read and discuss the descriptive paragraphs concerning the item under consideration. When they are mutually agreed as to the significance of these paragraphs, they will read the criteria sentences under the linegraph. After discussing the criteria, the supervisor and agent will jointly rate the agent’s performance on the linegraph.

At the end of each item reviewed space is allotted for appropriate remarks concerning the agent’s performance in this area.

A profile will be made of the agent’s performance. This profile will serve as a guide to agents in planning their professional improvement program.

I. OFFICE MANAGEMENT

1. Office Arrangement, Equipment, and Housekeeping

The Extension office should be a business-like place. It should be arranged so that people can conduct their business under somewhat private circumstances. The office should be neat, clean, and efficiently arranged.

Office desks and tables are cluttered. Storage open and cluttered. Equipment standing around. Agent’s desk poorly located. Untidy bulletin rack. One telephone for several workers.

Secretary’s desk not located near entrance. Fact sheets on rack are not timely.


Secretary’s desk near entrance. Fact sheets displayed are current and timely.

Remarks.
2. Office Contacts

The purpose of Extension work is being of service to people. It is essential that contacts with people be handled promptly and courteously. This includes office calls, telephone calls, and correspondence.

Correspondence lays on desk several days before being answered.
Office callers not promptly greeted and made welcome. Return phone calls delayed upon agent’s return to the office.
Leaders and others not notified of events in ample time. Seldom offers to secure information not available in office. Secretary not trained to get names of office and phone callers and to learn the nature of assistance needed when agent is absent. Secretary not trained to meet office callers.

When agent is out, secretary frequently leaves a poor impression with people calling. She leaves a poor impression about what the agent is doing, where he can be located, when he will return. Secretary poorly informed about agent’s itinerary.
Agent does not review correspondence and news stories before mailing and other typed or mimeographed materials before they are used.

Correspondence answered within 24 hours. Office callers greeted promptly and made welcome. Full attention given to the problems of the callers.
Leaders and others notified of events well in advance with reminder sent just before event.
Secretary gets names of office and phone callers and learns the nature of assistance desired.
Secretary meets office callers with friendly and helpful attitude. Secures information for them when possible.

Secretary is well-trained and informed about agent’s itinerary when agent is out. She creates a desirable impression with callers about agent’s activities, where he can be located, and time of return.
Agent reads correspondence after it is typed. Reads materials for mailing or other use.

Remarks ____________________________________________

3. Working Relationships Among County Staff

The County Extension Program is a cooperative effort. Staff members work together in harmony. There must be a thorough understanding of all programs in progress by members of the county staff.

Very few office conferences. Agent goes his own way with little regard for others. Does not inform others of his activities. Makes very little effort to promote teamwork.
Secretary does not participate in weekly staff planning conferences. Secretary not treated as an important member of the county team.
Is critical of the college, specialists, research, other agents, fellow workers or the Extension Service when talking with county people.

Participates in regular weekly staff conferences. Uses conference to discuss the plan of work, plan events, coordinate secretary’s work, and inform others of his program and activities.
Recognizes good work and compliments others for it. Makes every effort to be pleasant and cooperative. Exhibits an attitude of high regard and loyalty for fellow workers.
Is loyal to the college, and Extension Service. Makes constructive criticism to those concerned but not to the public.

Remarks ____________________________________________

Remarks ____________________________________________
4. Secretarial Performance

In order to perform her job a secretary must possess general secretarial skills; however, to perform the Extension secretarial job she must receive specific training from the county staff about her work for staff members. She must be trained to know about the philosophy and purpose of Extension work, and about the nature of Extension programs.

This is a rating of how well the secretary has been trained by the agents.

1 2 3 4 5 6 7

Secretary not neat and accurate with her typing. Does jobs first which she likes best, is careless with mimeograph work and lacks skill in operating other office equipment, does not open office mail. She knows little about Extension philosophy and programs. She lacks interest in her job. Secretary does not keep filing up-to-date. Performs better when working for certain staff members. Does not know the filing system well. Pays little attention to office neatness.

Typing is neat and accurate. Secretary puts priorities on work, doing important jobs first. Knows how to use office equipment properly. Secretary opens mail and distributes to staff. Secretary does filing and is efficient in use of the files. Secretary does good quality work for all staff members. She takes a keen interest in her job and understands the purpose of Extension work and county programs. Keeps office neat and clean. Secretary keeps agent well-informed about office and phone calls received during his absence.

Remarks ___________________________ ___________________________________________________________________________________________ _________________________________________ ____________________

5. Filing System and Storage

The county office should have a workable filing system and the files are located so they can be efficiently used. Storage space for equipment, surplus bulletins, and supplies are needed. Bulletin racks should be kept supplied with timely publications.

1 2 3 4 5 6 7

Disorderly filing systems. Obsolete bulletins and materials in file and on racks. Surplus bulletins and reference material not being stored or filed. Inadequate number of files or storage space.

An approved filing system used and files conveniently located. Files are kept current. Storage in orderly condition. Sufficient storage space for supplies, equipment, and surplus bulletins. Secretary and agents familiar with filing system and can find information.

Agent does not use an identification system enabling the secretary to do filing. Bulletin rack material not timely.

Agent uses identification system enabling secretary to do filing. Bulletin rack materials changed seasonally and kept timely.

Remarks ___________________________ ___________________________________________________________________________________________ _________________________________________ ____________________
6. Office Procedure on Financial Transactions, Organization, and Other Funds

It is not the function of the Extension Service to engage in selling materials of any kind. However, at times it becomes necessary to make a nominal charge for some educational and demonstrative materials which cannot be furnished free.

Extension affiliated organizations generally accumulate funds from such sources as dues, sales, or contributions. Extension Agents should not be responsible for the financial affairs of these organizations.

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When sales are made, records not kept of each transaction. Receipts not used. Records not audited annually. Accumulated money kept in boxes about the office or carried by agent.

Personal funds invested in materials. Agent encourages sale of materials through the office.

Extension organizational funds collected, kept and dispersed by agents. Organizations' treasurers not given a chance to function.

Remarks

7. Budget

The County Extension Agent is responsible for developing a county budget. He will be responsible for involving his staff in identifying needs and justification for budget changes. The County Extension Board will make final budget determination based upon facts supplied.

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Little or no counsel from staff used by agent in developing budget proposal. Agent does not give Extension Board the opportunity to evaluate needs and recommend final budget. Agent presents budget to County Commissioners.

Agent pays most office expenses then submits personal claim to the County. Status of budget balance not reviewed with county staff. Staff members go directly to favorite Extension Board members in order to get budget adjustments.

Remarks

8. Office Hours

The Extension Office is a business place which must maintain regular office hours. Office hours should correspond to those maintained by other county offices. Personnel should maintain this schedule.

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Office not regularly opened and doesn’t remain open during stated office hours. Office is often left unattended. Agent habitually arrives at work after posted hours.

Office is open at posted opening time in morning and at noon. Office remains open until closing time. Office is attended by one of the staff at all times. When not at work in the field, agent keeps posted office hours.

Remarks
II. DEVELOPING THE COUNTY PROGRAM

9. Has Active County Program Development Groups for Determining Areas of Program Emphasis.

County Extension programs are developed within the philosophy of planning with people and not for people. This means involving the leadership of cooperating organizations, interest groups or committees representative of crops, livestock, youth, home economics and others who have a vested interest in or are influenced by the county Extension program. Official representatives of governmental agencies located in the county are utilized as resource persons. The appointed county Extension Board is the nucleus of the program development groups in addition to their other administrative functions. The diagram (shown on the last page) illustrates the relationships of the various groups in their respective program development roles.

Written plans of work are classified according to two documental working forms—1. An annual plan of work which contains statements of special problems or opportunities, the short term objectives to solving these problems, and a specific plan of action to meet the objectives. 2. A County Long Range Program Plan, which is projected over a 3- to 5-year period, which identifies the major problem areas of a general subject matter field, it specifies the broad objectives needed to be met and considers priorities for the teaching efforts to be made.

Both the annual plan of work and county long range plan are developed by the county staff with Extension Board approval. Copies are distributed only to the county Extension board.

The annual plan of work adequately defines the problems, objectives and a plan of action is developed with the counsel of existing county organizations and interested groups. Has a written long range program for one subject matter area of work.

Holds annual planning meetings of county organizations and committees having an interest in resulting programs. Program planning committees are organized as needed to give completeness to the over-all county program. Supplies copies of completed program plans to the key leadership. Implements planned programs rapidly to meet the needs of clientele. An acceptable written long range plan for two or more subject matter areas of work. Uses a written teaching plan for each meeting or event to be held.

Remarks

Takes into consideration previous county programs and provides guidance and assistance to the program development groups with their studies of the current county situation to determine new opportunities, existing problems, and the interest, wants, and needs of the people.

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Little or no background information prepared for county program development groups. Program is based on desires of the agents and/or special interest groups.

The program is based on background information prepared by agents and/or state specialists. The evolved program reflects the wants and needs of the county people based upon facts and the experiences of the people. Priorities are given to specific programs for special emphasis.

The agent guides and involves members of the county program development group in developing and presenting background information. Encourages and assists the county planning committees in making continuous studies and surveys to determine new opportunities for educational work. The agent has definite plans to annually evaluate present programs and revise long range programs. Work to be done by each staff member is clearly defined.

Remarks

11. Trains County Program Planning Committee Members to Carry Out Assigned Planning Responsibilities.

Any person asked or elected to assume a position of leadership in an organization is entitled to know what is expected of him throughout his term of office and something about how to do the job being asked of him. Local leaders and committeemen will accept and seek training when they can see how the training offered them can help them be more effective in their planning job.

Agent provides adequate and appropriate training for county people who have a planning task to perform.

Planning committee members are taught planning principles, the scope of their task, given or shown where to find sources of factual information, aided in survey techniques if needed, taught how to conduct group discussion, how to state goals objectively, and otherwise trained to undertake their job with confidence and understanding.

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Planning committee members receive no specific training in program planning. Their planning role is vague and hence not considered overly important. Enthusiasm is lacking for the task.

The training of planning committee members is incidental to program planning activities. The planning role is reasonably clear. At least half of the committees involved received training.

The majority of the county program planning committees received training in planning principles. The scope of their task is well defined resulting in full participation in determining problem areas, opportunities available and seeing clear-cut objectives to be reached. They assume their task with confidence and understanding.

Remarks
12. Develops Adequate Plan of Work

Assists county program development group in identifying opportunities and in selecting projects and/or problems to which priorities are given during the coming year. Works with other staff members, the county program development group, and appropriate committees in developing an annual plan of work.

The plan includes (a) the specific projects of emphasis; (b) a brief outline of existing conditions that point up why each project needs attention this year; (c) the people or groups interested in each project; (d) specific problems based upon existing conditions which provide educational opportunities; (e) goals, accomplishments, and anticipated changes in attitudes, knowledge, and skills among individuals or group actions; and (f) a plan of action which sets forth what will be done to achieve established goals.

Adults learn best when they have clear objectives and goals. Agents are more effective when teaching objectives are clear. Plan of work has clearly stated goals which are meaningful to the people.

Projects to be emphasized not clearly indicated. Audience for various major projects not identified. Problems and opportunities not specific. Goals ambiguous. Plan of action vague.

Plan of work complete for each area of major and minor emphasis. Plan of action is general for the areas of major emphasis.

Remarks

13. A Continuous Effort Is Made to Carry Out the Annual Plan of Work

The plan of work is the blueprint for county annual education programs. It should be a constant guide toward getting the educational job accomplished among the various audiences in the county.

Little or no reference made to plan of work. Program effort based upon routine events and the other things which come up during the year.

Plan of work periodically reviewed during the year. Progress checked infrequently toward carrying out plan.

The plan of work is regularly used in carrying out the educational programs. Planning committees and county program development group kept informed on plan of work progress. Plan of work progress reviewed at county staff conferences at least monthly. A monthly calendar of work is developed from the plan of work.

Remarks
Uses Personal Contacts Effectively

Personal contact should be educational in purpose and leave a clear impression of the purpose of your visit. Farm and home visits and other personal contacts can contribute greatly to the effectiveness of the teaching when combined with meetings, the press, radio, television, and circular letters. Personal contacts are highly effective as a follow-up for practice acceptance.

Seldom uses personal contacts or over uses them. They are not combined into a well developed plan of action. Contacts are not business-like.

Personal contacts are used to help individuals with specific problems or requests. However they are not used as a part of the plan of action as needed to initiate an educational program or to follow up for decision making.

Personal contacts are an integral part of the plan of action in the area of major emphasis. They are used to initiate programs and follow up. To help people evaluate and discuss alternatives for decision making. Contacts well planned. 1) You will be expected, and you will arrive on time (or almost on time). 2) You will notice and show your appreciation of something that belongs to them—a new house, a newly opened flower, a friendly dog. 3) You will ask questions that help folks analyze their situation. 4) You will understand—accept, not judge or criticize. 5) You will be patient, sometimes slow. 6) You will supply some facts that help discover the alternatives. 7) You will support and compliment their progress toward their goal. 8) As you record this visit and write down the possibilities of the individual or family you will remember the wise advice of Lyman Bryson. “Look not for excellent persons but for excellence in all persons.” Fact sheets, phone calls, letters or another personal contact is planned if it’s needed to accomplish contact objective.
15. Uses Group Methods Effectively

Uses group methods such as subject matter meetings, method demonstrations, tours, field days, achievement days, program planning meetings, and group discussion. The method should be appropriate to the problem involved. The purpose of the particular method must be clearly defined. Planning should insure attendance by those the method is intended to reach and to accomplish some worthwhile teaching objective. Good physical arrangements are conducive to learning.

Group methods seldom used. They are not included in the educational program in the plan of action. Very little preparation made for group methods. Purpose of meetings not well defined and hence not understood by audience. No lesson plans for meetings. Conducting meetings in county is the major use of the specialists. Agent serves primarily as booking agent for specialists.

Remarks

Lesson plans well developed for the group methods undertaken. Evaluates the effectiveness of the group method used to determine what has been accomplished and what the next steps shall be. Folders are kept on all major events with outlines, plans, schedules, committee assignments, and evaluation statements.

Plans, prepares, and conducts his own group methods making full use of guides, teaching outlines, and visual aids prepared by specialists. Uses specialists and other resource persons for presenting highly technical subject matter and new research.

Remarks
16. Uses Mass Media Effectively

Mass media enables Extension workers to greatly increase their teaching efficiency with a given program by first taking the audience through the awareness and/or interest stages of learning. Publications, news stories, circular letters, radio, television, fact sheets, exhibits, and posters provide helpful repetition for those contacted personally or through groups. They also make possible the dissemination of information to a much larger audience and different clienteles. The Extension teaching plan which neglects the communication possibilities through mass media fails to fully capitalize on what has already been invested in the more intensive contact methods.

Writing a weekly newspaper column or feature news stories is time well used by agents. Agents should avail themselves of the opportunities for regular educational programs on local radio stations. Television should be utilized as a mass educational media whenever practical.

Only occasionally uses available mass media. The mass media is not well developed nor integrated into a well developed plan of action for the areas of major emphasis. Agent has made no effort to become acquainted with mass media representatives in the county. Has no planned system for the distribution of publications.

The weekly newspaper column is the major mass media used. Circular letters are used to announce the time and place of meetings or events. Mass media not used to the fullest potential in relation to the educational program. Has good working relations with personnel in charge of mass media. Public is kept informed of timely publications.

Regular, well written newspaper column. Radio and TV programs used as frequently as the opportunity exists. Provides educational materials to all newspapers, radio and TV media serving the county. Good timing of all mass media. Mass media, along with other methods are combined in the plan of action. Circular letters are informative, attractive and challenging to the reader. Fact sheets are a part of the planned educational program. Mass media personnel actively cooperate with the agent to execute the county educational program. Agent meets deadline dates for all mass media. Agents in their work with mass media maintain a high level of performance. Mailing list is kept current. Uses a planned procedure for the distribution of publications.

Remarks

________________________________________________________________________________________
17. Involves Public Agencies and Other Organizations Concerned in Implementing the Plan of Work

There are activities of the county Extension staff which provide opportunities for involving other agencies and organizations in implementing the county plan of work. When other agencies or organizations are involved, they should be brought in at the planning stage and should be given due credit for their assistance in both planning and implementation.

Very little participation of county organizations and agencies in carrying out the plan of work. Does not assume initiative in bringing about coordination of programs of agencies.

 Assumes initiative in securing cooperation of other agencies in implementing the plan of work. Attends planning meetings of other agencies and organizations in order to coordinate Extension activities. (Example: SCS, ASC, civic groups.) Aids agencies and organizations to develop educational programs that will assist them in reaching their objectives.

Remarks

18. Continually Evaluates and Adjusts Goals and Methods to Changing Conditions

Planned evaluation provides factual basis for making sound judgments. To an Extension worker, evaluation means determining the effectiveness of his teaching. Did he achieve the results he expected to achieve? Did he use the most effective methods to obtain these results? How can his work be improved to accomplish more with the same or less effort?

Evaluation provides a basis for reporting to the public. It provides evidence to the community of the value of the county program.

No evaluation of educational programs, events, or activities.

The annual report is used as a means of evaluation. Informally, evaluates results with co-workers, the council, and other leaders after each major activity. These results of evaluation are recorded and placed in the activity or event file folder.

Makes evaluation an essential part of educational programs and it is a built-in feature of the areas of major emphasis. The objectives are stated in terms of behavior changes in the people who are to do the learning. Only those people whom you try to reach can provide proof of your success or failure. Those persons who provide the evidence of success must be representative of all whom you tried to reach. The methods of obtaining evidence must be appropriate to the kinds of information being collected. Word questions carefully so you obtain reliable, unbiased data. Decide how to analyze and use the evaluation results before evaluation is done.

Remarks
IV. EVIDENCE OF EFFECTIVE EDUCATIONAL WORK

19. Leadership (Identification and Recruitment)

Leadership is vital to county Extension educational programs. Agent should be on the alert to locate, encourage and develop leadership among people for the many educational programs in the county. The agent should recognize that the same leaders should not be in the forefront on all programs and that most leaders are likely to do their best when selected for specific programs and roles. Practically every Extension activity provides ready-made opportunities for the identifying and developing of local leaders.

Leadership responsibilities are given to selected adults by agents. Once a leader volunteers, it is taken for granted that his services will continue for a period of years. Personal friends of agents tend to become leaders as a favor. Community extroverts need recognition and use leadership roles to get it. Little or no opportunities for potential leaders and older 4-H members to serve in leadership roles.

Leaders obtain leadership responsibilities on assignment by the agent. Junior leaders are selected by adults or they volunteer for a task. The junior leader is given little guidance by the adult leader. Leaders have little opportunity to function because they do not understand their job or what is expected of them.

Adults are provided opportunities and they are encouraged to serve in well-defined, specific leadership roles in the various clubs, organizations, and committees. Agent is alert to identify and encourage leaders in new areas of responsibility. Each junior leader functions under the guidance of an adult leader. Agents, when possible, give assistance to people in setting up the qualifications for leadership for a certain position. The total leadership structure is understood so that all leaders know their role in the local and county programs and organizations. No problem in leadership recruitment.

Remarks

20. Active Adult and Youth Leadership Training Program

Leadership training is one of the most important functions of county Extension personnel. The county Extension program in agriculture, home economics and 4-H can and should provide many opportunities for leadership training. Some of these opportunities are: committee work, demonstrations, preparing reports, business meetings, field tours, project teaching, program planning and subject-matter meetings.

Jobs assigned a local leader should be within his experience and skill to handle. Leader training is planned and held for the specific purpose of training leaders so they can carry their assigned responsibilities with poise and confidence. Ample opportunity is provided to permit leaders to "grow."

Agent trains local leaders on an individual basis. The training of leaders is limited to the major interest field of the agent. Training is given when time permits or when requested. No increase in the number of leaders over the past few years.

Training meetings are handled just "so-so."

Agent and key, experienced leaders plan and organize leader development programs. A well-defined course of instruction is provided for new leaders in all areas in which new leaders or officers are expected to function. The county staff, experienced leaders and other qualified people in the county do the teaching. Leaders and officers do a very creditable job of conducting meetings or the tasks assigned.

Remarks
### 21. Public Acceptance of Program

Home economics work is accepted and is expanding. The 4-H program is growing and is looked upon with favor by both the farm and non-farm population. The agricultural programs are favorably accepted and changes in farm operations are taking place among the farmers. The commodity organizations are actively sponsoring and carrying out phases of the agricultural education program. Local leadership is desirable for some activities. Extension agents are asked to provide programs for local groups.

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<td>Little or no local sponsorship of Extension programs and/or activities. Membership in commodity groups, home economics clubs, and/or 4-H clubs has decreased or are inactive. Meetings poorly attended. Little contact with unorganized groups of people. Agent provides a project operator service.</td>
<td>Local sponsorship of program activities when and where needed. Membership in commodity groups, home economics clubs and/or 4-H clubs are being maintained. Most meetings are well attended.</td>
<td>Local people readily support Extension programs and activities with time and finance. Agent provides programs for local groups. Membership in commodity groups, home economics clubs and/or 4-H clubs are growing. Meetings are well attended. Effectively working with groups for specific educational programs.</td>
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**Remarks**


### 22. Changes in Agriculture, Home Economics, and 4-H

Effective educational programs should result in changes in attitudes, knowledge, and skills. Agents have been given special training in specific subject-matter fields such as dairy, beef cattle feeding, range beef management, swine production and management, time and resource management, family economics, family life, consumer information, and county 4-H leaders projects and activities. Agents are expected to use training materials received in conducting educational programs. Through intensive teaching lessons, people will have greater understanding and will more readily accept change.

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<td>No intensive teaching has been carried out among groups in the county. 4-H project selection is determined by leader interest or emphasis or group action. Members select activities with no adult guidance.</td>
<td>Intensive teaching has been provided in subject matter as set up in the plan of work. Teaching plans were developed and used in the intensive teaching program. Projects are carefully selected to meet the interest and needs of the club members in consultation with trained adult leaders. Projects are fully used as an educational method to teach 4-H members. Adults assume leadership in all selected projects and activities. Activities are used to support interest and needs of youth.</td>
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**Remarks**


23. Activities in Public Affairs and Community Development

Many of the problems of people today are beyond the fence lines or the home. Many of the decisions that have to be made have far reaching effects that extend into the community, state, nation, and even have international implications. In order that people may make the best decisions, they need to understand the factors involved in the issues.

Before a decision is made they need to understand its effect upon society. Agents have a responsibility in public affairs issues, such as: taxation, water resources development, school reorganization, farm programs, R.A.D., recreation, mental health, civil defense, etc.

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<td>No educational programs have been conducted in any fields of public affairs. There is no RAD or comparable committee and no work in that field has been undertaken.</td>
<td>A planned educational program was conducted in one field of public affairs. There is an RAD or comparable committee. Work has begun in that field and some progress is evident.</td>
<td>A planned educational program is underway in at least two or more fields of public affairs. There is an active RAD or comparable committee. They are sponsoring and engaged in a number of resource development projects.</td>
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Remarks

24. Events and Activities

Considerable time of agent is spent conducting events. Events are important and can contribute measurably to the total effectiveness of the Extension education program. Events are not all equally productive. They must be considered carefully to determine which are productive and those which might be eliminated, because they contribute very little to an educational program.

Frequently, events are a “show window” of Extension so those that are undertaken should be good. Some events are: 4-H Achievement Days, Share the Fun, tours of result demonstrations, recognition events, Home Economics Achievement Days, County Crop Shows.

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<td>Events just happen; little or no thought or planning or effort was put forth. No evaluation is done. Agent does all the work with help of office secretary.</td>
<td>Events are planned from previous year’s file folder and by consulting a leader or officer. Events are held because of tradition with little concern about the specific contributions to the program. When events can support an educational program they are a part of the plan of action of the plan of work. Junior leaders and leaders are given some responsibility carrying out events.</td>
<td>Events are well planned with leaders and/or officers of the clubs or organizations involved. The events are planned for maximum participation of the membership. Agent guides, assists and performs his leadership functions as needed. Junior leaders organize, execute and evaluate events for which they have been assigned responsibility. Events are evaluated in part or as total, to assess the contributions to the educational program. Events are discontinued or changed to meet new or changing conditions.</td>
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Remarks
25. Reports

Regular reporting to administration is a necessary function. Agents report how profitably their time was used by describing specifically what has been done and accomplished. A report serves as a mirror which reflects progress being made by an agent and are used as one method of evaluating an agent’s performance. Reports serve as a basis for issuing the monthly salary. Reports are not peculiar to Extension. Industry and business require reports and particularly from those who function in the field.

1. Reports are not complete. Reports are consistently late. They do not tell how the work was done or what was accomplished. Quarterly narrative reports and annual report have little relationship to the plan of work. There is no written reporting to the various Extension groups.

2. Reports are complete and accurate. Quarterly and annual narrative report accurately reflects work accomplished and follows the plan of work. They are developed according to the recommended form. They are submitted by the due date. The various Extension groups are kept informed of the progress of educational programs and results.

Remarks

26. Agent Is Recognized as an Educational Leader

Agent’s counsel is sought when important decisions are being made in his educational field. Agent serves on various advisory committees as an authority in his field. He is the source of the latest research information.

1. Seldom attends meetings on important issues convened by other groups. Does not assume leadership and conduct educational programs in critical areas of responsibility.

2. Agent is the county leader in his field. He prepares himself to take the initiative in convening groups to develop educational programs in which there are felt needs or opportunities. He looks for new opportunities and new methods for carrying out his job. He is consulted by people who feel the need for educational work in newly recognized problems.

Remarks
27. Maintains Sound Public Relations

A sound educational program is paramount in the development of good public relations. It can be said that public relations is "good performance" publically appreciated. It involves doing effective educational work over a period of years in such a manner as to develop public confidence and appreciation. An understanding public is inclined to take an active interest in Extension programs.

Doing an effective job is not enough. The job isn't completed until we have told those about it who should know and who have reason to be concerned.

The agent makes a sincere effort to learn the names of office callers and to call them by name. A well rounded public relations program requires a continuing effort.

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<td>No effort made to acquaint public with Extension program.</td>
<td>A planned effort made to familiarize the public with the county's Extension program. Available mass media is utilized effectively in reporting program progress. Leaders kept informed on progress of Extension program. Agent shows appreciation for assistance from cooperators and leaders by courtesy calls and &quot;thank you&quot; letters.</td>
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Remarks


28. Keeps County Commissioners and Legislators Well Informed About Extension Program

The Board of County Commissioners and Legislators are well informed. The county agricultural agent is assigned the responsibility for initiating action in this public relations area.

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<td>No planned effort made to supply these officials with information concerning county Extension work.</td>
<td>Has a definite policy for informing commissioners and legislators about Extension programs. Local officials involved in program development when desirable. Agent has made a sincere effort to know these people personally. County agent periodically discusses program needs and progress with commissioners and legislators. Local officials invited to attend county activities and events.</td>
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Remarks


29. Cooperates with Farm and Commodity Organizations

Cooperates with farm and commodity and business organizations, operating in the county by:

a. Becoming conversant with their objectives and methods of operation.

b. Becoming acquainted with officers and leaders of these groups.

c. Involving representatives of these organizations in Extension program development and execution where applicable.

1  2  3  4  5  6  7

Attends some of their meetings. Provides little or no educational information when attending their meetings.

Has plans for learning the objectives of these organizations. Attends enough of their meetings to become acquainted with their officers and/or leaders. Provides educational assistance. Involves organizational representatives in Extension program planning and/or execution when desirable or practical. Keeps organizations informed as to the progress of county programs.

Remarks

VI. PROFESSIONAL IMPROVEMENT

30. Keeps up to Date Through Systematic Participation in In-service Training Program.

One thing with which we are all forced to agree is that the future will bring more changes and at an accelerated rate. One of the biggest “challenges of change” is to be ready for it.

This indicates the need for professional improvement through graduate study, attending summer schools, workshops, selective reading, travel, participating in professional association meetings, etc. The future success of our organization depends to a large degree on active participation in a variety of training programs.

It is the policy of the South Dakota Cooperative Extension Service to encourage its staff to pursue a continuous program of professional improvement.

Extension workers who improve their professional ability become more effective, competent and poised in their position.

1  2  3  4  5  6  7

Often avoids attending district and subdistrict conferences and workshops as scheduled. Has never attended an out-of-state professional meeting.

Attends subdistrict and district training meetings and conferences regularly. Has attended one or more national professional meetings or travel study. Subscribes regularly to the Extension Journal.

Has a receptive attitude towards in-service training and actively participates in such training sessions. Gives in-service training instructors his full attention. Helps where possible to make sessions productive for both self and co-workers. Uses the “Journal” and other articles and training in his work.

Remarks
31. Has Worked to Improve Professionally by Taking Formal Education Courses or Participates in Professional Improvement Merit Program.

Such work would include a 3-week course at South Dakota State University, regional Extension schools, courses offered at graduate centers, off-campus courses, special problem courses. If not seeking an advanced degree, has made definite plans for participating in the Professional Improvement Merit Program.

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<td>No course work completed during the past 5 years. Does not have plans developed for participating in the Professional Improvement Merit Program.</td>
<td>Three credits of course work completed during past 5 years. Has a definite plan for professional improvement.</td>
<td>Completed at least 6 credits of course study during the past 6 years, or has completed 12 or more professional merit credits.</td>
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Remarks ________________________________________________________________ __________________________________________________________________________________________________________________________

32. Actively Participates in Professional Organizations.

Active member in organizations such as NACAA, NHAA, South Dakota Education Association, Adult Education Association, South Dakota Home Economics Association, Epsilon Sigma Phi, Toastmasters Club, or other similar professional organizations.

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<td>Participates in no professional organization.</td>
<td>An active member of NACAA or NHAA and participating regularly in committee work.</td>
<td>A member of additional professional organizations. Serving as a committee chairman or Extension officer in one or more organizations.</td>
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Remarks ________________________________________________________________ ________________________________________________________________________________________________________________________________
HOW EXTENSION PROGRAMS ARE DEVELOPED

Home Economics
County Councils
County Nurse
Other interested persons

Public Affairs
R.A.D. Committee
Water Resources Committee
Other interested persons

Crops and soil
Management
Marketing
C.I.A.
A.S.C.S.
A.C.S.
Weed Board
Other interested persons

Livestock Production
Management, Marketing
L.I.A.
D.H.I.A.
Other interested persons

Crops and soil
Management
Marketing
C.I.A.
A.S.C.S.
A.C.S.
Weed Board
Other interested persons

4-H and Youth
4-H Leaders Assoc.
4-H Members Council
Others interested in youth