

THE DEVELOPMENT AND EVALUATION OF AN INSTRUMENT
FOR THE PERFORMANCE REVIEW OF
COUNTY EXTENSION AGENTS

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PREFACE

A majority of the State Cooperative Extension Services are using informal methods for reviewing the performance of county extension agents. An expanding staff of county professional workers has focused the attention of Extension Directors upon the need of a formal instrument to evaluate the performance of county and state workers.

The purpose of this study is to develop and evaluate an instrument for the performance review of county extension agents. This thesis will review the concepts on performance review, develop criteria for developing an instrument, and evaluate a cooperatively developed performance review instrument.

Dr. L. H. Brannon, Director, and Mr. E. K. Lowe, Assistant Director, of the Oklahoma Cooperative Extension Service are responsible for motivation, guidance, and encouragement of the writer in his search into the problems of performance appraisal.

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review instrument.

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CHAPTER I

INTRODUCTION

One of the most important tasks of the extension supervisor is to evaluate the job performance of county extension agents.¹ This is especially true in states, such as Oklahoma, where the supervisors make decisions regarding training needs and salary adjustments for the agents. Performance evaluation is also important in motivating agents to undertake self-improvement programs in actual job performance.

The Oklahoma Cooperative Extension Service did not, at the time this report was prepared, have a formal method for checking the performance of its workers. The administrative and supervisory staffs recognized the limitations of the present informal system of performance evaluation and were aware of the need to develop a formal performance review program.

Performance ratings, prior to 1961, were made informally by the supervisors. When the performance of county extension agents was reviewed, the supervisor observed the agent as he worked, observed his formal and informal conferences, studied his weekly county staff conference minutes, and analyzed his monthly and annual reports. The supervisor also conferred with the board of county commissioners and the local leaders in the county to ascertain whether they were satisfied with the agent's work.

¹F. E. Rogers and Ann G. Olmsted, eds., Supervision in the Cooperative Extension Service (Madison, 1957), p. 109.

A rapidly expanding staff of professional workers had its effect upon administrative policies and practices. As the total state extension staff increased in size and the county programs became broader and more complex, the director was no longer able to maintain the close relationships that were possible with a much smaller staff. The expanded size and complexity of the organization created more formal relations between the county extension agents and the director and placed more responsibilities upon the supervisors to maintain effective communications and understanding between these groups. This expanded role of the supervisors has forced them to acquire greater knowledge of and insight into human relations problems. The appraisal of personnel performance is a task that requires training, skill, and good personal relations.

The Oklahoma Cooperative Extension Service, with 374 professional workers, including approximately 300 county extension agents, and with a budget of \$3,112,658 (1960 fiscal year), was in need of an instrument to review the performance of its workers. Approximately 45 percent of Oklahoma Cooperative Extension Service budget is from federal funds, 37 percent from state funds, and 18 percent from county funds. Justification of these funds must be made to each of the three groups sponsoring extension work.

Nationally there are approximately 11,000 county extension agents.² The total amount of funds available for Cooperative Extension work in the United States for the fiscal year ending June 30, 1959, was \$135,264,902. The total number of professional employees (county agents, specialists, supervisors, administrators, and members of the Federal Extension Service)

²Amelia S. Gordy, Extension Activities and Accomplishments 1959 (Washington, D. C., 1960), p. i.

in all the Cooperative Extension Services in the nation increased from 9,250 in 1943 to 14,800 in 1958.³

In 1960 thirteen states reported they used a formal instrument to review the performance of their county extension agents. Eight of the states reported they were in the process of revising their instruments. The need for an effective formal instrument for reviewing the performance of county agents is widespread.

VandeBerg⁴ reported in his study that a formal system of personnel performance rating should be developed to supplement present informal methods.

Statement of the Problem

The study is concerned with the development of an instrument to determine how well county extension agents are performing their jobs. The study is specifically related to the development and the evaluation of an instrument for the performance review of county extension agents in Oklahoma. An instrument cooperatively developed by the administrators, supervisors, and the county extension agents will be evaluated as to validity and reliability.

Need for the Study

There can be no good purpose served by discussing whether or not performance reviews are necessary or desirable. They are and always

³Robert C. Clark and Roland H. Abraham, eds., Administration in Extension (Madison, 1959), p. 75.

⁴Gale L. VandeBerg, "The Functions and Responsibilities of District Leaders in the Cooperative Extension Service in Wisconsin" (unpub. Ph.D. dissertation, University of Wisconsin, 1957), 189 pp.

have been an integral part of organization work, and the employees cannot escape them in some form or other.⁵ Rating employees is one of the oldest and most universal practices of management.^{6,7} Whether it is done formally or informally, supervisors are always merit-rating their employees.⁸ Halsey⁹ states that every business organization already has employee rating. The questions are: Are you satisfied with the present system? Does it aid you? Is it completely fair?

When an employee has been interviewed, selected, hired, inducted, placed, and trained for a particular job, he is entitled to know at regular intervals how well he is measuring up to expected standards of job performance.¹⁰ As Reign Bittner¹¹ points out, an organization spends a large proportion of its income on salaries and benefits for its employees; therefore, it is good business to check up on how well this money is being spent and to make plans to get an increased return from its human resources.

⁵Harvey G. Ellerd, "Rating Supervisors," Production Executive Series No. 42 (New York, 1926), p. 3.

⁶Michael J. Jucius, Personnel Management (3rd ed., Chicago, 1955), p. 226.

⁷Thomas J. Luck, Personnel Audit and Appraisal (New York, 1955), p. 259.

⁸Ralph R. Brown and Robert L. Miles, "Telling Employees Where They Stand," Factory Management and Maintenance, 110 (September, 1952), p. 126.

⁹George D. Halsey, Handbook of Personnel Management (New York, 1947), p. 179.

¹⁰Paul Pigors and Charles A. Myers, Personnel Administration: A Point of View and A Method (3rd ed., New York, 1956), p. 232.

¹¹Reign Bittner, "Developing an Employee Merit Rating Procedure," Personnel, 25 (January, 1949), p. 276.

An employer does rate his employees, to all intents and purposes, every time he promotes one man instead of another, gives one man a pay increase instead of another, or in any way changes the relative status of various individuals. He expresses by those actions his over-all judgment of the relative standing of the various individuals who have received different treatment. The only question which needs to be answered is whether employers shall rate employees on a haphazard basis, without recording judgments, or whether they shall rate employees systematically, regularly, objectively, and as accurately as possible.¹²

The foundation of good personal relations between supervisor and employee are simple. They are:

1. Let each employee know how he is getting along.
2. Give credit when due.
3. Tell people in advance about changes that will affect them.
4. Make the best use of each person's ability.¹³

Without a performance review, the supervisor cannot fulfill these obligations to the agent under his supervision.¹⁴ Rating is an inescapable and indispensable feature of personnel supervision. If formal methods are not provided for the supervisors or if they are inappropriate or misused, ratings will be made informally.¹⁵

A good rating plan is an indispensable tool of almost every company or organization. Personal estimates of the performance, ability, and personality of others are quite unreliable; therefore, there is a real need for some device or instrument that will increase the accuracy of the personal judgments of others. These instruments are used primarily

¹²H. C. Taylor, "Problems of Selecting and Evaluating Employees," Engineering Bulletin, Extension Series No. 43 (Lafayette, 1938), p. 87.

¹³Training Within Industry Report, 1940-45, War Manpower Commission, Bureau of Training, Training Within Industry Service (Washington, D. C., September, 1945), p. 40.

¹⁴Rogers and Olmsted, p. 109.

¹⁵W. H. Best, "Some New Directions in Personnel Appraisal," Personnel, 34 (September, 1957), p. 46.

to measure abilities in order to understand and to manage the employees.¹⁶

Finn's¹⁷ research study indicated that the employees surveyed agreed that, if there were no performance review program, few supervisors would ever get around to sitting down with their employees for such a discussion. The vast majority of the employees, regardless of position or tenure, felt that they needed regular performance reviews. Employees also pointed out that they sometimes use the formal performance review to bring up personal matters that they might not otherwise have discussed with their supervisor.

A rating system is an aid to the supervisor in making fair and impartial appraisals of the all-round service value of his employees.¹⁸ Rating systems are designed to provide orderly, objective, consistent, and accurate appraisals of employees.¹⁹ Rating instruments assist in reaching more objective and unbiased judgments respecting the relative competence of individual employees.²⁰ Performance review instruments are of real value in increasing the accuracy of judgments.²¹

In the period 1951-1956 more than 25 percent of all the man-hours

¹⁶Luck, p. 259.

¹⁷Robert H. Finn, "Are Appraisals Really Necessary?" Supervisory Management, 5 (March, 1960), 2-14.

¹⁸John B. Probst, Measuring and Rating Employee Value (New York, 1947), p. 3.

¹⁹Dale Yoder et al., Handbook of Personnel Management and Labor Relations (New York, 1958), p. 15.2.

²⁰Frederick H. Harbison, Seniority Policies and Procedures As Developed Through Collective Bargaining (Princeton, 1941), p. 42.

²¹Jay L. Otis and Richard N. Leukart, Job Evaluation (2nd ed., New York, 1954), p. 445.

lost from work stoppages in industry were directly caused by arguments about measuring a worker's performance.²²

A formal instrument for reviewing the performance of the county extension agents will enable the supervisor to use his experience and knowledge of extension work to help the agents establish job-related goals which (a) lead to increased knowledge, skills, and attitudes, (b) contribute to extension's educational objectives, and (c) test the agent's appraisal of himself. This is the kind of assistance that extension agents want and the kind that substantially improves the quality of extension work.²³

A formal instrument would (a) serve as a means of communicating to the agent the nature of his job so as to increase his understanding, (b) provide an acceptable basis for the supervisor to systemically discuss with the agent his level of performance, (c) provide comparable data as a basis for individual and/or group in-service training and guidance, (d) discover trends in improvement as a result of individual and/or group in-service training, (e) provide a means of self-evaluation for the agent's proficiency in his work, and (f) assist the supervisors to do a more effective job of supervision.

Hypotheses

The following hypotheses have been established for this study:

1. That the constructed performance review guide is a valid instrument.

²²"Measuring the Worker," Time, 67 (March 26, 1956), p. 94.

²³E. O. Moe, "Techniques in Personnel Evaluation," Western Regional Seminar in Extension Supervision (Reno, 1959), p. 64.

2. That the constructed performance review guide is a reliable instrument possessing internal consistency.

Scope

The proposed study will include an analysis of the various performance rating methods now in use and the performance review instruments used by the Cooperative Extension Services in other states. Sources of error in performance evaluation, the performance review interview, supervisory characteristics and ratings, and training the raters will be discussed.

The study will develop a set of criteria for developing an instrument for the performance review of county extension agents. The criteria will be used by the administrators, supervisors, and the county extension agents to cooperatively develop the performance review instrument.

Coefficients of correlations between the ratings of 50 county agents of their assistants and the ratings of the same 50 assistant agents by their supervisors will be determined. These data will also be used to determine the internal consistency of a performance review instrument. Critical ratios will be computed, between the mean of the 33 low ratings and the mean of the 33 high ratings of 100 ratings on each of the items in a performance review instrument, to determine item validity.

Limitations

The proposed instrument will review only the job performance of the county extension agent. It does not include measurement or assessment of personality factors. It is recognized, however, that the personality

traits of the agents will contribute to the effectiveness of their work.

The proposed instrument will be applicable only to the universe of sample and not to all agencies.

The proposed instrument will provide indicants of trends rather than definite measurements.

No evaluation of performance by those who receive the services of the agent is contemplated. The performance reviews will be made only by the supervisors.

Clarification of Terms

There are many different conceptions and definitions of the term performance review. Many authors use other terms in place of performance review. Smyth and Murphy²⁴ state that the term merit rating is also variously referred to as service rating, employee rating, personnel review, efficiency rating, progress report, and employee appraisal. They state that all of these terms are generally synonymous.

Halsey²⁵ defines merit rating as:

...an orderly, systematic, and carefully considered analysis and evaluation of a person's service, based on both observation over a considerable period of time and a study of all available objective records of performance and behavior.

"Merit rating of an employee is the process of evaluating the employee's performance on the job in terms of the requirements of the job."²⁶

²⁴Richard C. Smyth and Matthew J. Murphy, Job Evaluation and Employee Rating (New York, 1946), p. 167.

²⁵George D. Halsey, Supervising People (New York, 1953), p. 134.

²⁶Walter D. Scott, Robert C. Clothier, and William R. Spriegel, Personnel Management (New York, 1954), p. 192.

The essential difference between appraisal (executive or employee) and "merit rating", as that term is commonly used, is that the latter is tied in with regular salary reviews of individual employees and is designed to cover rank-and-file personnel. Developed originally for civil service jurisdictions, it places on record the justification for moving employees from one step to another within a job grade, and from one job grade to another, as recommended by a superior. The superior's recommendation is made after considering such factors as performance, time since last increase, budgetary allotments, pay ranges, profit picture (in a private enterprise), seniority, and the like. Because of their accent on salary and on job grades and steps, merit rating plans usually try to arrive at a rating on a graphic scale or at some numerical score based on specific factors listed on a rating form. And, because large groups of rank-and-file employees may have to be rated by a single supervisor, the rating checklists and forms are designed for relatively rapid and standardized procedures rather than for detailed individual evaluation.²⁷

The term performance can be used to cover any aspect of personnel behavior on the job. The term rating is applied to areas of judgment which are not responsive to the testing process. A rating is a judgment, whereas a test is a measure. A rating is a composite of reality and feeling, and these components are inseparable. Ratings may be systematized, but they cannot be completely objectified. The rating process is inherently subjective.²⁸ Efforts are constantly being made to make the ratings more objective.

Many people have thought that merit rating was a measuring tool, but actually it is only an orderly method of recording the opinions of one or more members of the supervisory staff concerning the employees who work under them.²⁹

²⁷Carl Heyel, Appraising Executive Performance (New York, 1958), pp. 18-19.

²⁸Best, pp. 45-46.

²⁹Jessie T. Hopkins, "Some Fallacies and Virtues of Merit Rating," Production Series No. 124 (New York, 1940), p. 27.

Personnel evaluation may be defined as "...the analysis of the performance of staff members directed toward the achievement of objectives or goals as a basis for improving the performance of staff, both individually and collectively."³⁰

The word measurement may be defined as "...the act or process of ascertaining the extent or quality of something." Evaluation refers to "...the act or process of determining the value of something." Evaluation depends upon, but is not synonymous with measurement. Evaluation goes beyond measurement in answering the questions: Is the obtained measure desirable or undesirable? Did the obtained measure assist in reaching the specified goal?³¹

Performance is a word used to indicate what a person does in carrying out his job responsibilities. It is not what supervisors should like him to do, or what he would like to do, or is capable of doing, but what he has done and is doing. This point should be kept firmly in mind, for one of the chief causes of inadequate or inconsistent evaluations of employees is the tendency to rate on what the supervisor thinks a person should be able to do.³²

What do we mean by performance appraisal? It is an attempt of the supervisor to think clearly about each person's performance and future prospects against the background of his total work situation.³³

³⁰Moe, p. 55.

³¹Edwin Wandt and Gerald W. Brown, Essentials of Educational Evaluation (New York, 1957), p. 1

³²James H. Taylor, Personnel Administration - Evaluation and Executive Control (New York, 1955), p. 79.

³³Harold Mayfield, "In Defense of Performance Appraisal," Harvard Business Review, 38 (March-April, 1960), 81-87.

Some of the contemporary references on personnel management are using the term performance review. Miller uses the term in a recent publication.

Performance review is done by the supervisor for those positions for which he is responsible, so he can assist the people in these positions to accomplish the work required by helping them improve their knowledge, skill, and approach to work. He assists them to learn how to productively and effectively manage themselves and their own jobs.

This aspect of the performance review process is of course a reflection on the manager's important function as a teacher or, perhaps we should say, more appropriately, as an assistant to learning. The supervisor, through the proper organization of the work of his units, provides the measurements and standards that permit an assessment of whether the work performed is accomplishing the results required. The knowledge that comes from this assessment indicates whether the work is effective or ineffective and, as a consequence, whether changes in the type of work being done need to be made.

Change involves learning. Efficient learning requires materials and guidance. The supervisor must provide the materials and guidance to assist the employees for whom he is responsible to learn to do the types of work most likely to accomplish the needed results.³⁴

The words evaluate, performance, and review will be used frequently in this thesis. Webster³⁵ defines these words as follows:

Evaluate - to find the value or amount of; determine the worth; appraise.

Performance - the act of performing; execution; accomplishment.

Review - a viewing again; a looking at; looking over or studying again; a looking back on; retrospective view or survey, as a past event, experience, etc.

The terms merit rating, performance evaluation, personnel appraisal, and performance review, although having different meanings, will be used

³⁴Ernest C. Miller, "Performance Review and Management," Advanced Management, 25 (March, 1960), 26-29.

³⁵Webster's New World Dictionary (College ed., New York, 1958), pp. 502, 1086, and 1246.

synonomously in Chapters I, II, and III of this thesis. Most of the literature on performance review uses the terms merit rating, personnel appraisal, or performance evaluation. Only in the most recent literature is the term performance review used. In order to avoid confusion the writer will use the term performance review to include all types of employee ratings.

The definition of the term performance review as used in this thesis is a systematic procedure, according to plan and backed by supporting evidence, for determining, as free as possible of personal bias, how well a person is performing his job and letting the person know how well he is progressing.

The reader should keep clearly in mind the differences between job evaluation or job analysis and performance evaluation or performance review. Gray³⁶ defines job evaluation as the complete operation of determining the value of an individual job in relation to the other jobs in the organization. It begins with job analysis to obtain job descriptions and standards of performance and includes the process of relating the descriptions by some system designed to determine the relative value of the jobs or groups of jobs. Job evaluation is concerned with the job, since the job is evaluated, not the individual worker.³⁷ Chruden and Sherman describe job analysis as "...the process of gathering, analyzing, and recording information concerning the duties, responsibilities, and qualifications that are required of individuals performing each job."³⁸

³⁶Robert D. Gray, Systematic Wage Administration in the Southern California Aircraft Industry (New York, 1943), p. 89.

³⁷Otis and Leukart, p. 13.

³⁸Herbert J. Chruden and Arthur W. Sherman, Jr., Personnel Management (Cincinnati, 1959), p. 57.

The problem of developing an instrument for the performance review of county extension agents is one which is recognized nationwide. Many of the previous statements indicate that it is not simply a question of whether or not the employee will be rated but whether or not it should be done formally instead of informally.

The author believes that, as the extension administrators become more aware of the opportunities and advantages of a formal performance review program, they will involve their supervisors and agents in the development of a performance review instrument.

Organization of the Study

Chapter I consists of a brief review of the background of the problem, a short summary of the need for the study, the hypotheses to be tested, scope and limitations of the study, and a clarification of terms.

Chapter II contains the details of the classification of rating methods, analysis of the rating instruments used by other states, and sources of error in performance evaluation. In addition the chapter contains a brief summary of the performance review interview, supervisory characteristics and ratings, training the raters, and plans for regularly evaluating the performance review program.

Chapter III contains the criteria for developing a performance review instrument.

Chapter IV describes the development of the instrument.

Chapter V reviews the procedures used in evaluating the instrument for validity and for reliability.

Chapter VI is a brief summary of the study with some conclusions and recommendations.

CHAPTER II

THEORETICAL BACKGROUND

In this chapter the advantages and limitations of a formal performance review program, the classification of rating methods, and the performance evaluation interview will be discussed. Performance review instruments used by other states will be analyzed, supervisory characteristics and ratings will be recognized, and suggestions for training the raters will be made.

Why Performance Review?

The most important human relation in industry from the viewpoint of the employee is the relationship between an employee and his supervisor. Consequently, it is necessary that administrators and supervisors look for ways of improving this relationship if employees are to be effectively adjusted to their work.¹

Sherwin² states that the human beings who make up an organization are its most valuable assets. The information gathered from the performance reviews will be helpful in making and reviewing personnel decisions. The information should be used as a guide, not as a formula. The performance level of each employee can be determined, and the supervisor

¹Thomas W. Harrell, Industrial Psychology (2nd ed., New York, 1958), p. 331.

²Douglas S. Sherwin, "The Job of Job Evaluation," Harvard Business Review, 35 (May-June, 1957), p. 70.

can allow for individual differences to a degree not possible under the present system. Recognizing individual differences is an effective way to be more human with human beings.

In a research project involving 24 companies, supervisors were asked to rate the 10 factors they considered the most important desires of the workers. The employees were asked to rate the same factors. The five most important key factors as seen by the supervisors were: (1) good wages, (2) job security, (3) promotion and growth in the company, (4) good working conditions, and (5) "work that keeps you interested." The five most important factors as seen by the employees were: (1) full appreciation of work done, (2) feeling "in" on things, (3) sympathetic help on personal problems, (4) job security, and (5) good wages.³ A performance review program will tend to give the employee a feeling that his work is fully appreciated.

Maier⁴ says that what an employee is capable of doing and what he actually does are not necessarily the same. The term ability is often used to refer to an employee's potential performance, whereas the term performance refers to what an employee actually does under given conditions. How an individual performs on a job depends both upon his ability and his willingness or motivation. Performance equals ability times motivation.⁵

Performance review is a starting point for self-development. The

³Ola C. Cool, ed., Foreman Facts, December 5, 1946.

⁴Norman R. F. Maier, Psychology in Industry (2nd ed., Boston, 1955), p. 263.

⁵Ibid.

employee can recognize areas he would like to improve and develop plans for improvement. The review is practically meaningless unless it results in constructive action. By skillful handling of the performance review, the supervisor will be able to avoid possible employee reaction that the review is just a "raking over" or an attempt to place blame. The review should foster a feeling among the county extension agents that its primary purpose is to stimulate improvement.

Personality plays a less important part in the job performance review since the focus is on what a person does rather than what is thought of him. Thus subjective criteria concerning personality traits are replaced by objective criteria concerning job performance.⁶

Periodic performance reviews supply the running feedback needed to control the promotional process.⁷ These reviews may in time reveal a promotion to have been a serious mistake, or that the individual has begun to coast, fail, or regress, despite formal education and the in-service training he is receiving. When an example of this kind becomes clearly evident, it must be dealt with firmly, courageously, and promptly. Even when the promotional decisions have been carefully made, unless the feedback built into the performance review system is used, the organization will become infested with weak spots that will disrupt the entire organization or some segment of it.

The objective of performance review which supervisors seem most ready to accept is that of developing employees. Using the performance

⁶Arch Patton, "How to Appraise Executive Performance," Harvard Business Review, 38 (January-February, 1960), p. 70.

⁷William E. Bennett, Manager Selection, Education and Training (New York, 1959), pp. 191-192.

review for promoting, demoting, or discharging employees and for letting them know where they stand makes the supervisor function as a judge.

This function motivates the employees to do whatever they can to nullify the objective of the performance review program. When the development of an employee is the objective, then there is mutual interest; and with proper interviewing and counseling skills, the employee's development can be discussed constructively.⁸

Schmidt gives sixteen reasons for having merit rating:

1. Through ratings supervisors become more aware of each employee's individual differences.
2. Ratings can be used to determine the weaknesses and strong points of each employee as well as to compare their individual differences.
A well-developed rating instrument requires the rater to consider each employee on several ratable qualities, thus bringing forcibly to his attention weaknesses and strong points of the ratee that might otherwise be overlooked.
3. Ratings can be used as a basis for discussing with each employee his strong points and his weaknesses.
Generally speaking, the use of ratings for constructive consultation between rater and ratee would alone justify installation of a rating plan.
4. Ratings can be used as a basis for training.
5. Ratings serve as a record of capacities and accomplishments.
6. Ratings allow supervisors to become more familiar with each employee.
7. Ratings can be used to measure improvement on the job.
8. Ratings serve to offset snap judgments of the supervisors.
9. Ratings can be used to test effectiveness of supervisors.
10. Ratings assist in determining promotions and merit increases.
11. Ratings can be used to uncover exceptional talents.
12. Ratings can be used to stimulate people to improve.
13. Ratings improve employee's morale by stimulating confidence in management's fairness.

The fact that a company has a plan will, in itself, cause employees to realize that the management is endeavoring to be fair and objective in its handling of employees.

⁸Maier, Psychology in Industry, pp. 230-231.

14. Ratings can be used to help judge the fairness, severity, or leniency with which the supervisors judge their employees.
15. Accumulated ratings filed in personnel records assist in interdepartmental transfers.
16. Ratings help to prove the value of psychological tests and other selection methods.

Merit ratings will provide the standard of success or failure, against which tests or any other selection method can be validated.⁹

The following objectives of performance review were prepared by an employee development committee of the United States Civil Service Commission in 1953:

1. To improve supervisor-employee relations and meet basic human needs of the employee by:
 - a. Achieving a basic understanding between the supervisor and employee of what is expected of both by reaching an agreement on performance requirements.
 - b. Keeping the employee informed concerning his performance.
 - c. Choosing the right time to make the necessary performance reviews.
2. To distinguish among employees for purposes of assignment, in-service placement, and retention by:
 - a. Reviewing the current potential of employees.
 - b. Making concrete distinctions among them.
 - c. Appraising employee qualifications in terms of job performance.
 - d. Recording facts and judgments.
3. To develop employees by:
 - a. Analyzing their strong and their weak points.
 - b. Giving them the opportunity to learn new work.
 - c. Assisting them with career planning.
4. To provide incentives, improve and maintain morale, and tap the will to work by:
 - a. Giving recognitions.
 - b. Creating a social climate that will stimulate the employee to maximum performance.
 - c. Providing fair and impartial supervision.
 - d. Giving the employee a sense of importance, of both himself and his work.
5. To remove from their assignment employees who after full and fair trial fail to meet performance requirements of their jobs by:

⁹R. C. Schmidt, "Why Merit Rating," Personnel Journal, 29 (November, 1950), 226-230.

- a. Carefully evaluating and taking action during the probationary or trial period.
- b. Reassigning employees to positions in which they can be expected to perform satisfactorily.
- c. Removing employees whose performance is unsatisfactory.¹⁰

Other reasons for having a formal performance review program include:

1. It provides an excellent means for taking the sting out of necessary criticism. The tactful supervisor will point out the good job performance as well as those below average.
2. It stimulates self-analysis and leads to self-improvement and development.
3. It serves as a pattern to the employee for standards of job performance.¹¹
4. It serves as a recruiting device in that the desirable worker is attracted to an organization that will make an effort to find out how well he is doing his job.
5. It creates favorable public relations. The public has confidence in a company that recognizes good job performance.
6. It assures each employee due consideration and tends to reduce the advantage that the aggressive employee may have over the quiet but deserving individual.¹²
7. It serves as a record for the judgment of supervisors that are subject to review by higher management.

¹⁰"Report on Performance Evaluation in the Federal Service," United States Civil Service Commission, Federal Personnel Council, Employee Development Committee, April, 1953, pp. 2-3.

¹¹Charles Walter Lytle, Job Evaluation Methods (2nd ed., New York, 1954), p. 329.

¹²Smyth and Murphy, p. 168.

8. It helps to reassure employees that they are not "forgotten persons" either job-wise or pay-wise.¹³

Halsey¹⁴ believes that a good job of employee merit rating is worth whatever it costs.

The question is often heard, "Why not promote by seniority?" Lynch answers this question very effectively.

When seniority is made the only criterion in promotions and transfers, it submerges all employees to a common level. There is neither recognition nor reward for differences in ability or performance. The advancement of able employees is blocked and their initiative to grow and improve is destroyed. Advancement by seniority alone may work to the disadvantage of the individual employee since he may find himself in a job for which he is not fitted or he may be reluctant to change jobs and thus forego opportunities available elsewhere.

The application of strict seniority to promotion will result in a definitely less capable work-force than is the case when best qualified individuals are advanced.¹⁵

The way of life which has resulted in the most productive economy, the most ingenious machinery, and the highest standard of living that the world has ever known has been based upon the theory that workers be paid primarily on their ability and hard work. Management and the employees must realize, before it is too late, the price that will surely be paid if seniority takes the place of ability and hard work as the basis of getting ahead.¹⁶

¹³H. Blye, "Merit Evaluation System," Machine Design, 28 (May 31, 1956), 78-82.

¹⁴Halsey, Handbook of Personnel Management, p. 201.

¹⁵Peter J. Lynch, "Seniority, Status, and Security," Personnel Administration, 19 (March-April, 1956), 14-22.

¹⁶Joseph Tiffin, "Recent Developments in Merit Ratings," Operating Problems of Personnel Administration, Personnel Series No. 144 (New York, 1952), p. 17.

To the extent that formal performance review system improves judgments and reduces prejudices, it will improve personnel decisions, including those having to do with promotions, in-service training, and salary adjustments. The fact that performance reviews are not completely objective or scientifically correct does not justify a conclusion that they are not useful. They must be evaluated on the basis of possible alternatives and in terms of potential improvement. The real test in merit rating is whether or not improvement in judgments, rather than perfection, is achieved.¹⁷

Classification of Rating Methods

The following suggested classification of rating methods is based on (1) the operation performed by the experimenter or scale-maker in constructing the rating scale, (2) the operations performed by the raters or judges when rating a given individual on a scale, and (3) the operations involved in devising a scoring method for the scale.

¹⁷Robert E. Sibson, Wages and Salaries: A Handbook for Line Managers (New York, 1960), pp. 93-96.

TABLE I

OPERATIONAL CLASSIFICATION OF RATING METHODS¹⁸

Operations of Scale Construction by Experimenter	Operations of Scale Use by Rater	Name of Method
Compiles list of names of ratees for the use of the rater	Ranks individuals on list from best to worst	Rank order
Compiles pairs of names of ratees in which each name is paired with every other name	Determines which ratee is the better of each pair	Paired comparisons
Determines and defines separate traits to be rated and constructs a continuum or several discrete intervals for each trait, placing "guideposts" along each continuum	Determines where ratee falls on each trait continuum; may also write in reasons for his rating	Linear Alphabetic Numeric Graphic Defined distribution Behavior gram
Determines and defines traits to be rated and directs raters to select and place five individuals at five representative points on trait continuum	Matches each ratee with one of five individuals comprising comparison standard group	Man-to-man
(a) Collects large number of behavioral descriptions applying to work that ratees are doing; (b) requires group of the judges to sort or rank statements using one of psychophysical methods; (c) selects final items on basis of scale value and dispersions obtained in (b)	Determines which items in the list apply to or describe behavior of ratee	Weighted random list

¹⁸E. B. Knauft, "A Classification and Evaluation of Personnel Rating Methods," Journal of Applied Psychology, 31 (December, 1947), p. 618.

TABLE I (continued)

Operations of Scale Construction by Experimenter	Operations of Scale Use by Rater	Name of Method
(a) Collects large number of behavioral descriptions or adjectives applying to work ratees are doing; (b) obtains criterion measure of individuals who form scale standardization group; (c) selects final items on basis of their differentiating value using criterion sub-groups	Selects alternatives within each item as being most descriptive and least descriptive of ratee	Forced choice

Chruden and Sherman¹⁹ list nine major types of evaluation methods:

1. Ranking method
2. Method of paired comparisons
3. Graphic rating scale method
4. Forced distribution method
5. Man-to-man method
6. Check-list method
7. Critical incident method
8. Forced-choice method
9. Free-form evaluation method

A description, the advantages, and the disadvantages of each of the methods listed by Chruden and Sherman are listed below.

1. Ranking method. Under this method each rater arranges his employees in rank order from best to poorest.

Advantages:

- (a) It is simple to use and to understand.
- (b) There is a natural tendency of supervisors to rank their employees.

Disadvantages:

- (a) The supervisor assumes that the differences between the ranks are the same.
- (b) When the number of employees to be rated by the supervisor is fairly large, it is difficult for the supervisor to differentiate between all of them.
- (c) Comparisons are of one person against all others being ranked rather than against specified standards.

2. Method of paired comparisons. This method involves comparing each employee with all others in his group.

¹⁹Chruden and Sherman, p. 216.

Advantages:

- (a) Satisfactory for ten or fewer employees.
- (b) Forces supervisor to study carefully the performances of all his employees.

Disadvantages:

- (a) Too complicated.
- (b) Is generally used only when evaluating overall job performances.

3. Graphic rating scale method. This is the most commonly used type of rating scale.²⁰ Each characteristic or performance to be rated is represented by a line scale on which the evaluator indicates the level of performance of the employee. With this type of scale the supervisor is asked to place an X on the number which is most indicative of the employee's level of performance. A graphic rating scale may contain descriptions of the various levels of performance.

Advantages:

- (a) Descriptions of the various levels of performance provide the rater with definite guidelines for making judgments.
- (b) The scale can be constructed so as to make the discrimination as fine as needed and practical.
- (c) They are the most interesting for the supervisors to use.

Disadvantage:

- (a) Rater must evaluate his observations of the employee and relate them to the various numbers on the scale.

²⁰Chruden and Sherman, p. 217.

4. Forced distribution method. This method requires the rater to distribute his ratings according to a normal distribution. Raters are forced to place individuals on each performance item in a forced distribution such as the top 10 percent, next 20 percent, middle 40 percent, next lower 20 percent, and the lowest 10 percent.

Advantage:

- (a) Encourages rater to note and report differences in performance.

Disadvantage:

- (a) Forces supervisor to assign some low ratings to some employees and some high ratings to others.

5. Man-to-man method. This method involves a master scale for each phase of the performance to be checked. The supervisor locates an employee who exemplifies each of the degrees of each factor. Thus each employee who is rated is compared with the men on the master scale and given the numerical ratings of the individual on the scale whom he most closely resembled on the job performance item being checked.

Advantage:

- (a) No special advantage. This method is used very little at the present time.

Disadvantages:

- (a) Standards used by the different raters vary.
- (b) Each rater would be using different individuals as standards.
- (c) Impossible to compare ratings of different raters.
- (d) The task of matching employees against the master scale is tedious and cumbersome.

- (e) Does not allow for a reflection of the degree of difference between the person rated and the person's performance used on the master scale.

6. Check-list method. In this method the supervisor checks those statements on the rating form which he feels are most characteristic of the employee's performance.

Advantages:

- (a) Easy to interpret and score.
- (b) Easily substantiated.
- (c) Criteria very specific.
- (d) The "halo effect" is minimized.

Disadvantages:

- (a) It is necessary to have several check lists for the various jobs.
- (b) Need highly skilled statisticians and trained psychologists to develop the form.

7. Critical incident method. This method involves the identifying, classifying, and recording of critical incidents in the employee's behavior. An incident is considered "critical" when it results in unusual success or unusual failure.

Advantages:

- (a) Valuable training for the supervisors in evaluating their employees.
- (b) Provides concrete information for discussions with the employee on his performance.

Disadvantage:

- (a) Employees may feel that supervisors put down only the bad performance information.

8. Forced-choice method. This method requires the supervisor to indicate by a check mark those statements that are descriptive of the individual being rated. Usually there are groups of four statements on the form. Two are favorable, and two are unfavorable. Supervisors do not know which factors on the list contribute to success or failure.

Advantages:

- (a) It diminishes the effects of favoritism and personal bias.²¹
- (b) It can be easily scored.
- (c) It produces more objective evaluations.²²
- (d) It can be machine scored.
- (e) It yields a more nearly normal distribution.

Disadvantages:

- (a) Rater may have difficulty deciding which statement to check since several statements of equal importance may appear.
- (b) It cannot be used effectively in advising employees concerning the areas which may need improvement.
- (c) Many supervisors are unwilling to pass judgment on employees when they are unable to tell whether they give one person a more favorable rating than another.²³

²¹E. Donald Sisson, "Forced Choice - The New Army Rating," Personnel Psychology, 1 (Autumn, 1948), 365-381.

²²Maier, Psychology in Industry, p. 227.

²³Ibid., p. 228.

- (d) Form is not suitable as a counseling guide for the employees.
- (e) This method is hard to sell to the supervisors and employees since the methods of scoring must be kept secret.

9. Free-form evaluation method. When using this method, the supervisor writes his opinions about the employee's performance.

Advantages:

- (a) It provides for a more complete description of the employee's performance.
- (b) It is useful when used with the graphic rating scale.

Disadvantage:

- (a) Highly subjective.

Sharp and White²⁴ describe a method of employee evaluation that they call the "Field Review Method." When using this method, the supervisor writes an analysis of how each of his employees is doing and what he is doing to develop and use the skills and abilities of each employee for the best interest of the organization. Gray²⁵ proposes a technique for appraising personnel that essentially consists of two parts: (1) The supervisor discusses, at regular intervals, with each employee where he stands and how he can improve his job performance; and (2) the employee then prepares a self-development plan, which is reviewed with the supervisor. If the employee's performance is already satisfactory, then more

²⁴Theodore L. Sharp and Larry C. White, "An Approach to Employee Evaluation," Public Personnel Review, 17 (January, 1956), 13-16.

²⁵C. E. Gray, "Appraising Professional Personnel: One Company's Experience," Personnel, 33 (March, 1957), 442-451.

emphasis is placed on the knowledge, skills, and experience required for promotion.

Whitham²⁶ describes a procedure for evaluating county extension agents in which the supervisor and the county agent jointly select one phase of the county program to evaluate. After the phase of the county program has been selected, objectives are noted, standards are set up for measurements, and at the end of the year an agent-supervisor conference is arranged to evaluate the agent's performance. When one is evaluating in terms of success in meeting specific goals and objectives, emphasis is placed upon measurable results and facts using the methods established at the beginning of the evaluation process.

Analysis of the Instruments Used by Other States

A survey of all the states in 1960 revealed that 13 states were using formal instruments for reviewing the performance of county extension agents. Of the 13 states reporting the use of instruments, eight stated that they were not satisfied with their instruments and were planning to revise them in the near future. The 13 states using formal instruments reported that they used the same form for evaluating all county extension agents.

²⁶G. E. Whitham, "A Proposed Method of Performance Evaluation for County Extension Agents" (unpub. M. S. thesis, Michigan State College, 1955), 102 pp.

TABLE II

NUMBER OF ITEMS BY SPECIFIED AREAS IN THE PERFORMANCE
REVIEW INSTRUMENTS USED BY THIRTEEN STATES

Name of State	Working Relations	Program Planning	Carrying out the Program	Office Management	Professional Improvement	Evidence of effective Educational Work	Conception of Job	Personal Characteristics	Reports	Public Relations	Leadership Development	For County Administration only	Miscellaneous	Total No. of Items Reviewed
Arkansas	20					16		15						51
Colorado	6	9						9						24
Connecticut	8	25	10	4		7						13		67
Hawaii	2	1	1		1	1		2	1					9
Illinois	5	4	7	4	4	6	7							37
Maine	8	13	13	9	9		14		2	6	2			76
Michigan	7	11	9	4	8		6			6		9		60
Missouri	7	4	11	11	7	4	5			7	6			62
Nebraska	14	8	3	3		3	9	8	4	5				57
New Hampshire	3	3			1			5					3	15
New Jersey	6	11	12	12	5	2	6	16			4			74
Ohio	6	11						8						25
Virginia	5	10	7	9	5		6			5				47
Total No. of items checked in each general area	97	110	73	56	40	39	53	63	7	29	12	22	3	604

The two specified areas having the greatest total of items to be checked were planning the program and working relationships. Other specified areas in which a total of over 50 items were checked include carrying out the program, personal characteristics, office management, and conception of job.

The 13 instruments had an average of 46 items to be reviewed by the agent and his supervisor. The lowest number of items to be checked was in the Hawaii instrument with 9 items, and the largest number of items was in the Maine instrument with 76 items.

TABLE III
SPECIFIED AREAS USED IN REVIEWING THE PERFORMANCE OF
COUNTY EXTENSION AGENTS IN THIRTEEN STATES

Specified Area	Number of States Using This Area
Working relationships	13
Program planning	12
Carrying out the program	9
Office management	8
Professional improvement	8
Evidence of effective educational work	7
Conception of the job	7
Personal characteristics	7
Public relations	5
Leadership development	3
Reports	3

The three general areas used most frequently for reviewing the performance of county extension agents as listed in Table III were (1) working relationships, (2) program planning, and (3) carrying out the program. Office management, professional improvement, evidence of effective educational work, conception of the job, and personal characteristics were utilized by over one half of the 13 states using performance review instruments. Additional information concerning the instruments used in the 13 states will be found as Appendix A.

Shively²⁷ developed the following criteria for appraising county extension agents:

- | | |
|-----------------------------------|---------|
| 1. Problem analysis | 5 items |
| 2. Program development | 6 items |
| 3. Program execution | 9 items |
| 4. Program accomplishments | 5 items |
| 5. Relationships | 6 items |
| 6. Personal values and adjustment | 4 items |

Poorbaugh²⁸ proposed the following criteria:

- | | |
|---|---------|
| 1. Program planning | 6 items |
| 2. Program execution | 7 items |
| 3. Leadership development and use | 4 items |
| 4. Working relations | 9 items |
| 5. Relations with extension administration and the university | 4 items |

²⁷B. F. Shively, "The Study and Development of Two Merit Rating Devices for Use by Supervisors to Rate Cooperative Extension Workers" (unpub. M. S. thesis, Purdue University, 1958), 64 pp.

²⁸H. J. Poorbaugh, "Criteria for Personnel Appraisal as Perceived by Pennsylvania County Extension Staff Members" (unpub. M. S. thesis, University of Wisconsin, 1959), 85 pp.

- | | |
|---------------------------------|---------|
| 6. Relationship with the people | 6 items |
| 7. Professional improvement | 6 items |
| 8. Personal traits | 8 items |

The 13 states that had formal evaluation instruments had an average of 46 items to be checked. Shively proposed 35 items; Poorbaugh suggested 50 items.

Stewart²⁹ asked 80 supervisors in 22 states to list, in order of importance, what they considered were the best indicators of agent performance or job proficiency. Table IV shows the 25 most important items listed by the supervisors.

Table IV indicates that extension supervisors felt that job performances in the areas of program planning, office management, public relations, carrying out the program, and the training and participation of local leaders were most important indicators of agent performance.

²⁹T. G. Stewart, "Factors for Rating Agricultural Extension Agents" (unpub. M.Ed. thesis, Colorado State University, 1950), 117 pp.

TABLE IV

INDICATORS OF PERFORMANCE OR JOB PROFICIENCY³⁰(Arranged in order of importance as checked
by 80 extension supervisors.)

Rank	Items	Number	Percent
1	Organization and participation of local leaders in program planning.	71	88.7
2	Office appearance and arrangement.	67	83.7
4	Plans for effective use of specialists	63	78.7
4	Does program encourage maximum participation of community leaders?	63	78.7
4	Efficiency and training of secretary	63	78.7
6.5	Calendar of work and work plan	62	77.5
6.5	Reporting and publicizing accomplishments	62	77.5
8	Visitor reception (courtesy - dispatch).	61	76.2
9	Provision for training leaders	60	75.0
10	Program balance - between adult and junior phases	58	72.5
11	Number and quality of teaching techniques used in carrying out programs	54	67.5
12	Does program reflect major problems recognized by planning groups?	53	66.2
13	Plans for training and assignments of duties and responsibilities to assistants	50	62.5
14	County staff conferences	47	58.7
15	Use of background (economic and social) in planning programs.	42	52.5
16	Program balance - between immediate and long-time basic phases.	38	47.5
17	Plans for effective use of personnel in agencies with cooperative programs	35	43.7
18	Procedures for evaluation: programs, leadership organizations, and methods	33	41.2
19.5	Definition of committee and individual responsibilities in each phase of the program.	31	38.7
19.5	Does program emphasize extension objectives?	31	38.7
21	Efficiency of filing system.	30	37.5
22	Office routing and discipline.	28	35.0
23	Are measurable goals established?	23	28.7
24	Plans for assembling and analysis of data in all phases of programs	21	26.2
25	Arrangement of bulletins	4	5.0

(Items checked by less than five percent of the supervisors were omitted)

³⁰Ibid., p. 101.

Sources of Error in Evaluation

The most common error in evaluating others is the halo error.³¹

The halo effect is the tendency of the rater to rate an individual either high or low on all factors because of a high or low rating on one important point.³² In simplest terms, the halo effect may be defined as a tendency to rate an employee on the basis of the rater's over-all impression of the employee.

Symonds³³ points out that the halo effect is most prevalent:

1. In a trait that is not observable.
2. In a trait that is not frequently singled out or discussed.
3. In a trait not clearly defined.
4. In a trait involving reactions with other people.
5. In a trait of high moral importance. This involves the so-called

traits of character.

Another type of error in evaluation is the leniency error. The leniency error stems from the rater's attitude that all employees are performing effectively. Although supervisors should develop understanding and reasonable tolerance of employee behavior, they should not fail to discuss the employee's shortcomings.

A third source of error is that of central tendency. This error is shown in ratings that are grouped around the middle or average to an unreasonably large degree. This error is caused by the failure of the supervisor to take into account the wide variations in the performance

³¹Chruden and Sherman, p. 214.

³²E. L. Thorndike, "A Constant Error in Psychological Ratings," Journal of Applied Psychology, 4 (1920), 25-29.

³³P. M. Symonds, "Notes on Rating," Journal of Applied Psychology, 9 (1925), 188-189.

of the various employees.

The Performance Review Interview

An interview between rater and ratee is probably the most universally applicable method for communicating merit ratings.³⁴ The performance review interview should be job-performance-oriented rather than man-oriented. The supervisor should not at any time allow the subject being discussed to be concerned with the man apart from his job.³⁵ Even where a personal characteristic is job-related, it should be discussed as it is related to the job.

The performance review is made within the framework of the present job responsibilities. It should not be made in terms of psychological abstractions, personality traits, or off-the-job behavior patterns. The question the supervisor should always ask himself is, "Will a change in this phase of the employee's job performance help him in his present job or in his future with the organization?"³⁶

Seen from this viewpoint, the primary action step in reviewing the performance of the employee begins with a review of the total work situation in which they are operating. This requires a supervisory sophistication that makes it possible for the supervisor to be cognizant of all the factors involved in stimulating or retarding performance. He must be able to create the relationship with his employees that will permit

³⁴Bernard J. Covner, "The Communication of Merit Ratings: A Philosophy and a Method," Personnel, 30 (September, 1953), p. 93.

³⁵Edwin K. Taylor, "Counseling with Subordinates," in Robert C. Clark and Roland H. Abraham, eds., Administration in Extension (Madison, 1959), pp. 125-126.

³⁶J. M. Trickett, "Management Appraisals: A Key to Management Self-Development," Personnel, 32 (November, 1955), 234-245.

free two-way communication and exchange of ideas.

The supervisor should create a permissive relationship within which the county agent can assume the responsibility for making plans to develop his own potentialities. By planning and putting his plans into action, the agent is given a sense of satisfaction. This approach rests upon the assumption that the agent knows or can learn more than anyone else about his goals, capacities, needs, strengths, and weaknesses. In the final analysis, only the agent can determine what is best for his development. The supervisors can assist the agents to develop their potentialities by listening, advising, guiding and encouraging them.³⁷

Mayfield discusses additional advantages of the performance review interview.

Questions also arise that are only indirectly related to the work at hand. There are worried questions and hopeful questions. Even though the person feels great concern, his own tact and shyness, and the manifest preoccupation of the boss, are impediments sufficient to keep the person silent. So overture must be made by the supervisor, who alone can provide them opportunity, the time, the climate, and the privacy for the subordinate to express his deeper feelings. For most people this opportunity does not occur in the ordinary course of the job, and unless they are greatly disturbed, they will not force an audience with their boss.

Actually, the scheduled interview far from supplanting the daily contacts, often enriches them. Many express the feeling that "this is the first time in several years that anybody has sat down with me and told me how I was getting along or asked my viewpoints on things." In some cases, it represents the opening of a door and its full effects may not be seen for several years.

The right climate for the interview calls for sincerity more than technique. It calls for each supervisor to be himself. His manner in the interview must be an extension of his manner on the job.

The supervisor's greatest need for learned skill is in the art of listening. An interview, by definition, is an

³⁷Douglas McGregor, "Uneasy Look at Performance Appraisal," Harvard Business Review, 35 (May-June, 1957), p. 92.

interchange of ideas. A lecture is not an interview. Understanding is a two-way street.³⁸

The sensitivity of the supervisor for the feelings of his employees is important because it permits the supervisor to profit from a feedback of information that the interviewing situation affords. Some of the major difficulties in achieving sensitivity include (a) the tendency of the supervisor to follow a prearranged plan, (b) the failure to recognize the degree to which rank is a barrier to communication, (c) fear that the interview may be an unpleasant experience, and (d) the tendency to evaluate the employee by the situation he is in rather than on his performance.³⁹

Suggestions for improving performance review interviews include:

1. Plan how, when, and where to hold the performance review. The discussions should be held in strict privacy. The supervisor should select a time when both he and the employee are not under great pressure.
2. Determine ahead of the interview how the employee may react.
3. Put the employee at ease and create an atmosphere of permissiveness.
4. Explain the purposes of performance interviews.
5. Tell the employee how he was rated. Be fair, be firm, but leave the way open for objective rebuttal by the employee.⁴⁰

Brown and Miles list 15 ways that the supervisor may use to meet an employee's reactions to his ratings.

³⁸Mayfield, pp. 81-87.

³⁹Norman R. F. Maier, The Appraisal Interview (New York, 1958), p. 227.

⁴⁰Brown and Miles, pp. 126-130.

1. Use the "sandwich" technique. That means simply sandwiching unfavorable remarks between favorable remarks. Compliment the employee at the beginning and at the end of the discussions.
2. Emphasize the reason why the rating was given. Cite specific instances of performances, so that the ratings become grounded in fact. They are then more acceptable to the employee and leave him knowing they are fair.
3. Allow the employee to express his reactions to the ratings. He should have an opportunity to state what obstacles might stand in the way of his doing a good job. Here you may find the underlying cause of unsatisfactory performance. If you are asked for advice on a personal problem, do not be too hasty in giving your opinion. Let the employee talk. Ask him questions. Often the first problem mentioned by the employee is not the basic problem. He might be much more concerned about something else.
4. Do not show anger or hostility, regardless of the remarks the employee may make.
5. Do not be too anxious to prove him wrong. Help him save face and leave his respect intact. Confidence in you and the merit rating program will be increased if the employee realizes that it is not arbitrary and that incorrect ratings are subject to change.
6. Take your time. Acceptance of your criticisms or suggestions may not come immediately. It may be quite a while before he'll admit his own errors.
7. Don't expect to convince him of anything while he is angry.
8. If he wants to talk, don't interrupt. Let him go.
9. Don't be vague about personality shortcomings. Such faults are hard to tie in with ability and skill. They have much more meaning when they can be related to production efficiency, either in the man or in the effect on others.
10. Show a sincere interest in the employee's work and his problems.
11. Be sure criticism is positive. When you point out weaknesses, be prepared to offer means of correcting them.
12. Let him know you're willing to change a rating, but only when he has facts to substantiate such a change. Don't be soft. Be fair and willing, but firm.
13. Be sure he knows what you expect of him. Often he is confused. He may actually think he has been doing what you want, but in reality he has not.
14. Don't hesitate to recognize the employee who is rated high. Recognition of good performance perpetuates it. Failure to recognize it will leave an attitude of "What's the use of doing a good job - nobody cares."
15. Leave his self-respect intact. End the discussion by summarizing strengths and weaknesses. Assure him that you

will give special attention to his weaknesses and do all you can to help him.⁴¹

The performance review discussion is successful when it results in a positive program of specific action to be taken in order to improve the employee's performance. The only persons who can really make a performance review program accomplish its objectives are the employees being developed and their supervisors. It is a continuing job.⁴²

Supervisory Characteristics and Ratings

The willingness of the supervisor to make reliable and valid judgments does not develop automatically. It is an attitude which can be developed only when the supervisor understands the performance review program, accepts the stated objectives of the program, and reflects the administration's interest and attention in the job of performance appraisal.

Some of the characteristics of a good rater noted by Guilford⁴³ include:

1. He is interested in the ratings that he makes.
2. He is unhurried and takes his time in making his ratings.
3. He is well adjusted personally.
4. He is sympathetic and understanding of people.
5. He is not necessarily self-consistent.
6. He is well aware of his own capabilities and limitations.
7. He is trained and experienced so that he understands the

⁴¹Ibid.

⁴²Edwin K. Taylor, pp. 133-134.

⁴³J. P. Guilford, Psychometric Methods (2nd ed., New York, 1954), pp. 294-296.

operations of, and compensates for, the errors that may affect accuracy of rating.

Merit rating systems when applied with the proper observance of democratic and human rights procedures will meet with definite approval and favor by the employee.⁴⁴

Jurgensen⁴⁵ reported that ratings obtained from experienced supervisors were more reliable than those obtained from inexperienced supervisors. The highest reliability was obtained from the supervisor who was highly motivated, had received individual training in rating procedures, and was thoroughly familiar with the work of his employees.

Supervisors who are relatively poor in job performance themselves tend to be poor raters of others. The tough rater tends to be younger, tense, rigid, lacking in self-confidence, is sour towards people, not orientated toward his employees, but tries hard to impress his superiors. The lenient rater is older, likes people, is relatively uncritical, is self-confident, but does not have a strong driving ambition. His job satisfaction is derived from a feeling of rendering useful service. Raters who had been at the same job level for four or more years showed a consistent tendency to give more lenient ratings than those raters who had been at their job level three or fewer years.⁴⁶

Ratings by hard raters and easy raters were not markedly different

⁴⁴Raymond H. Van Zelst and Willard A. Kerr, "Workers' Attitudes Toward Merit Rating," Personnel Psychology, 6 (Summer, 1953), 159-172.

⁴⁵C. E. Jurgensen, "Overall Job Success as a Basis for Employee Ratings," Journal of Applied Psychology, 34 (October, 1950), 333-337.

⁴⁶M. M. Mondell, "Supervisory Characteristics and Ratings," Personnel, 32 (March, 1956), 435-440.

in validity. It is significant that the raters in the three groups (hard, average, and easy) placed the employees in approximately the same order even though different parts of the scale were used.⁴⁷ Ratings made by identified raters were as valid as were ratings made by unidentified raters.⁴⁸

Supervisors should strive to avoid their natural prejudices. Sibson⁴⁹ lists some of these natural prejudices: (a) rating their employees on the basis of a preconceived ideal, (b) comparing their employees subconsciously with themselves, (c) allowing judgments to be influenced by the employees' physical characteristics, (d) permitting one or two critical incidents to unduly influence the year's performance, (e) judging an employee's potential unless the person has had a chance to demonstrate it, (f) relying completely on the employee's salesmanship ability to sell himself and (g) rating an employee unfairly because he is stronger than the rater in some characteristics.

Likert's⁵⁰ study indicated that there is better communication between supervisors and employees and each has a better understanding of the other's job when there is high group loyalty. High production goals, coupled with high group loyalty, resulted in high production, high job satisfaction, and a feeling of working under little pressure.

⁴⁷A. G. Bayroff, Helen R. Haggerty, and E. A. Rundquist, "Validity of Ratings as Related to Rating Techniques and Conditions," Personnel Psychology, 7 (Spring, 1954), p. 106.

⁴⁸Ibid., p. 102.

⁴⁹Sibson, p. 93.

⁵⁰Rensis Likert, "Developing Patterns in Management," Strengthening Management for the New Technology, General Management Series No. 178 (New York, 1955), p. 49.

Perhaps the greatest difficulty in obtaining good ratings is due to an emotional bias of the supervisor. Evans has prepared the following outline of the sources of emotional bias:

1. Feelings of the rater concerning his inadequacy to make the appraisals, arising from -
 - a. insufficient knowledge about the rating procedures
 - b. insufficient knowledge about some or all of the raters
 - c. inability to rate an employee on some of the rating factors
 - d. the burdensome nature of detailed ratings if a large number of employees must be evaluated
 - e. lack of time in which to make the necessary appraisals.
2. Feelings of doubt concerning the fairness and accuracy of the rating method, arising from -
 - a. a conviction that the true picture will be dictated by some statistical procedure, such as forcing ratings to fit a normal curve of distribution
 - b. omission from the rating form of attributes which the rater considers important or inclusion of attributes which he considers unimportant
 - c. disagreement with the authors of the scale as to the weighing which items should receive
 - d. lack of knowledge as to the consequences of his actions as a rater, as when choosing a certain phase as "most typical" or "least typical" of a ratee's behavior
 - e. suspicion or knowledge that unqualified raters are being invited to rate
 - f. expectation of an overriding review of his ratings by a superior he considers less well acquainted with the ratee's qualifications and performance
 - g. evidence that somebody is endeavoring to influence his ratings of certain employees.
3. Feelings of suspicion about what may happen to him as a result of the ratings, arising from -
 - a. suspicion or knowledge that his superior will see his ratings and will not agree with some of them
 - b. expectation of unpleasant interviews with certain disappointed employees
 - c. the possibility that management may use his ratings as a criterion of his effectiveness as a supervisor
 - d. uneasiness regarding personal competition from certain employees who may be promoted to supervisory jobs in his organization if their ratings are high.
4. Feelings of concern for what may happen to his people as a result of the ratings, arising from -

- a. anticipated difficulty of "selling" to another organization any employee who has very low merit ratings
- b. the probability that his own organization will be "raided" for highly rated employees
- c. the necessity of giving high ratings to all employees whom he particularly wants to receive increases, if merit rating is closely tied to wage adjustments
- d. fear that certain employees for whom he feels special sympathy may lose their jobs or status if their ratings are low
- e. knowledge that his superiors are endeavoring to "build up a case" to support some sort of recommendation or action regarding one or more employees.⁵¹

Training the Raters

Rating people is a skill and is a rather difficult skill to learn. Good supervisors are not necessarily good raters unless they have been taught how to rate.⁵² Organizations that require their raters to attend a systematic training program before making ratings have found the time and money spent on this training to be a good investment. Systematic rater training should be an integral part of any rating program.

The raters should understand the basic facts of individual differences among people, know the nature and requirements of the jobs of the employees they are rating, and be informed of the characteristic errors found in ratings.⁵³ Raters should be aware of biases and prejudices and should know how to differentiate between facts and inferences

⁵¹James W. Evans, "Emotional Bias in Merit Rating," Personnel Journal, 28 (January, 1950), 290-291.

⁵²Joseph Tiffin, "Merit Rating: Its Validity and Techniques," in M. Joseph Doohar and Vivienne Marquis, eds., Rating Employee and Supervisory Performance (New York, 1950), p. 13.

⁵³Edwin E. Ghiselli and Clarence W. Brown, Personnel and Industrial Psychology (2nd ed., New York, 1955), pp. 91-92.

in employee behavior.⁵⁴

The subject matter for a training program for raters might well follow the outline prepared by the National Industrial Conference Board:

- A. Purposes and uses of the rating plan.
- B. The range and scope of human ability, generally with a consideration of the principles of "normal" distribution.
- C. General information about the rating plan - its supervisor, who is to be rated, who makes ratings, when they are to be made, the forms used, review procedures, notification of employees, procedures, etc.
- D. Filling in the rating form - how it should be done, what the factors on the form mean, and standards to be followed.
- E. Discussing ratings with employees - their importance and ways of conducting the interview.
- F. Problems encountered and errors made during previous ratings, and how to correct them.⁵⁵

Interview training appears to be widely needed and training methods should be utilized that will provide for the development of new attitudes and skills. In Solem's⁵⁶ study more than two-thirds of the interviewers impaired the interviewing process by talking too much or by using negative motivational procedures or both.

Supervisors should learn to reflect the employee's comments in such a way as to serve as a mirror through which the employee can see himself as others see him. Once the employee discovers traits in himself that he does not like, he has taken the first essential step toward self-improvement, for he himself is the only person who can bring about

⁵⁴Chruden and Sherman, p. 226.

⁵⁵"Employee Rating," Studies in Personnel Policy No. 39 (New York, 1942), pp. 11-12.

⁵⁶Allen R. Solem, "Some Supervisory Problems in Appraisal Interviewing," Personnel Administration, 23 (May-June, 1960), p. 35.

definite changes in his behavior.⁵⁷

Rowland⁵⁸ has pointed out that the supervisor who is to improve must have the desire to improve. This is based upon the concept that development is first and foremost the responsibility of the individual himself. Although his long-range professional development must be formulated for him, at least to some extent, the general development must come about through an improved relationship between the supervisor and his superior.

Keep Performance Review and Salary Adjustment Separate

Two topics which are likely to come up during the performance review are pay increases and promotion possibilities. The supervisor should point out that the salary administration program is something quite independent of the performance review. Performance reviews are necessarily individual and for the primary purpose of helping the employee to perform his present job more effectively and to assist in preparing him for higher levels of responsibilities. Salary adjustments will be considered at salary review time along with the rest of the members of the organization.

Inquiries about promotion can be handled in a similar fashion. Supervisors should point out that promotions are not rewards for either long or outstanding service but are careful selections. Promotions are made only when there is a need to fill a vacancy for a higher level

⁵⁷Kenneth E. Richards, "Some New Insights Into Performance Appraisal," Personnel, 37 (July-August, 1960), p. 38.

⁵⁸Virgil K. Rowland, "Evaluating an Executive Development Method," Personnel Series 141, (New York, 1951), p. 26.

position.⁵⁹ The primary emphasis is on the improvement in handling present job responsibilities, not on promotion or advancement.⁶⁰ If at all possible, the performance review should precede salary increases by several months so that the emphasis is taken off the economic aspect and is placed on self-improvement.⁶¹

Dooher and Marquis sum up the idea of keeping the rating plan and compensation plan separate when they state:

The rating plan and the applicable compensation plan must be separate and distinct and should be so understood by all parties concerned. Positions covered by the plan should first be pegged by grades in accordance with the level of duties and responsibilities, qualification requirements, and other factors which may be taken into account.

The compensation plan, on the other hand, should be based upon prevailing locality wage rates, making provision for such elements as availability of certain categories of labor, vacation and leave privileges, and, wherever possible, such factors as length of service, individual production records and accuracy.

It is necessary, therefore, that the job rating and compensation plans should be understood by and acceptable to the employees affected, in order that they may appreciate the objectivity and impartiality of the procedure.⁶²

McCauley⁶³ believes that, when the occasion that calls for a general salary increase arises, all those rated satisfactory should receive a cost-of-living increase. Beyond this, salary adjustment and consideration of the employee's performance record and position within the group

⁵⁹Edwin K. Taylor, p. 132.

⁶⁰Trickett, p. 235.

⁶¹Paul Ecker et al., Handbook for Supervisors (Englewood Cliffs, N. J., 1959), p. 148.

⁶²M. Joseph Dooher and Vivienne Marquis, eds., The AMA Handbook of Wage and Salary Administration (New York, 1950), p. 12.

⁶³William E. McCauley, "Destruction of the Merit Increase," Advanced Management, 19 (July, 1954), 19-25.

will assist in determining what additional salary action is appropriate. At this point accurate measures of job performance are important.

Plans for Regularly Evaluating the Performance Review Program

One of the most important steps in the performance review program should be the regular evaluation of the program to determine whether it is accomplishing its objectives. One method by which this can be accomplished is the use of a "performance review survey." This questionnaire device can be used to ascertain the degree of acceptance of the evaluation program. The supervisors and the agents answer the survey, which is designed to reveal their understanding and acceptance of the program. The results of such a survey can reveal whether the program is being accepted, and techniques can be developed for making the needed adjustments. When weaknesses or flaws in the program are discovered, immediate steps should be taken to correct the procedures used.⁶⁴

Summary

Formal performance review requires the use of an evaluative instrument. The needs of the organization and other factors usually guide in the selection of the type of instrument to be used. Each type has certain advantages and disadvantages. The important fact to remember is that any evaluative instrument, if used properly, will produce better results than casual observations.

⁶⁴Gustav C. Hertz, "Planning for a Successful Merit Rating Program," in M. Joseph Doohar and Vivienne Marquis, eds., Rating Employee and Supervisory Performance (New York, 1950), p. 46.

CHAPTER III

CRITERIA FOR DEVELOPING A PERFORMANCE REVIEW INSTRUMENT

An effective performance review instrument cannot be purchased or borrowed from another organization. In order that the performance review program be effective, it must be tailor-made to fit the problems and conditions of a particular organization. In this chapter the author will discuss the various criteria that may be used in the development of an instrument for the performance review of county extension agents.

1. Instrument Should be Cooperatively Developed

Most personnel specialists believe that the first requirement of a workable performance review instrument is that it be developed cooperatively by the supervisors and the employees. Mahler¹ believes that, since a perfect method will never be found, the time and money which might be spent on searching for such an instrument should be used for the long struggle of development and adaptation that is required to assure a satisfactory program of merit rating.

Most people dislike being judged or rated by an instrument that contains criteria that they had no part in developing and that they may sharply disagree with.² Weinstock³ has stated that the rating plan

¹Walter R. Mahler, Twenty Years of Merit Rating, 1926-1946 (New York, 1946), p. v.

²Phillip R. Kelly, "Reappraisal of Appraisals," Harvard Business Review, 36 (May-June, 1958), p. 67.

³Irving Weinstock, "Merit-Rating - A Restatement of Principles," Personnel Journal, 27 (November, 1948), 224-225.

"...must not be imposed on the organization from above but should include active participation by all levels from top management to workers on the firing line." To be acceptable and successful, the performance review plan should be thoroughly understood by the administrative, supervisory, and county staff members. Full understanding and acceptance are best secured by involving all persons concerned in the formulation and supervision of the plan.⁴ It is doubtful whether any rating system can succeed unless all the persons involved in the performance review operations are aware that the administration is vitally interested in the success of the program. Unless this interest is manifested, the interest and work necessary for its success will be so lacking that the inertia of the group will vitiate the results.⁵

2. Instrument Should be Based Upon Job Descriptions and Standards of Performance

The job description and standard of performance serve as a basis for evaluation. Evaluation of performance is not possible unless there exists a clearly defined concept of the job, a concept shared by employer and employee.⁶ The evaluation of performance begins with a job description.⁷ A set of performance standards is developed either from the job description or as a part of the job description. The performance standards are usually developed from statements describing the duties relating to the

⁴"Merit Rating of Employees," American Iron and Steel Institute (New York, 1938), p. 2.

⁵"Employee Rating," p. 60.

⁶Rogers and Olmsted, p. 67.

⁷Claude Mathis, "Job Descriptions and Evaluation," Southern States Intra-Regional Work Conferences in Supervision (Baton Rouge, 1957), p. 65.

particular job. Tasks or duties are listed with a set of statements describing how well they should be done in order to maintain adequate standards relative to each task. A copy of the job description and a copy of the standard of performance for a county agent are attached as Appendix B. A copy of the job description and a copy of the standard of performance for a home demonstration agent are attached as Appendix C.

Smyth and Murphy⁸ state that, irrespective of the specific evaluation plan to be used, it is essential that jobs be "...adequately described before any attempt is made to evaluate them." Defining what is expected from a person on a specific job and observing the person in terms of this definition are accepted as necessary and important aspects of the evaluating procedure.⁹

3. Instrument Should Have An Acceptable Name

The procedure for evaluating personnel is commonly referred to as performance review. Terms which are customarily used are merit rating, performance evaluation, personnel appraisal, and performance review. Trickett reported that employees definitely prefer certain titles for the evaluative instrument.

We feel that even the name of the procedure is important to its acceptance and use. We have seen something of an evolution from rating to evaluation to appraisal to "performance review." Many individuals who once objected to being rated or evaluated or appraised do not have the same objections to having their performance on their present jobs reviewed

⁸Smyth and Murphy, p. 67.

⁹Edward A. Rundquist and Reign Bittner, "A Merit Rating Procedure Developed by and for the Raters," in M. Joseph Doohar and Vivienne Marquis, eds., Rating Employee and Supervisory Performance (New York, 1950), p. 74.

for the purpose of helping them to do their jobs better, easier, and more satisfying.¹⁰

The excellence of any system for appraising an employee's work is essentially evaluated by what it does rather than what it is labeled.¹¹

Jucius¹² states that, important as a good title may be for the rating instrument, much more significant are how the ratings are made and how they are used.

4. Instrument Should Have Clearly Stated Objectives

Management must definitely come to a decision as to the basic objectives of the performance review program before a logical conclusion can be made as to what items or phases of job performance are to be included in the instrument.¹³ Such a decision will lend meaning and direction to the process of selecting items for inclusion in the instrument.

Bittner has stated that the objectives of merit ratings would help to provide answers to questions like these:

1. How are they doing on their jobs? Do they measure up to the standards we need to produce a high-quality product at a competitive price?
2. What are their weaknesses so we can help them improve?
3. What are their strengths so we can make full use of them?
4. Apart from just doing their job, do they fit in generally with our way of doing things?
5. Are they getting ahead as fast and as far as their ability will take them?¹⁴

¹⁰Trickett, p. 236.

¹¹Norman J. Powell, Personnel Administration in Government (Englewood Cliffs, N. J., 1956), p. 381.

¹²Jucius, p. 226.

¹³Smyth and Murphy, p. 207.

¹⁴Reign Bittner, "Developing an Employee Merit Rating Procedure," in M. Joseph Dooher and Vivienne Marquis, eds., Rating Employee and Supervisory Performance (New York, 1950), p. 21.

Once the organization's objectives in installing a merit-rating program have been determined, the rating plan that will best accomplish these objectives should be developed, with careful attention to the total background and circumstances of the individual organization.¹⁵

5. Instrument Should be Based Upon Well-Stated Guiding Principles

In terms of modern management, a personnel program must be developed that has more concern with people than with procedures and that gives more attention to motivation, incentives, and morale than to excessive refinements to the rating instrument. The modern approach implies less preoccupations with the apparatus of personnel transaction and more concern with results that are measured in terms of quality, morale, and performance of personnel.¹⁶

Extension administrators and supervisors must seek to obtain competent employees and, once having them, to provide the working atmosphere which will be most conducive to superior performance, healthy attitudes, and harmonious adjustments. This is a problem of human relations, requiring an understanding of human motivation. It is a problem of satisfying the basic needs of the employees within the context of the organization's needs.

Supervisors must do this by directing their attention to problems of selection, placement, orientation, in-service training, performance review, and counseling. The performance review will help make the

¹⁵Roland Benjamin, "A Survey of 130 Merit-Rating Plans," Personnel, 29 (November, 1952), 289-294.

¹⁶James K. Pollock, "Additional Views of Commissioner Pollock," Personnel Management, The Commission on Organization of the Executive Branch of the Government, A Report to Congress, February, 1949, pp. 47-59.

employee feel that he belongs in the organization, that he is creatively, not passively, participating, and that he is contributing to its total effort and success. These are factors which are now too often neglected but nevertheless vital to high morale in working-group situations.

Supervisors must accept the principle that it is not within the power of the employee being appraised to control all of the numerous factors that influence his ability to work effectively. Each employee's ability to perform is always influenced by the total situation. The employee does control and is directly responsible for most aspects of his performance, but management is definitely responsible for other important aspects.¹⁷

A common defect of rating instruments is that they are not designed with communication in mind.¹⁸ Such things as initiative, aggressiveness, vision, etc., are likely to mean various things to different people. Using descriptions of concrete behavior instead of abstract terminology makes the job easier.

Any method of merit evaluation must be fair to the employee. It must also be comprehensive enough to give a clear picture of the skill, degree of job enthusiasm, and experience of each employee.¹⁹

A sound approach in developing a performance review instrument is that the responsible administrators and supervisors in each organization consider the factors that are to them important to success on the job and use these as a basis for evaluating their employees. This means

¹⁷Kelly, pp. 59-68.

¹⁸Covner, 88-98.

¹⁹Blye, pp. 78-82.

that an evaluation program to be really good must have such outstanding characteristics that will make it stand head and shoulders above all other plans. The evaluation plan cannot be outstanding just because it has fewer faults than other evaluation plans. The strength of the program is directly proportionate to the combined morale, knowledge, ability, and will to do a good job.²⁰

Evaluation of county extension agents should be considered an opportunity, not just a responsibility. When employee evaluation is done to extension agents, it is generally harmful; when done by agents in cooperation with their supervisors, it is desirable.²¹

Rating programs should be designed to fit the needs of a specific organization. Bittner²² suggests the following steps in planning:

1. Aims and purposes of rating programs should be formulated carefully.
2. Top management must be convinced of the value of the plan.
3. Decisions should be made regarding the selection of the job factors to be rated and their weights.
4. Decisions should be made regarding how often ratings should be made, including special ratings for probationary employees, termination, promotion, and transfer.
5. Plans must be made to evaluate ratings.
6. Plans should be made to advise ratee of his ratings.

²⁰Dooher and Marquis, p. 316.

²¹Harold E. Moore and Newell B. Walters, Personnel Administration in Education (New York, 1955), p. 331.

²²Reign Bittner, "Developing an Industrial Merit Rating Procedure," Personnel Psychology, 1 (Winter, 1948), 403-432.

7. Formal provision should be made to give raters sufficient time to rate.

Mahler and Frazier state that there are four criteria by which the significance of information should be judged:

1. Reliability refers to the consistency of the measure - the likelihood that the information would be similar if the appraisal were made again.
2. Relevancy refers to the pertinence of the information to the position under consideration.
3. Representativeness refers to the degree to which the information accurately indicates the level of the entire performance under review.
4. Freedom from bias refers to the extent to which the data reflect the impartiality of the appraiser.²³

It is very important that both the supervisory and the working force be cognizant of the limitations as well as the positive and objective uses of the rating plan.²⁴

Bellows²⁵ recommends a merit rating committee, comprised of members of the employee group as well as members of management, to work out the performance review program. This same committee could be used to follow up the program for its improvement. In some organizations this committee would review the ratings. The performance review procedure lies open to malpractices if it is not supervised properly and followed up consistently.

6. There Should be Agreement as to the Phases of the Agents' Job Performance to be Reviewed

A thorough analysis of the jobs to be covered by the rating procedure

²³Walter R. Mahler and Guyot Frazier, "Performance Appraisal: A Common-Sense Approach," Developing Executive Skills (New York, 1958), p. 228.

²⁴Weinstock, pp. 224-225.

²⁵Roger M. Bellows, Psychology of Personnel in Business and Industry (2nd ed., Englewood Cliffs, N. J., 1954), pp. 400-401.

should be used for developing a tentative list of the phases of the job performance to be reviewed. The supervisor must know what is required of a person in doing a job before he can measure whether the agent meets these requirements. The people involved in developing the performance review instrument should study carefully the requirements that are listed in the job description and standard of performance.

A supervisor of people is concerned with work performance, not with personality. He deals with people, not with complexes.²⁶ Take the issue personality versus performance. How do you know an employee's "personality"? You know it by the way he works. Why not appraise what you know best, the way he works, and leave what you have to infer, his personality, alone? Kelly²⁷ believes that the ability of a supervisor to appraise a person's personality or character with an appraisal system is a lot of hogwash since it takes trained psychologists several years to help a person nail down the full aspects of his personality.

A better choice can be made in selecting the traits to be evaluated if the following rules are observed:

- (a) Select traits that are specific rather than general: e.g., honesty is more definite than character.
- (b) Select traits that can be defined in terms understandable in the same way to all raters.
- (c) Select traits that are common to as many people as possible.
- (d) Select traits that raters can observe or be taught to observe in day-to-day performance of employees.²⁸

Job performances that are most consistently rated are those which

²⁶Robert R. Blake, "Re-examination of Performance Appraisal," Advanced Management, 23 (July, 1958), 19-20.

²⁷Kelly, p. 61.

²⁸Jucius, p. 229.

influence external events or leave their mark on things. Stated in other words, performances for which there is external and objective evidence are the ones that can be most accurately judged.²⁹

A common criticism of several types of personnel appraisal plans is that they tend to evaluate the employee's potential rather than his progress. Many evaluation plans attach too much importance to nebulous factors and personal traits that are only indirectly related to the end results of the job. Performance rating should be concentrated on the employee's demonstrated ability to attain specific job goals.³⁰

7. There Should be Agreement as to Whether a Numerical Rating will be Used

Several rating plans have been designed without assigning any scores either to the subdivisions of the traits or to the final composite rating. The National Industrial Conference Board makes this comment about the General Foods Corporation rating form:

It will be noticed that no numerical values appear on these forms. None are used after the forms have been filled in, nor are the forms subjected to any sort of statistical evaluation, the management believing that it is neither desirable nor possible to reduce records of judgments on human values to exact figures. They are recognized as being approximations only. Further, it is not believed that any total numerical score would be as indicative of an individual's job behavior as in the picture revealed by the separate and distinct item.³¹

The most frequently used rating form is one on which several qualities are evaluated, but no composite or comparative score is used. The trend toward the use of this type of rating form has been substantial

²⁹Ghiselli and Brown, p. 64.

³⁰Edward C. Schleh, "Make Your Executive Rating Realistic," Personnel, 29 (May, 1953), 480-484.

³¹"Employee Rating," p. 72.

during the past ten years.³² Supervisors should avoid recording total ratings numerically in values covering a wide numerical range. If numerical ratings are reported to the employees, they may become greatly concerned by small differences that may really mean nothing.³³

8. Instrument Should State the Frequency of Reviewing the Agents' Performance

The question of how often to rate must be decided. This is largely a question of practicability. If ratings are required too frequently, raters have a tendency to feel that they are being unduly burdened by the extra work required.³⁴ Where companies require the completion of a formal form, the most general practice appears to be to request it annually.³⁵

When one is deciding how often to appraise employees, it is desirable to consider the probationary employees as a separate category. It is logical for supervisors to rate new employees just prior to the expiration of the probationary period. Special ratings may be made at critical times during the employee's service such as the new employee or the experienced employee on a new job, termination, or transfer.

9. Instrument Should Specify that Agents be Told How They are Rated

The focus of employee rating has been upon evaluation of individual job performance; communication of the evaluation to the person appraised has in comparison received exceedingly scant attention. Rating is of

³²Moore and Walters, p. 331.

³³Tiffin, "Merit Rating: Its Validity and Techniques," p. 16.

³⁴Bittner, "Developing an Employee Merit Rating Procedure," in Dooher and Marquis, eds., Rating Employee and Supervisory Performance, p. 24.

³⁵Heyel, p. 26.

little practical benefit if the results are buried in the organization's files and the employees are left to guess how well they are performing on the job.³⁶ The rated employee, in order that improvement occur, must know the quality of his performance. It is amazing, though not incomprehensible, that such an important principle is so frequently overlooked. To inform an employee about the level of his performance is to apply one of the most successful learning principles-- knowledge of results.

The communication of the performance review is an activity having three objectives: understanding the points made, acceptance of these points, and constructive action.³⁷ Employees need to feel that their performance is approved by others, particularly their supervisors. A performance review cannot be successful unless the results are discussed with the individual. To do so allays suspicion, promotes cooperation, secures constructive action more quickly, and insures that the supervisor will use his best judgment.³⁸

The performance review is only the first step in a successful rating program. This step is merely the diagnosis. The "cure" comes when the supervisor sits down with the employee to tell him how he rated and to discuss what the employee can do to improve himself.³⁹

The rater should take the ratee into his confidence, show him his ratings, and discuss them with him. One purpose of employee ratings is to discover where further training

³⁶Covner, p. 88.

³⁷Ibid.

³⁸R. A. Kickiner, "Measuring the Performance of Engineers and Scientists," Chemical Engineering Progress, 52 (April, 1956), 78-83.

³⁹Brown and Miles, pp. 126-130.

is needed. When the employee knows that his ratings are low, he may regard further training as an opportunity and not as a burden. When he knows what traits or qualities are judged to be unsatisfactory, he has an added stimulus to seek self-improvement.⁴⁰

The periodic discussion of ratings with employees is one of the most important parts of a sound performance rating program.⁴¹ If the rating has been carefully developed, the supervisor has an opportunity in these discussions to demonstrate the fairness of his judgment and to encourage improved performance.

The discussion of ratings with employees can improve the morale of the organization, can head off and clear up latent grievances, can reassure the workers of their worth, and can be helpful in motivating employees by pointing out specific ways they can improve their performance. In order for the discussions to be most beneficial, the supervisor should be skilled in the techniques of counseling.⁴²

10. Instrument Should Provide the Agents with the Right to Appeal

Sooner or later some supervisor will be unable to convince an employee that he has been fairly rated. A well-planned performance review program will make provisions for the right to appeal.

If ratings are directly used in making wage or salary adjustments, promotions, layoffs or discharges, there seems to be no valid reason why employees should not have the right to appeal judgments that they believe to have been unfair. Certainly a worker who feels that his supervisor has rated him too low has a legitimate complaint which can and should be handled with the same care, promptness and decision as any other grievance.⁴³

⁴⁰Scott, Clothier, and Spriegel, p. 215.

⁴¹Pigors and Myers, p. 244.

⁴²Smyth and Murphy, p. 232.

⁴³"Employee Rating," p. 22.

All ratings should be subject to review by a supervisor at least one step higher than the rater.⁴⁴ Unless the reviewing rater has some knowledge of the performance of the employees who have been rated, little value will be derived from such reviews. If there is disagreement between the two raters, they should discuss their differences and reconcile them.⁴⁵

11. Supervisors Should Conduct the Performance Reviews

The principal requisite for the rater is to know the employee's performance. The rater should know the performance well enough so that the employee is rated fairly on each item in the performance review instrument. The person that best fits this criterion is the supervisor.⁴⁶ Usually the immediate supervisor is responsible for evaluating the performance of those who are directly subordinate to him in the organization.⁴⁷ Jucius⁴⁸ states that it is better practice to place the burden of rating on the person best able to do the job--the immediate supervisor. Whitla and Tirrell⁴⁹ found that raters on the level of supervision closest to the ratees did the best job of rating them.

Should the supervisor let other employees help him make an employee

⁴⁴Weinstock, pp. 224-225.

⁴⁵Nicholas Martucci, "A Joint Management-Labor Merit Rating Program," in M. Joseph Doohar and Vivienne Marquis, eds., Rating Employee and Supervisory Performance (New York, 1950), p. 96.

⁴⁶Smyth and Murphy, p. 226.

⁴⁷Chruden and Sherman, p. 225.

⁴⁸Jucius, p. 243.

⁴⁹D. K. Whitla and J. E. Tirrell, "The Validity of Ratings of Several Levels of Supervision," Personnel Psychology, 6 (Winter, 1953), 461-466.

performance appraisal? Bittel⁵⁰ believes that the evaluation of an individual's performance is a definite responsibility of the supervisor. This responsibility cannot be shared or delegated to someone else outside the supervisory ranks. It is perfectly all right and often helpful for the supervisors to discuss their ratings with their superiors or occasionally with fellow supervisors.

Parker's⁵¹ research data question the value of using self-rating as a basis for performance review discussions between supervisors and employees. His analysis showed self-ratings to be most lenient.

12. There Should be Agreement as to the Type of Rating Instrument to Use

There is no such thing as the "one best type of rating instrument." Those that have been most successful have been especially developed for the particular jobs, conditions, and objectives of the organization in which they were to be used.⁵²

Benjamin⁵³ states that graphic rating scales are by far the most popular instrument, with about nine out of ten companies reporting their use. The format incorporating trait titles and behavioral descriptions of scale steps demonstrated marked superiority over the less-structured format not having behavioral descriptions of the scale steps. This format demonstrated higher inter-rater reliability, less halo, and

⁵⁰Lester R. Bittel, What Every Supervisor Should Know (New York, 1959), p. 112.

⁵¹James W. Parker et al., "Relationship Between Supervisory and Self-Ratings," Personnel Psychology, 12 (Spring, 1959), pp. 49-65.

⁵²"Employee Rating," p. 5.

⁵³Benjamin, pp. 289-294.

less leniency than did the other format.⁵⁴

The job performance upon which the employee is to be rated must be a simple performance and not a compound one.⁵⁵ The name of the performance should suggest only one type of activity or one type of job performance achieved by those to be rated. The item to be scored should not include unrelated factors such as honesty and effective communication. Each of the factors, honesty and effective communication, should be a separate item to be rated individually. It is impossible to rate two unrelated items together on the same scale. The descriptions on the scale steps should not be ambiguously expressed. The trait should be expressed objectively.

The number of steps to be used on the scale will vary considerably with the nature of the trait being rated. From a theoretical analysis, Symonds⁵⁶ concluded that maximal reliability will be obtained when seven steps are used in the scale. If the committee developing the performance review instrument follows the character of the normal distribution curve, an odd number of steps is suggested.⁵⁷ Most employees fall in the center of the curve since they are very much alike in ability and performance. A classification of this group is needed in order to avoid the necessity of making very many borderline distinctions.

There is evidence that a scale maker may include too many overlapping

⁵⁴Richard S. Barrett et al., "Scale Information and Supervisory Ratings," Personnel Psychology, 11 (Autumn, 1958), 333-346.

⁵⁵Scott, Clothier, and Spriegel, p. 215.

⁵⁶P. M. Symonds, Diagnosing Personality and Conduct (New York, 1931), p. 79.

⁵⁷Maier, Psychology in Industry, p. 214.

trait scales in a rating instrument. Ewart, Seashore, and Tiffin⁵⁸ subjected a merit rating instrument of 12 graphic trait scales to a factor analysis and found that only three distinct factors were being measured. The implication of this research is that, when several items in a performance review instrument are adopted, it is possible that the ratings will reveal only a few significant aspects of the performance level of the employee instead of the total number of aspects as might be inferred from a casual examination of the rating instrument.

It is also a good practice to provide space under each performance factor to be rated, wherein the supervisors may enter comments or significant incidents. Jucius⁵⁹ says that this adds a check on the rating and makes the rater more careful when appraising employees. Some supervisors believe that the comments are the most valuable aspect of the rating instrument.

Summary

For many years there has been a constant series of attempts to develop more objective evaluations and to find the best practical use of the results.

The criteria for developing a performance review instrument as listed in this chapter have been an attempt to emphasize the importance of objectifying the evaluation process in order that personal biases

⁵⁸E. Ewart, S. E. Seashore, and J. Tiffin, "A Factor Analysis of an Industrial Merit Rating Scale," Journal of Applied Psychology, 25 (October, 1941), 481-486.

⁵⁹Jucius, p. 220.

and prejudices may be minimized. This may be accomplished through careful selection of the methods to be used and through training the evaluators.

It must be kept in mind that the performance review guide is merely an instrument for taking measurements. It is similar to a measuring tape. Of itself, it has little value. How it is used will determine whether the objectives for which it was developed will be achieved.

CHAPTER IV

DEVELOPMENT OF THE INSTRUMENT

Developing Tentative Instrument

The writer has been especially interested in the performance review of county extension agents since August 1, 1957. On this date he was appointed a member of the state extension committee to assist in developing "job descriptions and a rating system."¹

Shortly after the writer had decided to work toward a doctorate, Director Brannon mentioned that one of the most pressing needs of the Oklahoma Cooperative Extension Service was a performance review instrument. During their conversation they developed some guiding principles for the development of a performance review instrument. The principles developed included:

1. Job descriptions and standards of performance will be developed for all county extension agents and approved by the job description review board before the initial performance reviews will be made.
2. Adequate time would be scheduled to involve the supervisors and the state committee on job performance review for developing the guide.
3. All supervisors to be involved in pretesting the tentative guide with six agents. (A total of 60 agents).

¹L. H. Brannon, Director, Oklahoma Cooperative Extension Service, written communication, 1957.

4. To schedule five district one-day workshops so as to involve all the county extension agents in the development of the guide.

5. The final revision of the guide to be made with the assistance of two representatives of the Oklahoma Association of County Agents and two representatives of the Oklahoma Association of County Home Demonstration Agents.

6. The involvement of the supervisors and the county extension agents in the development and use of the performance review guide sets up learning situations whereby they will acquire understanding of the objectives, methods, and philosophy of extension work.

With Director Brannon's wholehearted approval, the writer began to accumulate, analyze, and evaluate the performance review guides from other states. The literature on performance review was studied carefully. After six months of work, the writer prepared a tentative instrument. Copies of this instrument were sent to all supervisors and members of the state committee on performance review. The ten supervisors, three administrators, and the three specialists who supplied leadership in developing the performance review guide will hereafter be referred to as the "board of experts."

Approximately four weeks later, on March 24 and 25, 1960, the board of experts met to discuss and revise the tentative instrument. As the board discussed the tentative instrument, they referred to the instruments presently used in thirteen states for additional ideas to be used in revising the instrument. The first task of the board of experts was to prepare written statements on the basic concepts of cooperative extension work. This was necessary in order to be able to judiciously construct the criteria for developing a performance review instrument.

Other criteria that had to be mutually developed included:

1. Instrument should be cooperatively developed.
2. Instrument should be based upon job descriptions and standards of performance.
3. Instrument should have an acceptable name.
4. Instrument should have clearly stated objectives.
5. Instrument should be based upon well-stated guiding principles.
6. There should be agreement as to the phases of the agents' job performance to be reviewed.
7. There should be agreement as to whether a numerical rating will be used.
8. Instrument should state the frequency of reviewing the agents' performance.
9. Instrument should specify that agents be told how they rated.
10. Instrument should provide the agents with the right to appeal.
11. Supervisors should conduct the performance review.
12. There should be agreement as to the type of rating instrument to use.

The final approved concepts, objectives, and guiding principles are included in Appendix D.

After two days of discussion the board of experts agreed on eight broad areas of the extension agents' job to review. They were:

1. Concept of the job (4 items)
2. Planning of the county program (10 items)
3. Carrying out the annual plan of work (12 items)
4. Evidence of effective educational work (10 items)
5. Working relationships (10 items)

6. Public relations (9 items)
7. Office management (6 items)
8. Professional improvement (3 items)

The tentative guide developed for pretesting had a total of 64 items for reviewing the agent's performance.

The board of experts decided to use the graphic rating scale with seven units. Number two would indicate below-average performance; number four, average performance; and number six, outstanding performance. The board of experts decided to develop, for each item to be reviewed, a descriptive paragraph defining the philosophy, goal, or ideal to be achieved. Under the numbers two, four, and six on the graphic scale would be sentences describing the criteria to be used in deciding where the agent's level of performance should be indicated on the graphic scale. In this guide the agent's performance level would be compared with predetermined written standards. None of the thirteen states used guides which contained descriptive sentences to indicate the levels of performance. Without these descriptive sentences the rating guides tended to be highly subjective.

Pretesting the Revised Instrument

One of the guiding principles to be used in developing the instrument was that the proposed performance review instrument would be pretested. In order that personal bias would be eliminated in the selection of the agents to pretest the guide, the board of experts decided to select the agents to be pretested by using a random number table.²

²Merle W. Tate, Statistics in Education (New York, 1955), pp. 568-569.

By using the first number of the auto license of each county in the state and by using a random number table, the board of experts selected six men and six women in each district to pretest. If the agent had not been in the county for the entire 1959 extension report year, November 1, 1958, to October 31, 1959, the agent's name was discarded, and others were drawn until six qualified men and six qualified women agents had been selected in each of the five supervisory districts.

On April 18, 1960, copies of the revised instrument were mailed to the sixty agents selected for pretesting. A letter accompanying the instrument stated that the district supervisors would visit their county during the first two weeks in May to pretest the instrument. The county extension agents were asked to study the instrument very carefully and to prepare typewritten suggestions for its improvement before their supervisors arrived. On April 22, 1960, all of the supervisors met to discuss the performance review instrument and to agree on the techniques to be used in pretesting the instrument.

During the first two weeks in May, 1960, the instrument was pretested with 60 agents. As each worker was pretested, the supervisor made notes as to the changes suggested. At least a half day was spent with each agent who was pretested. The supervisors in several instances spent the full day with the agent. The pretest interview was unhurried, and the agent had ample opportunities to express his feelings and to make suggestions. The agents were well pleased with the effort being made to develop a meaningful instrument. They especially liked the idea of pretesting and of giving them an opportunity to make suggestions during the early developmental stages of the instrument.

Some of the comments of the agents on the performance review

instrument in the process of being developed include:

"This is the first time in eight years that I have had an opportunity to really discuss the county program, the successes and the failures, future plans, and reasons for doing things a certain way in my county."

"This guide points the way as to what is considered important by the state office."

"I can use this as a guide to improve my performance."

Comments by district agents include:

"I have done more actual supervision during the six days that I used pretesting than I did in the previous year."

"This guide has enabled me to discuss some rather touchy problems that would have been awkward to bring up by other methods."

"I have learned more about my agents by this method than by any others I have used."

The suggestions for changes were incorporated by the writer into a second revised edition of the instrument. On June 8, 9, and 10, 1960, the board of experts met and developed a third revision of the instrument. One of the major changes made in the instrument as a result of the pretesting was that of dropping four items under the concept of the job. The supervisor and the agents had difficulty in interpreting this section. One agent asked, "How do you know whether or not I understand my job?" The supervisor would reply something like this, "We assume that if you are doing a good job that you have a good conception of your job." The agent would often counter by saying, "The purpose of the rest of the guide is to determine whether or not I am doing a good job. If I am, then you assume I have the proper concept of my job."

So, why rate me twice on the concept of the job?" A description of the basic concepts was left in the guide in order that the agent and the supervisor could discuss it at the beginning of the performance review conference. A total of ten items were dropped or consolidated during the third revision.

The areas of job responsibilities and the items under each as developed in the third revision are as follows:

1. Planning the county program (9 items)
2. Carrying out the annual plan of work (10 items)
3. Evidence of effective educational work (10 items)
4. Working relationships (10 items)
5. Public relations (8 items)
6. Office management (6 items)
7. Professional improvement (3 items)

One-day Workshops with County Agents

On March 21, 1960, Director Brannon sent a letter to all county extension agents announcing a series of five one-day district meetings, which were to be held during the third week in July. The purpose of these meetings was to study and revise a proposed instrument for the performance review of county agents.

On June 23, 1960, the revised instrument was sent to all county agents. The dates of the one-day district workshops were announced. Each agent was asked to study the instrument and to bring to the meeting written suggestions for improving it. The agents were asked to put their suggestions, on each of the seven sections of the instrument, on a separate sheet of paper and bring them to the district workshops.

The five district workshops were held during the period of July 18 to July 22, 1960. At each of the five workshops the agents were divided into seven work groups. The written suggestions that the agents brought to the meetings were placed on the appropriate table for consideration. Each work group spent the morning in discussing and revising the section assigned to their table. Each work group prepared a revision of the portion of the instrument assigned to it.

During the afternoon the chairmen of the seven work groups reported their recommendations for improving each item. The item was discussed by the chairman of each work group; then there was further discussion from the floor. All agents actively participated in the recommendations and discussions. Each agent had two opportunities to discuss each item, the first time by bringing in written suggestions, and a second time when the group discussions were conducted.

The writer, with the assistance of the five modified guides developed in each district, prepared another revision of the instrument. The workshop groups did not recommend dropping any of the items. Their recommendations were primarily concerned with rewording the various sections of the instrument.

Board of Experts and Representatives of the County Agents

Make Final Revision

Copies of the revised instrument prepared by the writer were sent on August 19, 1960, to two representatives of the Oklahoma Association of County Agents and two representatives of the Oklahoma Association of Home Demonstration Agents. These representatives were selected by the board of directors of each of the organizations. They were asked

to study and discuss the proposed guide with members of their county staff and bring the combined thinking of the staff to the meeting.

The board of experts and the four agent representatives met on September 6 and 7, 1960, to discuss and to make the final revisions of the performance review instrument. The first thing discussed was the title of the guide. During the workshops it had been called "performance evaluation guide." The group decided to rename the instrument and call it "a guide for the performance review of county extension agents."

This group spent two days in discussing and revising the guide. The only major change was the dropping of one item under public relations. The final guide had a total of 53 items to be reviewed.

Near the conclusion of the two-day session a motion was made and passed that made the four agent representatives members of the permanent state committee for performance review. Since there were five members on the previous committee, this brought the committee up to nine members. The agents appeared to be well pleased with this move.

The key feature in the development of the instrument was the early and continued involvement of the supervisors and the agents in its development. A permissive atmosphere was created, in which the supervisors and the county extension agents felt free to offer suggestions. Everyone felt that he had had an important role in the development of the instrument. The experience in developing the evaluating tool has been very interesting and challenging to both the supervisors and the agents.

CHAPTER V

EVALUATING THE INSTRUMENT

Establishing Validity

The problem of ascertaining that the performance reviews actually measure what they are presumed to measure is the most difficult problem in the performance evaluation procedure.¹ Ratings are valid only when they are accurate measures of the performance which they are supposed to measure. The validity of any measuring instrument depends upon the fidelity with which it measures what it purports to measure.²

The fact that the performance reviews are used is evidence that more objective methods are normally unavailable. This is basically the reason why it is difficult, and often impossible, to produce statistical evidence of the validity of performance reviews.³ If criteria were available to compare with performance reviews, in all probability the supervisors would make direct use of this measurement and not attempt to obtain reviews.

¹Randolph S. Driver, "A Case History in Merit Rating," in M. Joseph Doohar and Vivienne Marquis, eds., Rating Employee and Supervisory Performance (New York, 1950), p. 115.

²Henry E. Garrett, Statistics in Psychology and Education (5th ed., New York, 1958), p. 354.

³Smyth and Murphy, p. 189.

Driver⁴ presents a number of methods that may be used in determining validity:

1. Comparison with some direct measure of performance such as production or sales commissions.
2. Comparison with psychological or other tests purporting to measure the same performance.
3. Comparing work samples to the general performance of the individual.
4. An analysis to see how closely the ratings correspond to the "normal" distribution.
5. An analysis to determine the presence or absence of the halo effect.
6. A follow-up procedure which would compare the rater's opinions with the employee's future success or failure.
7. Comparison of the ratings of individuals considered successful with the individuals considered of below-average performance.
8. Comparison of the rater's opinions with those of another well-informed person.
9. Comparisons of ratings with recommendations for salary adjustments.
10. Analysis of the differences in ratings as a result of rater training.
11. The readiness with which a rater is willing to change his rating.

⁴Randolph S. Driver, "The Validity and Reliability of Ratings," in M. Joseph Dooher and Vivienne Marquis, eds., Rating Employee and Supervisory Performance (New York, 1950), pp. 60-66.

Conformance or non-conformance with a normal distribution may not truly indicate the validity of the rating.⁵ The fact that the ratings as a group may conform with a normal distribution provides no evaluation whatsoever of an individual rating.

The board of experts endeavored to build into the performance review instrument "content validity." The final instrument represented the consensus of the administrators, supervisors, and approximately 300 county extension agents. The group that participated in the development of the instrument felt that the most important aspects of the agents' job were covered and adequately described.

The writer asked four experienced supervisors to comment on the instrument as to its content validity.

Sabrosky⁶ made the following comments:

I believe that your system of describing the job performance and the method of recording levels of performance on the line scale is sound. I consider the areas of job performance adequate. I cannot suggest removal of any of the items under the broad area headings. They all seem important to me.

Rogers⁷ had this to say about the instrument:

You have used good descriptive terms. The eight areas of job performance cover the job of the county extension agent sufficiently. I feel the items to be checked are adequate. Some allowance should be given to differences in the county situations. Agents, if they accept this and are given sheets in advance, will do self-evaluation. Then the visit with the supervisor is one of checking

⁵Ibid.

⁶Laurel K. Sabrosky, Division of Extension Research and Training, Federal Extension Service, United States Department of Agriculture, Washington, D. C., written communication, 1960.

⁷F. E. Rogers, State Agent, Cooperative Extension Service, University of Missouri, Columbia, Missouri, written communication, 1960.

to give the agent encouragement in improving his performance. The process is most important if this is to be an educational tool rather than strictly an administrative one.

Axinn⁸ made the following observations:

I believe that the procedure of describing the job performance to be rated and the levels of performance on the graphic scale is a sound method for developing an evaluation guide. Our experience in Michigan, with a very similar technique, however, has found it impractical. It just takes too long for a supervisor to go through all this detail with each worker, and our supervisory people, over the years, have not followed through. Actually, we have since gone to a much more simple and abbreviated form.

The eight areas of job performance which are listed are adequate, as far as I can tell.

It is hard for me to say which of the several items under each of the eight areas should be eliminated. I think this depends on policy within the Oklahoma Extension Service. I do believe they should be weighed, however, and important ones given more emphasis than less important ones.

I don't believe that any items should be added. My preference at this point will be to reduce the number of items.

George D. Halsey,⁹ author of several books on personnel management, stated in his reply:

Your general procedure of describing the job performance desired and then showing the graduations of this performance on bar charts is, I believe, the one which will come nearer than any other to getting the desired results.

I would prefer to see the number of areas reduced, rather than increased; but it would take a fuller understanding of the job than I now have to know how best to do this.

I would try very hard to avoid adding any items. My first impression is that the guide is much too long and could be reduced by one half or more without seriously

⁸George H. Axinn, Associate Director, Cooperative Extension Service, Michigan State University, East Lansing, Michigan, written communication, 1960.

⁹George D. Halsey, Professor of Personnel Management, University of South Carolina, Columbia, South Carolina, written communication, 1960.

affecting its clarity. My own experience leads me to believe that any description of a procedure must be as short as possible if it is to secure the full cooperation desired. All of the people who will use your procedure will, I am sure, want to cooperate fully, but they are very busy people, and when the actual duties of their jobs press too hard, they just cannot find the time to study a long procedure as fully as they should.

I wish I had the time to go into all of this much more fully because yours is one of the most thorough approaches to the difficult task of performance evaluation I have ever seen. I certainly would like to see a copy of the finally adopted guide. I am sure it will be a good one.

The copy of the performance review instrument, sent to the four persons mentioned above, was the same copy used for pretesting the agents. This copy had eight broad areas of job responsibilities with 62 items to be checked. Since the pretesting and the district workshops, the number of job areas has been reduced to seven, and the total number of items to be reviewed has been reduced to 53 items. After the agents and supervisors become acquainted with the instrument, the supervisors will probably read only the descriptive sentences under the line scale. The performance review will be simply to discuss and check each item included in the instrument.

In order to ascertain item validity, critical ratios were computed between the means of the high 33 ratings and the means of the low 33 ratings of 100 ratings on each of the 53 items in the performance review instrument. The critical ratios, mean scores of the high 33 ratings, and the mean scores of the low 33 ratings are shown in Table V.

TABLE V

CRITICAL RATIOS BETWEEN THE MEANS OF THE HIGH 33 RATINGS AND THE MEANS
 OF THE LOW 33 RATINGS OF 100 RATINGS ON EACH OF THE 53 ITEMS IN A
 PERFORMANCE REVIEW INSTRUMENT, MEAN SCORES OF THE HIGH 33
 RATINGS AND MEAN SCORES OF THE LOW 33 RATINGS

ITEM NO.	CRITICAL RATIO	MEAN, HIGH GROUP	MEAN, LOW GROUP
1	16.26	5.03	2.67
2	15.41	4.82	2.73
3	13.82	4.55	2.67
4	14.75	5.36	3.30
5	14.22	5.27	3.39
6	13.09	5.94	4.06
7	16.18	5.39	2.79
8	22.72	5.91	3.97
9	12.38	5.18	3.52
10	20.07	5.88	3.70
11	17.99	6.00	4.12
12	12.62	5.94	4.27
13	12.47	5.85	4.09
14	22.74	6.00	3.73
15	13.88	5.58	3.76
16	20.46	5.88	3.79
17	13.40	6.03	3.52
18	15.40	6.15	4.30
19	13.43	5.39	3.70
20	18.93	5.27	2.73
21	14.80	6.03	3.91
22	15.54	5.79	3.21
23	12.82	6.21	4.79
24	18.38	5.79	3.85
25	20.46	6.03	3.76
26	20.46	5.88	3.79
27	20.46	6.03	3.76
28	13.92	5.64	3.55
29	21.36	5.94	3.85
30	11.91	6.09	3.91
31	13.37	5.82	4.18
32	15.09	5.64	3.58
33	15.82	5.82	3.39
34	16.02	5.88	3.39
35	16.09	5.79	3.39
36	12.65	6.36	4.55
37	11.67	6.21	4.21

TABLE V (continued)

ITEM NO.	CRITICAL RATIO	MEAN, HIGH GROUP	MEAN, LOW GROUP
38	20.62	5.97	3.97
39	16.63	6.03	4.36
40	14.96	5.30	3.33
41	8.13	4.73	3.39
42	18.01	5.88	3.88
43	15.44	5.67	3.94
44	11.98	5.27	3.61
45	16.53	6.15	4.30
46	21.23	6.12	3.82
47	13.65	6.45	4.33
48	13.65	6.12	4.00
49	17.46	5.88	3.39
50	13.75	6.12	3.45
51	7.69	6.67	5.64
52	17.96	6.82	3.70
53	22.74	6.27	4.00

All of the critical ratios were significant at the .001 level. The high critical ratios indicate that all items discriminated the low group from the high group. Such ratios signify high item validity.

Establishing Reliability

The reliability of a measuring device is determined by analyzing the degree of consistency in ratings between independent and comparable applications of the instrument.¹⁰ To be reliable, a performance review instrument must yield approximately the same results upon repetition with a given group as it did the first time the instrument was used, provided the group has not had time to change to any appreciable degree.

Unlike the problem of validity, the reliability of a performance review instrument is relatively easy to determine by statistical treatment.

¹⁰Ghiselli and Brown, p. 92.

The two principal methods used to test reliability are the "test-retest" method and the "split-halves" technique.

When one has 48 degrees of freedom, a coefficient of correlation greater than .361 is significant at the .01 level, and a coefficient of correlation greater than .281 is significant at the .05 level.¹¹ The following table presents a statistical analysis of the ratings by supervisors and ratings by county agents of 50 assistant county extension agents. There are 48 degrees of freedom since there were 50 observations in the sample.

TABLE VI

COEFFICIENTS OF CORRELATION OF RATINGS BY SUPERVISORS AND RATINGS BY COUNTY AGENTS OF 50 ASSISTANT COUNTY EXTENSION AGENTS, MEAN RATING BY SUPERVISORS, MEAN RATING BY COUNTY AGENTS, AND STANDARD DEVIATIONS

Item Number	r*	Mean Ratings of		Standard Deviations	
		Supervisors	County Agents	Supervisors	County Agents
Planning the county program					
1	.156+	3.78	3.70	1.17	1.06
2	.104+	3.68	3.98	1.05	.86
3	.208+	3.52	3.70	.88	.96
4	.167+	4.34	4.34	.99	.99
5	.136+	4.26	4.42	1.02	.80
6	.375+***	5.12	4.88	.86	.91
7	.396+***	4.22	3.90	1.20	1.14
8	.132+	5.06	4.86	.73	.92
9	.100+	4.34	4.32	.91	.79

¹¹Garrett, p. 201.

TABLE VI (continued)

Item Number	r*	Mean Ratings of		Standard Deviations	
		Supervisors	County Agents	Supervisors	County Agents
Carrying out the annual plan of work					
10	.133+	4.96	4.62	.96	.98
11	.415+***	5.40	4.78	.63	.94
12	.358+**	5.34	4.80	.59	.89
13	.123+	5.12	4.84	.65	.99
14	.342+**	5.20	4.50	.87	1.00
15	.240+	5.00	4.54	.69	.96
16	.178+	5.14	4.58	.85	.92
17	.594+***	4.80	4.68	1.13	1.30
18	.149+	5.34	5.22	.65	1.08
19	.075+	4.72	4.40	.78	.89
Evidence of effective educational work					
20	.124+	4.02	4.08	1.26	1.02
21	.556+***	5.24	4.88	.91	1.09
22	.438+***	4.66	4.40	1.18	1.23
23	.215+	5.86	5.46	.45	.88
24	.379+***	5.18	4.40	.82	.80
25	.052-	5.14	4.64	1.02	.93
26	.288+**	5.18	4.36	.84	.89
27	.344+**	5.06	4.72	.93	1.06
28	.057+	4.56	4.72	1.12	.90
29	.151+	5.26	4.60	.72	.96
Working relationships					
30	.256+	5.40	4.84	.89	1.24
31	.321+**	5.08	4.92	.69	.84

TABLE VI (continued)

Item Number	r*	Mean Ratings of		Standard Deviations	
		Supervisors	County Agents	Supervisors	County Agents
32	.367+***	4.74	4.42	1.04	.92
33	.548+***	4.66	4.50	1.11	1.17
34	.516+***	4.74	4.74	1.21	1.07
35	.096~	4.42	4.66	1.23	.99
36	.195+	5.92	5.36	.63	1.05
37	.374+***	5.68	5.14	.58	1.31
Public relations					
38	.378+***	5.22	4.74	.73	.93
39	.345+**	5.58	5.02	.60	.91
40	.119+	4.50	4.08	.90	.93
41	.241+	4.04	4.04	.72	.80
42	.287+**	5.24	4.60	.76	.89
43	.399+***	4.88	4.48	.86	.81
44	.086+	4.54	4.22	.85	.83
Office management					
45	.122+	5.34	5.00	.68	.96
46	.411+***	5.34	4.76	.74	1.19
47	.343+**	5.66	5.30	.84	1.19
48	.354+**	5.54	4.72	.73	1.13
49	.494+***	4.84	4.42	1.12	1.13
50	.470+***	5.36	4.58	1.23	1.27
Professional improvement					
51	.104+	6.14	6.06	.40	.76

TABLE VI (continued)

Item Number	r*	Mean Ratings of		Standard Deviations	
		Supervisors	County Agents	Supervisors	County Agents
52	.606+***	5.46	5.36	1.46	1.40
53	.371+***	4.68	5.10	1.09	1.02

*Pearson r's were computed by the raw score method as described by Garrett on Page 139.

**Significant at the .05 level.

***Significant at the .01 level.

Twenty-seven items in the performance review instrument were significant at the .05 level, of which 18 were significant at the .01 level. Taking item 6 as an example, this means that only five times in 100 cases would an r as large as +.281 arise from fluctuations of sampling alone if the population r were actually .000; and only once in 100 cases would an r as large as +.361 appear if the population r were .000. Since the calculated r (.375) exceeds .361, it is significant at the .01 level.

In only two general areas of performance, planning the county program and carrying out the annual plan of work, were fewer than 50 percent of the items insignificant at the .05 level. The two general areas of performance having the highest percentage of items significant at the .05 level were office management and professional improvement. Three other general areas of performance, evidence of effective educational work, working relationships, and public relations, had 50 percent or more of the items significant at the .05 level.

Two items, "community or county educational activities under way" and "county staff members have a clear understanding of their job

descriptions," had negative correlations of $-.052$ and $-.096$, respectively. These correlations are nonsignificant.

The mean of all 53 items scored by the supervisors on 50 assistant county extension agents was 4.95, whereas the mean score of the county agents on the same agents was 4.65. The supervisors' mean score was .3, out of a possible score of seven, higher than the county agents' mean score. This slight difference may be due to the fact that the supervisors were somewhat more lenient in their ratings, or it may be due to the fact that the county agents rated their assistants approximately two months before the assistants were rated by the supervisors. This additional time gave the assistant agents an opportunity to become thoroughly familiar with the performance review instrument, to make some changes in their working procedures in line with those suggested in the instrument, and to make preparations for discussing each of the 53 items. Another factor that may account for the difference in the mean ratings of the county agents and the supervisors may be that the supervisors' attitude or understanding of the instrument changed as the reviews were being made.

Another technique for determining the reliability of a rating instrument is the split-halves method. The correlation of the even and odd items of the supervisors' data was $+0.860$. Using the Spearman-Brown prophecy formula, the self-correlation of the whole test was $+0.925$. The county agents' correlation of the even and odd items was $+0.923$ with a self-correlation of the whole test of $+0.970$. These self-correlations denote a very high relationship.

The data used in this chapter indicate that a performance review instrument can be cooperatively developed that has acceptable validity

and reliability. There is a paucity of research that indicates the most satisfactory techniques of constructing and validating performance review instruments and the levels of significance considered significant in performance appraisal. There were 27 items out of a total of 53 that were significant at the .05 level.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A tentative performance review instrument was cooperatively developed by the administrative, supervisory, and county extension staff members. This tentative instrument was pretested with 60 randomly selected county agents. Suggestions from the agents involved in the pretesting were incorporated by the supervisors into a revised instrument. This revised instrument was used in a series of five one-day workshops in July, 1960. Each district workshop revised the instrument as it thought would make the instrument more meaningful. Using the five district revisions for guidance, the supervisors prepared a third revision. Two representatives from the Oklahoma Association of County Agents, two representatives from the Oklahoma Association of Home Demonstration Agents, representatives from the Director's office, and the supervisory staff met for two days in September to develop the revised instrument that was used for the initial performance review of all the Oklahoma extension agents during January and February, 1961.

A comparison was made between the ratings of 50 assistant county extension agents by their county agents and the ratings of the same 50 assistant agents by their supervisors. There were 27 correlations that were significant at the .05 level. The self-correlation of the

whole test, by using the Spearman-Brown prophecy formula, was +.925 for the supervisors and +.960 for the county agents.

The nature of and the need for performance review, classification of rating methods, and criteria for developing a performance review instrument have been discussed in this thesis. References indicated that a formal performance review plan is a scientific approach to improved personnel management.

Conclusions and Principles for Use

The research demonstrated that it was possible to cooperatively develop a performance review instrument with satisfactory validity and reliability.

Many agents expressed their appreciation for being involved in the early development of the instrument. They especially liked the idea of a formal instrument being used to appraise their job performance, for the procedure of making the appraisal in an interview with their immediate supervisor, and the policy of joint discussion and appraisal.

According to the supervisors a performance review program is helpful in locating the strengths and weaknesses in persons and programs. They believe that it may be used as a guide for promotion and in-service training and is fundamental in building and maintaining morale.

The experience in the cooperative production of the instrument suggested some basic principles relative to performance review.

1. It is good human relations to involve people in developing things that may affect their welfare.
2. An employee wants to know, and is entitled to know, how well he is progressing in his job.

3. The agent appreciates the opportunity to discuss his problems, plans, successes, and failures with his supervisor.

4. Letting the agent see his rating and having further discussion on the various items is conducive to high morale and loyalty.

5. The performance review instrument forces discussions on some areas of performance that either the agent or the supervisor would be hesitant to initiate.

6. The supervisor learns more about the agent and the county program than by the informal rating method used in the past. A formal performance review instrument assists the supervisor to do a more effective job of supervision.

7. The instrument serves an effective means of communicating to the agent the nature of his job so as to increase his understanding of the job.

Recommendations

The use of a simple and understandable performance review instrument is effective in determining the level of performance of the county agents. The factors to rate should be in terms of the work actually performed on the job. To a large extent the accuracy of the review instrument will depend upon how well the various levels of performance are defined for each item rated. Since everyone's background of experience and training is different, it is reasonable to expect different interpretations of the levels of performance unless they are adequately defined.

Some of the major recommendations for improving the performance review instrument and its use are:

1. To hold a series of one-day district workshops in order to further clarify and gain common understanding of the entire instrument. It is suggested that such workshops be held every two years thereafter.
2. In order to have a common concept and mutual understanding, all supervisors should thoroughly discuss the review instrument before going to the field with it.
3. A definite period should be set aside each year in order for the supervisors to have adequate time to effectively carry out the performance review interviews.
4. Sufficient time and attention should be given to follow-up work after the performance reviews.
5. A statistical analysis should be made of the reviews each year for the in-service training of the supervisors.
6. Common problems discovered by the performance reviews should be included in the regular in-service training program of the county extension agents.
7. The whole performance review program should be annually evaluated, improved, policed, and maintained with professional integrity and accuracy.
8. A performance review instrument should be developed for the specialist and supervisory staffs.

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APPENDIX A

APPENDIX A

A Summary of the General Areas and the Number of Items Under
Each Used in the Performance Review Instruments of
Thirteen States

Arkansas¹

1. Working relationships and methods (20 items)
2. The county program and results (16)
3. Personal qualifications (15)

Total number of items to be reviewed - 51.

Each item rated as excellent, very good, good, fair, or poor.

Agent is given a composite rating of excellent, very good, good, fair, or poor.

Number of years instrument used - 14.

Colorado²

1. Working relations (6 items)
2. Program development (9)
3. Personal qualifications (9)

Total number of items to be reviewed - 24.

Uses comments only when reviewing the performance.

Number of years instrument used - 16. (This revised instrument used only in 1960)

¹Arkansas University, College of Agriculture, Extension Service, Annual Evaluation Guide for County Extension Agents, Fayetteville, 4 p.

²Colorado State University, Colorado Agricultural Extension Service, A Personnel and Program Evaluation Guide, Fort Collins, 1960, 4 p. mimeographed.

Connecticut³

1. Relationships (8 items)
2. Program development (14)
3. Problem analysis (11)
4. Execution of program (10)
5. Office organization (4)
6. Program accomplishments and use (7)
7. For county administrators only (13)

Total number of items to be reviewed - 54, except for the county administrator, who has 67 items.

Each item rated from 1 to 10: 1-2, unsatisfactory; 3-4, fair; 5-6, good; 7-8, very good; and 8-9, outstanding.

Number of years instrument used - 1. (Preliminary form)

Hawaii⁴

1. Work habits (1 item)
2. Organizing ability (1)
3. Community service (1)
4. Training for the job (1)
5. Teaching effectiveness (1)
6. Personality (1)
7. Cooperativeness (1)
8. Professional attitudes (1)

³University of Connecticut, Cooperative Extension Service, Program Planning, A Base for the Performance Evaluation of County Extension Agents, Storrs, 8 p. mimeographed.

⁴University of Hawaii, Agricultural Extension Service, Personnel Rating Form, Honolulu, Revised February, 1953, Form No. 127, 2 p. mimeographed.

9. Reporting habits (1)

Total number of items to be reviewed - 9.

Each item rated superior, very good, good, fair, poor, or very poor.

Number of years instrument used - 7.

Illinois⁵

1. Working relations (5 items)
2. Program planning procedures (4)
3. Carrying out the program (7)
4. Office management (4)
5. Professional improvement (4)
6. Results (6)
7. Conception of the job (7)

Total number of items to be reviewed - 37.

Each item rated excellent, very good, good, fair, or unable to rate.

Number of years instrument used - 2.

Maine⁶

1. Working relationships (8 items)
2. Planning and developing the program (3)
3. Analyzing the county situation (5)
4. Carrying out the program (13)

⁵University of Illinois, Agricultural Extension Service, Evaluation of County Extension Workers, Urbana, 1959, 2 p.

⁶University of Maine, The Cooperative Extension Service, Form for Measuring Performance of County Agents, Orono, 20 p. mimeographed.

5. Office management and reporting (9)
6. Professional improvement (9)
7. Extension association, executive and related extension committees,
and project and other leaders (7)
8. Conception of the job (14)
9. Reporting (2)
10. Public relations (6)

Total number of items to be reviewed - 76.

Each item rated as to the amount of improvement needed: 1, very much; 2, much; 3, considerable; 4, some; and 5, little or none. The supervisor is also required to give an example to illustrate why he rated the agent on each item as he did.

Number of years instrument used - 1. (Preliminary)

Michigan⁷

1. Working relationships (7 items)
2. Planning the program (6)
3. Advisory groups, related extension committees, and project and
other leaders (5)
4. Carrying out the program (9)
5. Office management and reporting (4)
6. Professional improvement (8)
7. Conception of the job (6)
8. Public relations (6)
9. For county chairman only (9)

⁷Michigan State University, The Cooperative Extension Service, Form for Evaluation of Performance of County Staff Members, East Lansing, 12 p.

Total number of items to be reviewed - 51, except the county chairman, who has 60.

Each item is rated as to the amount of improvement needed: 1-2, very much; 3-4, much; 5-6, considerable; 7-8, some; and 9-10, little or none.

Number of years instrument used - 4.

Missouri⁸

1. Working relationships (7 items)
2. Planning and developing the program (4)
3. Carrying out the program (11)
4. Office management (11)
5. Self-improvement (7)
6. Evaluating and reporting results (4)
7. Conception of the job (5)
8. Public relations (7)
9. Leadership development (6)

Total number of items to be reviewed - 62.

Supervisor uses comments only for rating the agent.

Number of years instrument used - 1.

Nebraska⁹

1. Working relationships (5 items)
2. Human relationships (9)

⁸University of Missouri, The Cooperative Extension Service, Counseling Guide for Evaluation of Performance of County Staff Members, Columbia, 10 p.

⁹University of Nebraska, The Cooperative Extension Service, An Evaluation of Nebraska County Extension Personnel, Lincoln, 7 p.

3. County extension program development (4)
4. Educational program content (4)
5. Extension teaching methods (3)
6. County office management (3)
7. Extension organization and policy (9)
8. Extension evaluation (3)
9. Personal characteristics (8)
10. Extension reports (4)
11. Public relations (5)

Total number of items to be reviewed - 57.

The agent is rated in comparison with all other agents (men or women) in the district on the following basis: ranks in top one-fourth, ranks in middle one-half, ranks in low one-fourth, or insufficient information available, or does not apply.

Number of years instrument used - 1.

New Hampshire¹⁰

- | | |
|--|-----------|
| 1. Getting along with people (3 items) | 15 points |
| 2. Organizing ability (1) | 9 points |
| 3. Support of council (1) | 15 points |
| 4. Efficiency (3) | 10 points |
| 5. Professional improvement (1) | 5 points |
| 6. Committee work (1) | 8 points |
| 7. Appearance (personal) (1) | 5 points |
| 8. Conduct and language (1) | 5 points |

¹⁰University of New Hampshire, The Cooperative Extension Service, Evaluation of County Workers, Durham, 1 p.

- | | |
|---------------------------------|-----------|
| 9. Initiative (1) | 10 points |
| 10. Interest and enthusiasm (1) | 9 points |
| 11. Subject matter (1) | 9 points |

Total number of items to be reviewed - 15.

The agent is rated on a point system with the total number of points obtainable being 100.

Number of years instrument used - 2.

New Jersey¹¹

1. Ability to work with people (6 items)
2. Program development (6)
3. Program execution (3)
4. Administration (12)
5. Technical subject matter competency (5)
6. Evaluation (2)
7. Concept of the profession (6)
8. Personal qualifications (8)
9. Ability to organize (5)
10. Leadership development (4)
11. Helpful attributes (8)
12. Communication skills (4)
13. Counseling techniques (5)

Total number of items to be reviewed - 74.

The agent is rated as to the amount of additional training, supervision, and opportunity needed: 4, little; 3, some; 2, considerable; and 1, very much.

¹¹Rutgers University, Cooperative Extension Service, Appraisal of Professional Progress, New Brunswick, 6 p. mimeograph.

Number of years instrument used - 1.

Ohio¹²

1. Working relations (6 items)
2. Program development (11)
3. Personal qualifications (8)

Total number of items to be reviewed - 25.

The agent is rated: 1-2, fair; 3-4, good; or 5-6, excellent.

Number of years instrument used - 15.

Virginia¹³

1. Working relationships (5 items)
2. Planning the program (5)
3. Carrying out the program (7)
4. Office management and reporting (9)
5. Professional improvement (5)
6. Extension organization, including special-interest committees (5)
7. Areas of understanding of the job of the extension agent (6)
8. Public relations (5)

Total number of items to be reviewed - 47.

The agent is rated: 1-2, poor; 3-4, fair; 5-6, good; 7-8, very good; or 9-10, excellent.

Number of years instrument used - 1.

¹²Ohio State University, Agricultural Extension Service, Professional Evaluation, Columbus, 1956, 4 p.

¹³Virginia Polytechnic Institute, Cooperative Extension Service, Form for Evaluation of County Extension Staff Members, Blacksburg, 11 p.

APPENDIX B

APPENDIX B

JOB DESCRIPTION

County Agent

_____County

Oklahoma Extension Service

Oklahoma State University and

United States Department of Agriculture, Cooperating
_____Oklahoma

Working under the supervision of the district agent and in accordance with the memorandum of understanding between Oklahoma State University, the United States Department of Agriculture, the provisions of the Smith-Lever Act of 1914 as amended, the project agreement for this work, and the memorandum of agreement for Extension work between _____ County and the Extension Service of Oklahoma State University, the county agent in cooperation with the county home demonstration agent gives leadership, supervision and direction to the Cooperative Extension Service work in _____ County. His work covers planning, programming, county organization, supervision, personnel management, county extension budgets, administrative relationships, policy making, use of valid research, teaching, decision making, reporting, and evaluation. The county agent serves as the official representative of the director's office on matters pertaining to administration.

The county agent shares with the county home demonstration agent responsibility for making progress in all phases of the work. Gives support and encouragement to all personnel in the county in discharging their full responsibilities in serving as the educational arm of the United States Department of Agriculture. Under the supervision of the district agent, the county agent is responsible for the following:

Serves as an over-all member of the Extension team and acts in the name of the administration; keeps the district agent informed of situations in the county and obtains accurate and complete information needed by the administration. Delegates tasks among men county staff members and secretarial help and assists in interpreting Extension policies and procedures. Keeps self informed on changing technology and scientific findings and carries out special and emergency assignments as directed by the administration. Works to improve the organization and management of the county Extension office and the quality of the work done by the personnel in the county; gives guidance and direction to work in the county, including personnel. Secures needed supplies and equipment, promotes program development and projection, leader training, 4-H club work, and assists with preparation of annual plans of work. Is responsible for maintaining county appropriations for salaries, office maintenance, equipment, and office space for county personnel. Is responsible for and keeps an inventory of all office equipment and demonstration materials. Meets periodically with the Board of County Commissioners on budget needs and presents annually the working agreement for Extension work to county commissioners for their approval. Directs the preparation of

county budget in cooperation with other members of the county staff, and maintains favorable relations with the appropriating bodies, other agencies and other organizations. Calls staff meetings to prepare and present to the Board of County Commissioners progress reports of county Extension work. Keeps public informed of Extension work and activities under way.

Organizes and maintains an active county council involving representatives from neighborhoods and communities, including business, agriculture, home economics, and industry groups. Supplies leadership procedures, training and guidance that result in the development of a dynamic activated long-time program for people in the field of agriculture and related fields, including both rural and urban people. Periodically evaluates and revises existing projects and helps plan and initiate new projects in keeping with economic changes and demands of the people. Implements and facilitates new teaching methods and procedures, good communication, use of mass media, local leaders and committees in disseminating information.

Provides counseling services on farm, home, youth and urban problems, and assists families in developing group action. Helps mobilize and train people to meet emergencies and develops with families an understanding of economic and social factors affecting family life. Assists farm families in production and marketing of dairy, poultry, livestock, crops, horticulture, forestry and pasture. Supervises the soil testing program and assists farmers with soil problems and makes recommendations.

Maintains good communication with county office personnel, district agents, and other Extension personnel along with federal, state, county and private agencies, groups, and the public in general. Keeps self and all county Extension personnel current on scientific findings on teaching techniques and opportunities for professional improvement. Attends and participates in state training conferences; confers regularly with Extension subject matter specialists to keep up to date with research findings and new methods of procedure and disseminates the latest findings to the people in the county. Makes an agenda and calls a weekly office staff conference to facilitate understanding and to promote teamwork and submits minutes to district agent.

Prepares monthly, annual, and special reports and gives guidance to other members of the county staff in reporting Extension activities and accomplishments. Evaluates self, other county staff personnel, and the total county Extension program in relation to the use of advisory groups, techniques for planning and carrying out the program, working relationships, public relations, professional improvement, office management, reporting and making plans for future improvement. Analyzes, evaluates, and revises at regular intervals the results of county programs and annual plans of work as a basis for future improvement.

JOB QUALIFICATIONS

EDUCATION

1. B. S. degree in agriculture or related field from a Land-Grant college or a recognized university.

2. Be interested in Extension work as a profession and willing to keep current on scientific findings, teaching techniques, and Extension policies.
3. An undergraduate record which would qualify for admission to the graduate school.
4. Graduate studies leading to advanced degrees are highly desirable.

KNOWLEDGE

1. A comprehensive knowledge of the principles of adult and youth education and of teaching techniques that should be employed in conducting a successful county program.
2. A thorough knowledge of the history, objectives, scope, problems, and methods of Extension work.
3. A knowledge of the organization, objectives and programs of state and national groups and agencies serving agriculture.

ABILITY

1. To teach and speak effectively.
2. To analyze and interpret physical, economic, and social conditions and to plan and carry out a program that will improve these conditions.
3. To work effectively with all members of the Extension staff, rural and urban people, county governing bodies and other groups in the interest of improved economic and social conditions in the county.
4. Desirable personal traits, ability to effectively motivate people to make needed changes in social and economic conditions as well as the ability to teach and inspire.
5. To develop and initiate new methods that will tend to keep Extension work modern and more effective.
6. To inspire and assume leadership and to effectively influence people.
7. To withstand reasonable requirements and demands of the job by having physical, mental, and emotional stability.
8. To exercise proper judgment when called for and to promote decision making.

ATTITUDE

1. The desire and ability to work harmoniously, effectively and objectively with people.

EXPERIENCE

1. A minimum of three years of successful experience as an assistant or associate county agent.
2. Should possess a rural background. Farm rearing and 4-H club and FFA experience are desirable.

Submitted: _____ Date _____
County Agent

Approved: _____ Date _____
District Agent

Approved: _____ Date _____
Director

STANDARD OF PERFORMANCE

_____ County Agent
 Oklahoma Extension Service
 Oklahoma State University and
 United States Department of Agriculture Cooperating
 With _____ County, Oklahoma

<u>Tasks</u>	<u>Performance Requirement</u>
I. Working Authority	<p>Working under the supervision of the district agent and in accordance with the memorandum of understanding between Oklahoma State University, United States Department of Agriculture, the provisions of the Smith-Lever Act of 1914 as amended, the project agreement for this work, and the memorandum of agreement for Extension work between _____ County and the Extension Service of Oklahoma State University, the county agent in cooperation with the county home demonstration agent gives leadership, supervision, and direction to the Cooperative Extension Service work in _____ County. He gives special emphasis to county program development, community improvement, marketing and the public affairs phases of the State Extension Program to the cooperative agricultural extension work in _____ County. Shares in cooperation with the home demonstration agent full responsibility for making progress in all phases of agricultural extension work. Gives support to and encourages all county personnel in the county in carrying out the United States Department of Agriculture policy designating the Extension Service as the educational arm of the U. S. Department of Agriculture.</p>
II. Assisting Administration	<p>Serves as the district agent's representative on assigned administrative matters pertaining to the over-all extension organization in the county; contracts for extension work with the county commissioners of the county, including salaries of county staff, travel, office equipment and supplies. Is responsible for the supervision of all men extension workers in the county and represents the Oklahoma State</p>

University and the United States Department of Agriculture in planning and conducting all phases of extension work to be undertaken in the county. Takes the initiative for calling weekly and special staff conferences.

A. Policy

Maintains and keeps current a file of all policy statements, representing approved policies of Oklahoma State University and the state and federal government. Keeps all county workers well informed and up to date through individual contacts and weekly conferences. Encourages all county personnel to keep a handbook of all policy regulations readily available.

**B. Personnel and
Business Management**

Cooperates fully with the district agent in developing better management principles and policies covering job descriptions, job evaluation, office management, secretarial training, personnel analysis and records. Observes and sees that county staff maintain office hours in compliance with the locally approved county government policy and the policy of the state extension service. Strives to improve the knowledge and skills of county extension staff and the quality of personnel. Counsels frequently with the district agent and in cooperation with the home demonstration agent and all other staff members reviews and plans for over-all county phases of the work including budgets, needed equipment, plans for long-range projected county programs, program execution, annual plans of work, leader training, county fairs, livestock shows, tours, 4-H camps, and county achievement days.

C. Organization

Aids in interpreting with the county extension staff current copies of the state agricultural extension organization chart for Oklahoma, to enable all personnel to understand how agricultural extension work is organized and to show how they function as team members of the Cooperative Extension Service.

- D. Budget and Finance Prepares in cooperation with the district agents and the county extension staff a county budget to be submitted to the Board of County Commissioners; works cooperatively with the county staff and county commissioners to secure and maintain adequate county funds for salaries, equipment, office maintenance and office space. Serves as the local official representative of the extension division when necessary to contact or appear before the Board of County Commissioners or the County Excise Board in behalf of new or continuing appropriations and for other fiscal matters pertaining to extension work in the county.
- E. Equipment and Supplies Is responsible for equipment and supplies assigned to the county. Maintains and keeps up to date an inventory of all office equipment, supplies and demonstration materials.
- F. Job Description Keeps self informed and assists all other county extension agents, clerical and secretarial staff in the county in interpreting a standard of performance and job description provided for each job.
- III. Working for Human Development Assists other agents and leaders to develop and evaluate extension work in the county to the end that extension education will contribute to its maximum in effecting desirable changes in attitudes, skills, and knowledge of the people. Encourages individual growth of county personnel and leaders by means of counseling and conferences.
- IV. Developing County Program (One Program per County)
- A. Organize Counties Provides leadership for and shares with home demonstration agent and other staff members in the initiation of long-range planning, program development and projection, and the necessity for revision of this program as needed. Works toward an effective organization in the county, both rural and urban, to accomplish the job. (The delineation of counties into

communities and neighborhoods and the expansion of the neighborhood leader system is a vital objective.)

B. Leadership

Trains and supplies adequate leadership in setting up effective voluntary local leadership representative of all areas and major interests in each county. (Extension work is most effective when directed through leaders who help people to help themselves.)

C. Background Information

In cooperation with state staff and subject matter specialists, assembles physical, economic, and social information needed to help rural and urban families understand county and community situations. Encourages the leadership in the county to survey all agricultural, home, and all non-agricultural resources; and to make an adequate inventory of all human resources of the county. (These sources of fact finding data will help leadership in determining the real problems in the counties.)

D. Planning and Projection

Assists leaders with analysis, interpretation and dissemination of the background information to the various groups in the counties. Assumes the leadership with the home demonstration agent, county extension staff, and the county program development and projection committee in developing a county program in terms of problems which results in a more effective use of agents' time. Assists them in writing and printing long-range county projected program; distributes and interprets the program to other interested leaders and the public. Keeps program current by timely revisions.

V. Making Annual Plans of Work

Takes the initiative and in cooperation with the home demonstration agent and other staff members prepares a realistic and effective plan of work for the county which is developed with the assistance of the county program development and projection council. Submits the completed plan of work to the district supervisor by the date required. Interprets annually outlook information to

leaders and other interested parties in the county following the outlines prepared and made annually by the specialists. Counsels with the district agent periodically on plans being developed for the county.

VI. Developing Program Operations

Gives information to and works closely with the district agent and other staff members on organization and on methods and teaching techniques to be used in carrying out the annual plan of work, and to include working with extension sponsored groups, commercial and industrial concerns, individuals and the public. Encourages and gives assistance in developing procedures and methods that will result in effective dissemination of subject matter, stronger leadership, and general acceptance of the county projected program; plans for and coordinates specialists' assistance in the county. Works with other staff members in the county to assist with problems, study progress, and to appraise all phases of the work including 4-H club work.

VII. Carrying Out Special Intensive Methods

Gives special direction under guidance of district agent in the preparation of program development and projection including Farm and Home Development, Rural Development, Neighborhood Progress Work, and 4-H club work as it applies to the county.

VIII. Promoting Professional Improvement

Keeps self current on scientific findings, new publications and teaching techniques. In cooperation with administration encourages and helps provide opportunities for in-service and graduate study for all county staff members. Attends and participates in field days with representatives of the research division of the university in special training events and other meetings. Visits experiment stations and result demonstrations to observe results of research and to disseminate the information to the public either by planned meetings for county people at the experiment station or by other appropriate means.

- IX. Promoting Agency and Organization Relationships
- Keeps in close contact with local and county leadership and county governing bodies and keeps them current on Extension work and Extension policies. Attends and participates in programs of farm organizations, cooperative associations, civic clubs, bankers' organizations, business and industrial groups. Encourages other county Extension workers to participate in those activities that tend to foster good will and aid in the execution of Extension work.
- X. Assisting Public Relations
- Maintains good public relations by conducting a program that develops in the mind of the general public an awareness of and appreciation for the Extension program of education and service. Effectively cooperates with other divisions and colleges of the university, governmental agencies, farm and home organizations, cooperatives, commodity groups, civic and trade groups, and elected officials.
- XI. Expediting Public Policy
- Works closely with district agent in keeping self and other county workers informed in the effective use of factual information for public affairs discussions. Develops in the minds of the public a clear understanding and better appreciation of the causes, nature, and effects of local, state and federal governmental participation in the affairs of everyday living, including price supports, production controls, monetary policy, imports and exports, financial aid to education, national defense, and foreign aid.
- XII. Securing Specialist Assistance
- Confers with district agent relative to subject matter specialist assistance needed in the development and carrying out of county Extension plans of work. Requests subject matter specialists needed to assist in training leaders and in keeping self informed. Keeps district agent informed relative to specific subject matter needed by the county in carrying out the plan of work.

XIII. Performing Special Assignments

Accepts special assignments made by the director or district agent, such as:
State fairs and livestock shows
Committee work (evaluation, 4-H, etc.)
Meetings when requested by director or district agent
Watershed development work
Rural development (as it applies)
Field days at experiment stations
Special programs (civic clubs)
Emergency programs

XIV. Making Reports

Takes the initiative for seeing that the annual narrative and statistical reports of all personnel working in the county are accurately prepared and mailed to the state office on time. Prepares individual monthly reports and submits to district agent. Prepares and presents expense vouchers for travel; requests annual and sick leave in accordance with regulations. Prepares such special reports as may be requested by the administrative or supervisory staff.

XV. Evaluating

Analyzes and evaluates at regular intervals all phases of the county program and annual plan of work as a basis for future improvement. Specific phases will include the concepts of the job, the use of advisory groups and related extension committees, project and other leaders, planning and carrying out the program staff working relationships, public relations, professional improvement and office management.

APPENDIX C

APPENDIX C

JOB DESCRIPTION
 _____ COUNTY HOME DEMONSTRATION AGENT
 OKLAHOMA EXTENSION SERVICE
 OKLAHOMA STATE UNIVERSITY AND UNITED STATES DEPARTMENT
 OF AGRICULTURE, COOPERATING
 WITH _____ COUNTY, OKLAHOMA

The County Home Demonstration Agent, working under the immediate supervision of the District Home Demonstration Agent, and responsible through the State Home Demonstration Agent and Assistant Director to the Director's office and the _____ County Board of County Commissioners; in accordance with the Memorandum of Agreement for Extension work between _____ County and the Extension Division of Oklahoma State University, cooperating with the United States Department of Agriculture, and the provisions of the Smith-Lever Act of 1914 as amended, and in accordance with the project agreement for county home demonstration agent work; gives and encourages the use of home economics information in all home economics phases such as: food and nutrition, health and safety, home management, clothing, housing, home equipment, family life, home furnishings, gardening, yard improvement, and family living; engages in teaching and developing local leadership leading to human development and better family living; and serves as a representative of the Extension Service of Oklahoma State University in developing the over-all Extension program in _____ County.

The job of the _____ County Home Demonstration Agent includes but is not limited to the following:

The _____ County Home Demonstration Agent officially represents the State Home Demonstration Agent and the Extension Service while she is conducting her work in the county; keeps the District Home Demonstration Agent informed of situations in the county; acts as a liaison representative between people of the county and district personnel; supervises the work done by the associate home demonstration agent and assistant home demonstration agent, and shares with the county agent in supervising the work done by the office clerk and other office helpers; promotes teamwork and keeps office and field home demonstration work well organized within the county; cooperates with the county agricultural agent to give guidance in the delegation of tasks and authority within the county staff and in interpreting Extension policies and procedures pertaining to the county program; collects information and keeps county staff current regarding changing conditions within the county; and carries out special and emergency assignments as directed by the administration. Gives educational support to agencies of the Department of Agriculture and carries out the policy designating Extension Service as the educational arm of the United States Department of Agriculture.

Cooperates in improving the organization, management and efficiency of the county office. Assists with the development of plans for long-range projected county program, budget, equipment, weekly county staff

office conferences, monthly reports, annual plans of work, county statistical reports, annual county narrative reports, special reports, and other reports.

Assists county staff in preparing and presenting monthly progress reports of Extension work to county commissioners. Keeps the public informed of progress in county Extension work.

Cooperates with county staff to give leadership and guidance in planning, coordinating and implementing the county long-time program. Keeps self up to date on current economic changes and resulting needs and demands of people. Assists in periodic evaluation and revision of existing teaching methods and in planning and initiating new teaching techniques.

Assists with analysis, interpretation and use of county background information, uses new teaching methods and procedure, maintains good communication, develops and utilizes local leaders and committees.

Cooperates with county Extension staff in giving special intensive emphasis to the development of Extension projected program; Farm and Home Development, Rural Development, Neighborhood Progress, Consumer Education, and Public Affairs.

Keeps self informed and up to date on current information and research findings relating to the Extension program, teaching techniques and opportunities for professional improvement; attends professional meetings, participates in workshops; and keeps current her professional study plan and takes advantage of opportunities for further professional study.

Keeps self informed on current agreements with governmental agencies and business; makes proper application and assists with training classes in connection with agencies making these agreements.

Periodically reviews, analyzes and evaluates home economics phases of the county program to determine quantitative results and quality improvement accomplishments.

Job Qualifications

A. Education:

1. A Bachelor of Science Degree with a major in Home Economics from a Land-Grant college or an approved college or university.
2. A creditable grade average in subject matter fields.
3. An undergraduate record which would qualify for admission to the Graduate School.
4. Teaching experience and a background of Extension training in 4-H or home demonstration work is desirable.

5. Graduate studies leading to advanced degrees are highly desirable.
6. Interest in Extension work as a profession and a willingness to keep self current on scientific findings, up-to-date methods and teaching techniques.

B. Knowledge of:

1. Understanding people and human relations involving people and the methods and techniques of communication with people.
2. Federal and state legislation, policies, and regulations relating to Extension work; understanding the scope, history, philosophy and objectives of Extension work.
3. Principles of adult and youth education, Extension teaching methods and techniques.
4. Agricultural and urban resources, human resources, social and economic conditions and customs of the people of _____ County.
5. The entirety of the county Extension program and the vision to project work to meet changing trends affecting the society in which we live by using the family approach to Extension work.

C. Experience:

1. In-service training including an understanding of the history, philosophy and general organization of the Extension Service.
2. A minimum of one year of successful experience as an associate or assistant home demonstration agent or a designated period as an in-service trainee in a county.

D. Ability:

1. To understand people and human relations involving people; work effectively with co-workers, rural and urban groups, organizations and the public.
2. To analyze and interpret data available to show social and economic conditions and trends affecting family living.
3. To teach.
4. To plan, lead, direct and effect an educational program toward improved standards of living for the people of _____ County.

E. Personal Qualifications:

1. A mature woman with an understanding of, and respect for the needs, desires and abilities of people.

2. Possess qualities of leadership; acceptable personality traits, appearance, public speaking ability, enthusiasm, initiative, understanding of people and a desire for service.
3. Possess physical, mental and emotional stability to meet the job requirements, and security to participate in decision making.

Submitted: _____ Date _____

Approved: _____ Date _____

STANDARD OF PERFORMANCE
FOR
HOME DEMONSTRATION AGENT OF _____ COUNTY
AGRICULTURAL EXTENSION SERVICE
OKLAHOMA STATE UNIVERSITY AND UNITED STATES DEPARTMENT
OF AGRICULTURE, COOPERATING
WITH _____ COUNTY, OKLAHOMA

<u>Task</u>	<u>Performance Requirement</u>
I. Working Authority	Works under the immediate supervision of the District Home Demonstration Agent and in accordance with the Memorandum of Agreement for Extension work between _____ County and the Agricultural Extension Division of Oklahoma State University, cooperating with the United States Department of Agriculture, and the provisions of the Smith-Lever Act of 1914 as amended, and in accordance with the project agreement for county home demonstration agent work. Gives leadership, direction, teaching aids and supervises the home economics phases of Extension work toward better family living in _____ County. Shares in cooperation with the county agent full responsibility for progress in all phases of Extension work. Gives educational assistance to USDA agencies and assists all county personnel in the county in implementing the United States Department of Agriculture policy designating the Extension Service as the educational arm of the United States Department of Agriculture.
II. Assisting Administration	Serves as the representative of the District Home Demonstration Agent on assigned administrative matters including such items as salaries, office equipment, supplies and travel. The home demonstration agent is responsible for correlating the work of the associate home demonstration agent and assistant home demonstration agent in the over-all home economics phases of the Extension program in _____ County. Represents Oklahoma State University and the United States Department of Agriculture in planning and conducting all phases of Home Economics Extension work to be undertaken in the county.
A. Policy	Maintains and keeps current in her office a file of all approved policy statements representing approved policies of Oklahoma State University and the State and Federal Government.

Keeps other county workers informed and up to date on current program phases through individual contacts and weekly office conferences.

B. Personnel and Business Management

Cooperates and plans with the county staff members and the district agents in developing good office management principles, secretarial training, office records, adequate office supplies and equipment, and in maintaining office hours in compliance with the locally approved county government policy and the policy of the State Extension Service. Counsels with the District Home Demonstration Agent and cooperates with the county agent and all other staff members to review and plan for over-all county phases of Extension work, including budgets, needed equipment, plans for long-range projected county program, annual plan of work, county fairs, 4-H club camps, achievement days, dress revues, county tours, and training for special interest groups.

C. Organization

Aids in interpreting with the county Extension staff current copies of the State Agricultural Extension Organization Chart for Oklahoma, to help all personnel understand how Extension work is organized and to show how they function as team members.

D. Budget and Finance

Cooperates with the county agricultural agent in the preparation of a county budget to be submitted to the board of county commissioners that will maintain adequate county funds for salaries, equipment, office maintenance and office space.

E. Equipment and Supplies

Assists in maintaining and keeping up-to-date inventories of office supplies and equipment, demonstration materials and supplies for special training programs. Is responsible for and maintains inventory lists of county home demonstration council equipment and supplies.

F. Job Description

Keeps current for self a standard of performance and job description carefully worked out for the job of Home Demonstration Agent of _____ County. Keeps informed and assists other county home economics Extension agents, clerical and secretarial staff in the county in interpreting a standard of

performance and job description provided for each job.

III. Promotes Human Development

Assists other county staff personnel and local leaders in the development of a sound, practical, continuing projected county program and plan of work which will further the development of people of all groups, at all levels of income, education or social status, according to their recognized needs, to the end that Extension education will make maximum contribution in effecting desirable changes in the attitudes, skills, and knowledge of people. Encourages individual growth of county personnel and leaders by means of counseling and conferences.

IV. Developing County Program (One program for a county)

A. County Organization

Cooperates with county agent and other staff members to provide leadership in the initiation of long-range planning, program development and projection and revision of this program as needed.

Works toward an effective county organization (both rural and urban) in line with county needs, including involvement of many people from representatives of local planning groups composed of farmers, homemakers, 4-H clubs, other youth groups, business, industry, and civic groups. (The delineation of counties into communities and neighborhoods and the expansion of the neighborhood-leader system is a vital objective.)

B. Leadership

Works with county staff in making the best use of committees in neighborhoods and communities and in selecting and training leaders. Works to discover, interest, enroll, train, and utilize to the maximum, people as leaders.

C. Background Information

Cooperates with state staff, subject matter specialists, county staff, and planning committees to assemble county economic, physical and social information needed to acquaint self and county staff with the county situation and help rural and urban families to understand the county and community situations. Encourages county leadership to make surveys

of all agricultural, home, and all non-agricultural resources, and to make an adequate inventory of all human resources of the county. (These sources of fact-finding data will serve as a basis to assist leadership in determining the real problems in the county.)

D. Planning and Projection

Assists leaders with analysis, interpretation, and use of background information for use of the various groups within the county. Takes the leadership with the county agent and the county program development and projection committee in developing a county program in terms of problems, making the most effective use of the home demonstration agent's time and knowledge.

E. Program

Encourages and assists county program development and projection committee to assemble, write, edit, print, sign and distribute a long-range county projected program to interested leaders and the public. Helps keep program current with periodic revisions.

V. Making Annual Plan of Work

Collaborates with the county agent and other staff members to formulate, with the assistance of the county program development and projection committee, a realistic and effective annual plan of work for the county, including the home economic phases for better family living, the work of the home demonstration council and girl's 4-H club work in the fields of food and nutrition, health, citizenship, home management, clothing, house furnishings, gardening, landscape planning, family life, safety, housing, and food production.

Submits the completed plan of work to the district supervisor by the required date.

Prepares and submits to the district supervisor a calendar of events outlining work to be done by months in the county.

VI. Expediting Program Operation

A. Implementing Teaching Methods and Procedures

Interprets outlook information to leaders and other interested parties in the county. Counsels periodically with the District Home Demonstration Agent on plans being

developed for county program activities; plans for and coordinates assistance of specialists in developing, teaching, and presenting phases of county program.

Counsels with District Home Demonstration Agent and specialists in selection and use of the most effective educational media, teaching methods and procedures available in the training and development of people. Provides counseling service on farm, home, and youth problems.

Assists families in solving problems through decision making, training, and group action.

Works with other staff members in the county to assist with problems, study progress and to evaluate all phases of the work, including home demonstration council and 4-H club work.

VII. Carrying Out
Special Intensive
Methods

Gives special direction under guidance of the District Home Demonstration Agent in program development and projection, including Farm and Home development, Rural Development, neighborhood progress work, marketing, and 4-H club work as it applies to the county.

VIII. Pursuing Professional
Improvement

Keeps self informed and up to date on current information and scientific research findings, new publications and teaching techniques related to Extension work.

Cooperates with state Extension administration in encouraging and providing opportunities for pre-service, in-service, and graduate study for all county staff members.

Attends professional meetings and State Home Economics Association and other meetings related to home economics Extension work.

Counsels with District Home Demonstration Agent in preparation of professional plan for further study and keeps professional plan up to date on file in the Director's office.

IX. Promoting Agency
and Organization
Relationship

Maintains at all times good public relations by conducting a program which gives the general public an awareness of and appreciation

for the educational value and service of the Extension program.

Keeps informed on current agreements with governmental agencies and with business.

Arranges for and assists with training classes provided by agencies making these agreements.

X. Assisting
Public Relations

Keeps in close contact with local and county leadership and governing bodies and keeps them current on Extension work and Extension policies. By example, maintains good public relations with civic groups, other agricultural agencies and organized groups related to and supporting the development of people, including garden clubs and study groups.

Encourages other county Extension workers to participate in activities which tend to promote good will and aid in the development, promotion and execution of Extension work in the county. Develops and maintains good public relations with the press, radio and television.

XI. Promoting
Public Policy

Keeps the public informed of the Extension program, its objectives and goals, and progress made toward its achievement.

Keeps self current and informed on public, local, State, regional, and national policies in which the leadership of the county is interested in promoting.

Develops in the minds of the public clearer understanding and a better appreciation of the causes, nature, and effects of local, State and Federal governmental participation in the affairs of everyday living, including price supports, production controls, financial aid to education, national defense, and foreign aid. Cooperates with local organizations, state leadership, and the public in conducting seminars and meetings, and gives facts to the public for their decisions and appropriate solutions.

XII. Securing
Specialist
Assistance

Confers with District Home Demonstration Agent relative to assistance needed from subject matter specialists of the State staff in the development and carrying out of county Extension plans of work.

Keeps District Home Demonstration Agent and specialists informed as to specific new subject matter needs in the execution of the plan of work.

XIII. Performing
Special
Assignments

Accepts special assignments made by the State Home Demonstration Agent or District Home Demonstration Agent during the year, including: State fairs, committee work on evaluation (4-H and other), annual conferences, special methods; judges county fairs, dress revues, and 4-H rallies; assists with Extension training plans for International students; Rural Development, when it applies; special programs, such as civic clubs; emergency programs; and in-service training programs for new workers.

XIV. Making Reports

Prepares and submits to District Home Demonstration Agent annual narrative reports. Prepares and presents expense vouchers for travel; requests annual and sick leave in accordance with regulations.

Prepares special reports as may be requested by the administration or supervisory staff, including weekly office conference minutes.

Cooperates with the county agricultural agent and county staff in the preparation of annual narrative and statistical reports of all personnel working in the county.

XV. Evaluating

Reviews, analyzes and determines results at regular intervals of all phases of the county projected program and annual plan of work as a basis for future planning. Specific phases include job concept, use of advisory groups, including home demonstration council, 4-H leaders, organization and other related Extension committees, project leaders and other leaders; staff working relationships, planning and carrying out the program, public relations, professional improvement and office management.

Date

County Home Demonstration Agent

Date Approved

District Home Demonstration Agent

APPENDIX D

APPENDIX D

THE COOPERATIVE EXTENSION SERVICE, OKLAHOMA STATE UNIVERSITY
 STILLWATER, OKLAHOMA
 A GUIDE FOR THE PERFORMANCE REVIEW OF COUNTY EXTENSION AGENTS

Agent _____ Supervisor _____

Position _____ County _____ Date _____

Length of Service in Extension _____ In Present Position _____

Review Period November 1, 19____ to October 31, 19____

Performance review is an integral part of Extension planning, teaching, supervision and administration. It is a continuing day-to-day activity. It occurs whether we realize it or not, whether we do it formally or informally. It occurs in each situation where one person is responsible or interested in the work of another.

This review has a positive objective - that of developing personnel. It is the purpose of the performance review to improve employees - to encourage them in those elements giving evidence of a strength and to aid them in all elements in which they show weakness. The chief purpose is to build the highest form of service, and to develop professional careers.

A very important objective of the performance review is to build and strengthen the county program. It should be built on the hypothesis that a sound performance review is based on accomplishments toward program objectives and not on personality factors.

This guide also goes beyond the usual evaluation form in that it points out specific areas in which Extension agents excel or may be deficient rather than determining an over-all rating in such general terms as excellent, good, fair, or poor.

Performance review is a systematic procedure, according to plan and backed by supporting evidence, for determining, as free as possible of personal bias, how well a person is performing on his job, and letting the person know how well he is progressing.

Performance review will help the agent do a better job by:

1. Increasing the worker's understanding of his job and his level of performance (progress).
2. Increasing the satisfaction agents experience on the job.
3. Assigning personnel to the area where they can make the greatest contribution.

4. Furnishing a basis for in-service training and guidance.
5. Helping the agents to evaluate annually his own work.

Guiding Principles:

1. A job description and standard of performance serve as a basis for the performance review.
2. Every effort will be made to review separately the job performance in each area of work.
3. The performance review is an educational process to be used to identify the strong and the weak points of the agent's performance so that he can improve his effectiveness as an Extension worker.
4. Honest and consistent self-analysis supplemented with an objective performance review by the district agent is the most productive type of evaluation.
5. Any person making a performance review must be acquainted with the work of the person being reviewed.
6. Job performance review will be recognized and accepted as a regular part of supervision.
7. Every effort will be made to protect the self-respect and confidence of the individual.
8. The performance review will be held annually and will cover the past Extension year, and will be made as soon as possible after the beginning of the calendar year.
9. This review will be made on job performance rather than personal characteristics.
10. The agent will be responsible for the job performance of the assistants and associates under his supervision.
11. The supervisor will be responsible for the performance of the agents under his supervision.
12. If an agent is not satisfied with his performance review, he may, within ten days after the review, request a hearing by writing to the Assistant Director, in Charge of Personnel.

DIRECTIONS FOR USING THIS GUIDE

The district agent and the person whose performance is being reviewed will read first the descriptive paragraph concerning the item being discussed. After reading this information, they will then read the descriptive sentences under the line graph concerning the particular item under discussion.

The district agent will, after further discussion with the agent, put an X on the number which corresponds most nearly to the agent's level of performance. The X will be placed on a number, not a fraction of a part between two numbers. An X placed on 4 on the line graph means that the agent's performance is average as described in this guide. No attempt is being made to score his performance with the hypothetical average of all workers in his classification.

The performance review will be done by the district agent in conference with the agent. The assistant's and associate's performance will be reviewed by their district agent with the local county agent present.

An agent to be designated as outstanding must do what is described as average performance, and, in addition, meet the requirements listed under outstanding.

There will be at the end of each of the items being reviewed, a place for any appropriate remarks that the district agent may want to make concerning the agent's performance in this area.

A profile chart will be made of agent's level of performance on each item checked. This will give the agent a quick way to see his performance level on the various items. By plotting his performance levels in different colors he may compare one year with another.

A copy of the completed form will be left with the agent at the conclusion of the performance review.

The following areas of the county Extension agent job performance will be reviewed.

1. Planning the County Program.
2. Carrying Out the Annual Plan of Work.
3. Evidence of Effective Educational Work.
4. Working Relationships.
5. Public Relations.
6. Office Management.
7. Professional Improvement.

Definitions of the numbers on the following line graphs.

Number one indicates the performance is not acceptable in the Oklahoma Cooperative Extension Service.

Number two indicates the performance is below the desired standard of what is expected of the agent.

Number three indicates performance is acceptable, but the individual is expected to improve.

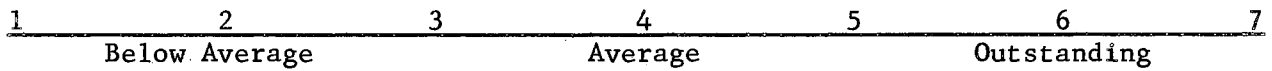
Number four indicates average performance. Performance is satisfactory, but some areas could be improved.

Number five indicates a level of performance higher than the average.

Number six indicates outstanding performance.

Number seven indicates the highest level of performance.

EXAMPLE



Remarks: _____

BASIC CONCEPTS

The supervisor will discuss with the agent, before his performance review conference, the following concepts of Extension work:

1. The objective of Extension work

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

Joint Committee Report on
Extension Programs, Policies,
and Goals
August, 1948

2. Extension work is basically educational

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 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 to helping people solve the various problems which they encounter from day to day in agriculture, home economics, and related subjects.

Helping people to help themselves through participation, self-expression, developing initiative, and sharing responsibility is the essence of government by the people.

Extension work emphasizes working with the people rather than for them and selects for treatments those problems which the people themselves recognize as important.

The Extension teacher understands people. He must know his subject matter well in order to effectively teach people. He teaches people how to think, not what to think. A major part of Extension education is to teach people to broaden their vision, to make decisions, and find acceptable ways of solving their problems.

3. Each agent serves as a member of the Oklahoma Cooperative Extension Service, as a representative of Oklahoma State University, and as the educational representative of the United States Department of Agriculture.

As a member of the Oklahoma Extension Service with approximately 400 employees, it is important that each worker understand his job in relation to the total Extension job. He should see himself as a member of the county staff as well as the state staff and work cooperatively with his co-workers.

The county Extension worker is a member of the county staff, is an Oklahoma State University staff member, and is a representative of the United States Department of Agriculture. The Extension worker should not only represent the University and the U. S. Department of Agriculture, but should, as a member of the staff of each, promote the work of each. In this unique position his actions should be such that they will reflect credit to both himself and the institutions which he represents. It is expected that each worker will do his job to the best of his ability.

4. Local leaders must assist in the development and implementation of Extension work.

The local volunteer leader is a major distinctive force in democratic living in the United States. They express the natural interests of those whom they lead, and are necessary for the operation of every group, community or county. Local leaders must be encouraged to participate fully in making decisions about Extension programs.

I. PLANNING THE COUNTY PROGRAM

1. Has active county program development and projection council for planning.

Has and keeps active a county program development and projection council organized according to the general procedures recommended for Oklahoma. This work includes the mapping of neighborhoods and communities; the location of leadership in each neighborhood; the holding of annual community planning meetings; the organization and maintenance of a county program development and projection council with such committees as are needed. This council shall represent each community in the county, business and industry and such other groups and interests as outlined in the procedures.

Obtains the participation of leaders in planning an effective program by servicing and maintaining leader groups in each neighborhood and/or community. Brings in other agencies and organizations when needed at the planning level and gives due credit for their assistance.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	All planning done by commodity groups, home demonstration council or by agents.		County program development council assists agents to do planning. Home demonstration council takes part in over-all program development.			Holds annual community and county meetings for planning. County council with active committees does over-all planning under guidance of agents. Home demonstration council considers county council planning in planning home demonstration club work for the year.

Remarks: _____

2. Guides and assists council in program development.

Takes into consideration previous county programs and provides guidance and assistance to the program development council with its study of the county situation to determine problems, interests, wants and needs of the people. Prepares adequate background information for the council. Encourages and assists the council to make continuing studies and surveys to determine new developments, trends, problems and needs. Assists council to do objective planning.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Little or no background information developed for planning. Program based upon the desires of the agent or special interest groups.		Background and outlook information prepared and/or made available by agent at planning meeting. Program reflects most of the wants and needs of the people, based upon facts and the experiences of the people.			Agent guides and involves council and committee members in developing and presenting adequate background information.	

Remarks: _____

3. Develops one long-range program for the county.

Works with the county council to develop one long-range county program. Encourages planning that takes into consideration the problems of business and industry as well as those of agriculture and family living. Provides opportunity for the important problems to be given due consideration. Assists council to develop a program which outlines the situation, identifies and describes the problems, sets out the broad solutions to these problems and the objectives to be reached in solving them. Strives to involve all areas of the county and all segments of the population. Uses specialists' and/or material in developing the long-range county program.

Encourages county council to study county situation immediately after each agricultural census, to see if the long-range county program needs revision because of changing economic and social conditions.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Has three separate programs in the county - agriculture, homemaking, and youth. Little coordination of separate programs.		Has one long-range coordinated program covering the work to be done by all county staff members.			Several committees studying the economic and social problems in the county. Has definite plans to revise long-range program when needed.	

Remarks: _____

4. Develops adequate annual plan of work.

Assists the county council to establish priorities for problems selected by the council for attention for the coming year. Works with other county staff members, and with the assistance and guidance of the county program development council and appropriate committees, develops annual plan of work to help solve problems selected. Prepares a plan which provides for coordinating 4-H Club work, adult work in agriculture, home economics and related fields. Includes in the plan assistance from all segments of the population, business and industry. Has clearly outlined what is to be worked upon, the teaching objectives, what is to be done, with whom the work is to be done (audience), when and where the teaching is to be done, the methods to be used, and who is to initiate action. Includes plans for leader training.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Objectives not clearly stated. Work not calendarized. Audience not well defined.		Plan easily understood. Has definite objectives set for the year. Work calendarized. Audience well defined.			Minutes of council meetings accurate and meaningful. Works with committees to develop plan. All staff members share in responsibility of initiating action in some phases of plan. Provides for adequate planning, professional reading and for preparing teaching aids.

Remarks: _____

5. Objectives clearly stated in annual plan of work.

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

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Objectives in plan of work vague, sometimes confused with teaching methods.		The annual plan of work has clearly stated objectives.			Annual objectives related to long term program objectives.

Remarks: _____

6. Teaching methods well defined.

The teaching methods employed by the Extension worker directly influences the effectiveness of his efforts. In planning the learning situations and arranging the teaching activities, the Extension worker draws upon a variety of teaching methods.

Research indicates that usually the percentage of families responding increases rapidly as the number of contacts increases to five or six methods. If exposed to five different methods, approximately seven out of eight families receiving Extension information change their behavior. Repetition in a variety of ways is an accepted educational principle. It is exceedingly important to learning.

It is important in all major educational activities to use a variety of appropriately selected teaching methods. A major educational problem and/or activity is an activity listed in the annual plan of work for which a committee has been appointed and is working.

The teaching methods may be grouped into three categories.

- (1) Individual contacts - farm and home visits, office calls, telephone calls, personal letters, result demonstrations, etc.
- (2) Group contacts - method demonstration meetings, leader training meetings, lecture meetings, group conferences and discussion meetings, meetings at result demonstrations, tours, schools and miscellaneous meetings.
- (3) Mass contacts - bulletins, leaflets, news stories, circular letters, radio, television, exhibits, posters, etc.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Only two teaching methods outlined in plan of work for each major educational problem and/or activity.		Four appropriately selected teaching methods are outlined for each major educational problem and/or activity.			Six appropriately selected teaching methods planned for each major educational problem and/or activity.

Remarks: _____

7. Trains county council, committee members and other local leaders to carry out assigned responsibilities in planning.

We have to start with people where they are, but we don't have to leave them there. 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.

Local leaders will accept training when they can see it will help with their particular job.

Provides regular effective leader training with such things as duties and responsibilities of officers of council and/or committees; how to do committee work; how to make surveys; how to conduct group discussion; how to analyze factual information; how to state problems, solutions, and objectives; where to find sources of factual information, etc.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	15 to 30% of county council members and committees received training.		45 to 60% of county council members and committees received training.		75 to 90% of county council members and committees received training.	

Remarks: _____

8. Recognizes opportunities for providing educational assistance.

Continuously looks for, recognizes, and utilizes opportunities and needs to provide additional educational assistance needed over and above that included in the annual plan of work.

Recognizes and utilizes resource people in providing educational assistance.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Fails to recognize and provide activities for needed special educational assistance.		Recognizes and provides special educational assistance for some of the needs not included in the plan of work.		Recognizes and provides special educational assistance to all major needs not included in the plan of work.	

Remarks: _____

9. Evaluates the planning process.

Agent assists the county program development council to analyze the strong and weak points of the planning process, the timeliness of planning, and methods to use to do more effective planning. Evaluation may be formal or informal.

Making clear and specific what is to be taught, and what is to be evaluated, makes for good planning and worthwhile evaluation. There are factors which are related to certain decisions in program planning which facilitate evaluation. The planning process involves decisions which have to do with:

- (a) What do you need to work on?
- (b) Whose behavior are you interested in changing?
- (c) What practices do you need to change?
- (d) Where will you work?
- (e) What will you teach?
- (f) How will you teach?
- (g) How often or how long will you teach in order to get results?
- (h) Can the results be measured?
- (i) What and how will you evaluate?

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
No evaluation of the planning process.		Agent regularly evaluates the planning process.			Local leaders and agents regularly evaluate the planning process.	

Remarks: _____

II. CARRYING OUT THE ANNUAL PLAN OF WORK

10. A continuous effort is made to carry out the annual plan of work.

Work is guided by the goals and objectives set forth in the annual plan of work.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Little or no reference made to plan of work during year. Program effort based upon routine events.		Plan of work constantly reviewed during year. Progress checked each month toward carrying out plan.			A continuous effort is made to carry out plan of work. Work guided by objectives set forth in annual plan.	

Remarks: _____

11. Effectively uses a variety of appropriately selected teaching methods.

These will include individual contact methods, group methods, and mass media methods. Methods may also be classified according to form, written, spoken, or visual.

People are influenced by Extension education to make changes in their behavior. The degree to which people are influenced by Extension education is usually in proportion to the number of Extension teaching methods used such as meetings, demonstrations, bulletins, news stories, radio talks, personal visits, and other teaching methods.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Only two teaching methods used for each major educational problem and/or activity.		Uses four teaching methods for each major educational problem and/or activity.			Six teaching methods used for each major educational problem and/or activity. Teaching material prepared to help people reach objectives.	

Remarks: _____

12. Uses personal contacts effectively.

Personal contacts should be made with the idea of doing educational work. If a visit is a service to the family, it should, also, be made educational. Leave a clear impression of the purpose of your visit. Farm and home visits and other personal contacts contribute greatly to the effectiveness of the teaching done through meetings, the press, radio, television and circular letters.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Not businesslike. Little or no assistance given by personal contacts.		Personal contacts are educational, friendly, businesslike, and with a purpose.			Contacts well planned.	

Remarks: _____

13. Uses group methods effectively.

Effectively uses group methods such as method demonstrations, tours, field days, achievement days, program planning meetings and group discussions. The group method used should be appropriate for the problem involved. The purpose of the particular meeting must be clearly defined. Planning to insure attendance by those the meeting is intended to reach, and to accomplish some worthwhile teaching objective is necessary. The actual conduct of the meeting must be such as to provide a satisfying experience and lead to the kind of action the majority of the group thinks desirable. Good physical arrangements are conducive to learning.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Very little preparations made for the meeting. Purpose of meeting not understood by audience.		Group methods used effectively. Purpose of meeting clearly understood by audience. Meeting provides a satisfying experience.		Increased attendance sought by proper planning. Participants motivated to take action to help solve the problems.	

Remarks: _____

14. Uses mass media effectively.

Mass media enables Extension workers to greatly increase their teaching efficiency. Publications, news stories, circular letters, radio, television, 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 and different clientele. The Extension teaching plan which neglects the communication possible 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 the agent. Agents should avail themselves of the opportunities for regular educational programs on the local radio stations. Television may offer opportunities in certain counties.

In his work with mass media, agent will need to maintain a highly competitive level of professional performance. Extension radio programs, news stories, films, television, and visual aids, must meet exacting professional standards, not simply the standards of the media themselves, but the standard of critical readers, listeners and viewers under pressure for time use.

Mailing lists are kept current.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Uses available mass media only occasionally.		Mass media regularly used in carrying out the plan of work. Has weekly newspaper column or feature news stories or provides information for same. Uses attractive, well-written circular letters.		Regular newspaper column or articles and radio program (if radio station is located in county). Provides educational material to all newspapers, radio, and TV stations located in the area. Public kept informed of timely publications.	

Remarks: _____

15. Delegates and shares responsibilities with staff, committees, and leaders in carrying out the plan of work, and motivates them to carry out this plan.

Provides for wise distribution and efficient use of time of self, county staff, committees, and local leaders. Puts first things first.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Agent does most of the work. Delegates very few responsibilities to committees and leaders.		Definite responsibilities shared with people in carrying out the plan.		Wise distribution and efficient use made of time of persons involved in carrying out the plan. Provides opportunities for growth of self, staff, and leaders.	

Remarks: _____

16. Involves public agencies and other organizations in implementing the plan of work.

Many of the activities of the county Extension staff provide opportunities for involving other agencies and organizations in implementing the county plan. 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.

1	2	3	4	5	6	7
Below Average		Average		Outstanding		
Little active cooperation with other agencies and organizations.		Agencies and organizations involved, when applicable, in carrying out the plan.		Uses effective approaches in securing cooperation from other agencies. Attends planning meeting of other agencies and organizations in order to coordinate Extension activities.		

Remarks: _____

17. Provides opportunity for leadership development.

Throughout every day of Extension work, we need to seek and even create situations through which we can provide training and practice in leadership and problem solving.

Practically every Extension activity provides such ready-made opportunities for local leaders. Committee work, demonstrations, preparing reports, business meetings, field tours, project teaching, program planning and subject matter meetings are a partial list of some of the day-to-day opportunities that agents can use to develop leadership capacity and skills. Jobs assigned a local leader must be within his experience and skill to handle.

A leader training meeting is a meeting of local leaders who receive specific training that will help them to do a better job of carrying out their responsibilities. The agent provides continuous leader training and includes planned leader training as a specific section of general meetings whenever possible.

1	2	3	4	5	6	7
Below Average		Average		Outstanding		
Very few opportunities made available for leadership training and development. Two leader training meetings held.		Seeks and develops situations for leadership training and practice. Four leader training meetings held during year.		Consistently seeks ways to develop leaders. Provides many different situations to train leaders. Leaders conduct most of the local meetings. Leaders actively participate in most of the meetings. Six leader training meetings held.		

Remarks: _____

18. Uses sound, up-to-date subject matter information.

Provides information that is sound, up-to-date and approved by the appropriate subject matter specialist, Oklahoma State University, or U. S. Department of Agriculture, or other research material of an authentic nature.

When in doubt about the validity of subject matter, the agent checks with the appropriate subject matter specialist.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Some subject matter information used is out of date when later information is available.		Competent in subject matter areas concerning major enterprises in the county.		Uses sound valid research information. People respect agent's competence.	

Remarks: _____

19. Continually evaluates and adjusts goals and methods to changing conditions.

The purpose of evaluation is to keep us from "jumping" at conclusions. It is to provide a 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 of obtaining these results? How can his work be improved to accomplish more with the same or less effort?

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

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Evaluation done only during the time of preparing the annual plan of work.		Evaluates results with co-workers, the council and other leaders after each major activity.		Makes evaluation an essential part of the program. Uses evaluation as a means to replan or re-direct the annual plan.	

Remarks: _____

III. EVIDENCE OF EFFECTIVE EDUCATIONAL WORK

20. Increased adult participation.

Adults participate in planning and carrying out the county program. At least one Extension educational meeting held at each community center located in the county and having a public meeting place. Extension clientele is growing.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Planning or subject matter meetings held in less than one-half of the communities.		At least one planning or subject matter meeting held in each community center during past year. Number of office calls increased during year. Business, agriculture, and professional people involved in carrying out the plan of work.			All communities had at least one planning or subject matter meeting. Over half had two or more meetings. Office and telephone calls increased. More demand for publications. Local leaders conduct meetings and invite all interested persons to attend.	

Remarks: _____

21. Has active youth participation.

A well-balanced 4-H program appealing to both rural and urban youth is being conducted that helps 4-H Club members to become effective members and leaders in club meetings. Provides special training for officers and project leaders. Encourages member participation in demonstrations, 4-H talks, public activities, and completion of projects. Encourages the adoption of recommended practices in project work.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Total number of participants in local, county, and state activities and events represents less than 50% of the number of total enrollment.* At least 15 to 30% of club members participated.		Total number of participants in local, county, and state activities and events is 100% of the total enrollment.* 45 to 60% of club members participated.			Total number of participants in local, county, and state activities and events is 100% of the total enrollment.* 75 to 90% of club members participated.	

*Local, county and state activities and events such as: Record Book Entries (County and State), State 4-H Club Round-Up, Girls' Meat Judging, Land and Range Judging, State Fair School, Boys' Appropriate Dress, Girls' Dress Revue, 4-H Talks, Team Demonstrations, Livestock Judging Schools, State Fair School, and State 4-H Club Congress.

Remarks: _____

22. Has active leadership.

Agent is using a planned program for leadership development for all 4-H Club leaders or leaders of adult organizations. Leaders encouraged to conduct meetings. Agents may or may not be present when leader conducts meetings. Delegates responsibilities to council members, officers, and committees. Guides but does not dominate.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Leaders conduct less than 20% of meetings. Leaders take little or no responsibility.		Leaders conduct at least one-third of meetings. Leaders accept responsibility willingly. Has active program development and projection council, county 4-H leaders' council and/or home demonstration council.			More than one-half of meetings held by local leaders. Leaders, under guidance of agent, take lead in decision making, directing and conducting work. Has active program for leadership development.

Remarks: _____

23. Public acceptance of program.

County appropriates minimum salary requirements and provides adequate office space and equipment. 4-H well accepted in county. Home demonstration work accepted and expanding. Has active crops and/or livestock associations. Local sponsorship of Extension activities. Extension asked to provide special programs for local groups.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	County fails to provide minimum salary requirements. No sponsored program activities.		County meets minimum salary requirements. Has local sponsorship of two program activities.			County provides funds above minimum salary requirements for special equipment, supplies and for demonstration. Local people support four or more programs or activities. Agents asked to provide programs for county groups.

Remarks: _____

24. Changes in agriculture, home economics, and related fields.

An effective educational program should result in changes in attitudes, knowledge and skills and will be reflected in changes in agriculture, home economics and related fields.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Best example of educational work during past year resulted in 5% or less of the people in a specified audience changing a practice in agriculture, home economics or related fields.		One example of educational work during past year which resulted in at least 10% of the people in a specified audience changing a practice in agriculture, home economics, and related fields.		20% or more of the people in a specified audience changed a certain practice in agriculture, home economics and related fields as a result of educational work during past year.	

Remarks: _____

25. Community or county educational activities underway.

Community or county activities underway would include such things as safety, D. H. I. A., soil testing, health program, library, cemetery improvement, citizenship, fire protection, result demonstrations, beef cattle performance testing, neighborhood or community improvement, county blood typing program, Brucellosis program, artificial cattle breeding program, approved origin alfalfa seed program, etc.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Two neighborhood, community or county-wide educational activities underway.		Four neighborhood, community or county-wide educational activities underway.		Six neighborhood, community or county-wide educational activities underway.	

Remarks: _____

26. Increased savings or increased economic returns.

These returns may be the results of educational programs on insect control, new varieties of crops, use of agricultural chemicals, consumer education, home food production and preservation, home management, clothing construction, etc.

It is recognized that much of Extension work is directed toward developing family happiness and living standards which has no significant economic return. The ultimate goal is the development of citizens

who are conscious of their obligations to community and nation and family units that give their members a high degree of stability and emotional security.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	No specific example of educational work which resulted in increased savings or income.		One example of educational work which resulted in a 10% savings or a 10% increase in income for one enterprise or management practice for a specified audience.		Two or more examples of educational activities which resulted in a 10% savings or a 10% increase in income for the enterprises or management practices for a specified audience.	

Remarks: _____

27. Reports are accurate and completed on time.

Good educational work requires accurate and complete reports. There will be both special and regular reports to make. Reports should give the information requested clearly and concisely. Reports are to be completed on time and a copy properly filed. All questionnaires submitted by the state Extension office are to be answered.

The reports received from the county Extension office actually are a mirror. They reflect the efficiency of the office from which they come. The narratives on the monthly reports are valuable aids in developing a meaningful annual report. Reports are valuable for evaluation.

The annual narrative report will need to include such things as the beginning situation, the objectives, the accomplishment and other information.

The monthly report is the official time sheet for the Extension worker. It serves as a basis for issuing the monthly salary check.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Reports are not complete, some require second notices, some improperly filed.		Reports are accurate, completed and submitted on time. Special reports submitted within one week after receipt.		Narrative on monthly report reflects work accomplished during the month and is related to the monthly statistical report.	

Remarks: _____

28. Gives priority to educational work in areas where major improvement is needed.

Program emphasizes the major areas of improvement needed. Agent and leaders associate themselves with the important issues and opportunities for assisting the people. Priorities to be determined by the executive committee of the program development and projection council. Priorities determined by the council are considered to be major problems.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Program provides major emphasis on minor problems or enterprises.		Program based upon major problems.			Program emphasizes the important and timely educational activities. Program priority keeps pace with changing conditions.

Remarks: _____

29. Agent recognized as an educational leader in his field.

Agent's counsel is sought when important decisions in his educational field are being made. Agent serves on various advisory committees and is regarded as the interpreter of research in his area of responsibility.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Merely attends meetings on important issues convened by other groups. Is reluctant to call meetings concerning new areas of responsibilities.		Agent's counsel and advice sought by others on important issues affecting agriculture, home economics, youth work and related fields.			Agent is the county leader in his field of work. Takes the initiative in convening meetings to discuss appropriate issues in his field of work. Looks for new opportunities and new methods for carrying out his job.

Remarks: _____

IV. WORKING RELATIONSHIPS

30. Cooperates and promotes teamwork among county staff.

The cooperative nature of Extension work makes it imperative that there be a close working relationship of all members of the county staff. This is necessary in order to do effective planning and carrying out the county program. Agent cooperates and maintains wholesome relationships with office personnel.

Agent works conscientiously to promote teamwork among members of the staff; has friendly, tolerant, tactful and optimistic attitude toward co-workers.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Usually thinks his method the only way. Fails to keep co-workers informed as to his plans and results. Makes very little effort to promote teamwork.		Consults frequently with other staff members. Strives to promote teamwork among county staff.			Agent looks for opportunities to assist other members of county staff in carrying out the county plan of work. Studies ways to improve teamwork, assists and/or takes the initiative in planning and promoting teamwork.

Remarks: _____

31. Specialist staff used in planning and carrying out the work in the county.

With agriculture, business, and homemaking becoming more complex, it is necessary for agents to seek specialized assistance from the specialist staff. Agents usually request specialist assistance in those areas which the agent is least competent. It is doubtful if the continued use of certain specialists over a period of years develops as broad a program as the use of many specialists in different subject matter fields. Specialists can be of great assistance by providing guidance of their specialty in program development and execution. Agent uses specialist assistance to keep current and to receive needed training.

Uses slides, films, judging kits, research material, bulletins, and other teaching aids prepared by these specialists.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Takes limited advantage of specialists' assistance and/or materials when needed.		Uses specialists' assistance and/or materials for use in planning and implementation of the county program as needed.		Takes full advantage of specialists' assistance and/or material for use in planning and implementation of the county program.	

Remarks: _____

32. Cooperates with farm and commodity organizations.

Cooperates with farm and commodity organizations operating in the county in providing them educational assistance. Involves their officers or representatives in developing and carrying out the county program. This would include organizations such as Farm Bureau, Farmers Union, Grange, livestock associations, crop associations, cooperatives, R. E. A., R. T. A., soil conservation districts, etc.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Attends some of their meetings, but fails to provide educational assistance.		Motivates these organizations to request educational assistance.		Provides educational assistance. Involves their officers or representatives in developing and carrying out the county program.	

Remarks: _____

33. Cooperates with civic clubs, chambers of commerce, garden clubs, sportsman clubs, study clubs, and other similar groups.

Provides educational assistance to these organizations operating in the county. Assists them in planning a program that will be helpful to the people in the county.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Does not belong to one of the above organizations; rarely attends their functions.		Is a member of one or more of the above organizations and takes an active part in their affairs.		Agent appears on clubs' and organizations' programs and keeps them informed of Extension activities.	

Remarks: _____

34. Assists in making the weekly county staff conferences a democratic planning session and shows willingness to take suggestions.

Participates regularly and wholeheartedly in the weekly staff conference. Shares knowledge, experience, and ideas with staff in developing a more effective program. Agent assists in making the staff conference primarily a planning session for future activities. It is the responsibility of the county agent to see that the weekly county staff conference is held.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Poor attendance at weekly staff conferences. Fails to attend weekly staff conferences but leaves weekly plans with secretary to include in the minutes. Hesitant to consider suggestions of others.		Regularly attends and participates in weekly staff conference. Minutes of conference reflect planning done and are sent to district agent. Considers suggestions of others.			Prepares notes during the week for consideration at the weekly staff conference. Strives to make the conference a business session. Solicits suggestions from others as to how he can do a better job. Analyzes and evaluates suggestions that may be used.	

Remarks: _____

35. County staff members have a clear understanding of their job description.

Keeps self informed and assists all county staff members in interpreting each other's job description and standard of performance.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Has not read or fails to understand job descriptions and standards of performance of his own and his co-workers.		Has read and understands job descriptions and standards of performance of his own and his co-workers.			Action reflects the understanding of job descriptions and standards of performance for all members of the county staff.	

Remarks: _____

36. Plans county travel to make maximum use of joint transportation when feasible.

Due to a limited travel allowance and increased cost of transportation, it is good business to share transportation whenever possible. Better working relationships and public relations are exhibited when only one car from the same Extension office is taken to a meeting.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Very little joint travel made within the county. Often too late to leave at the same time.		Shares transportation with other members of staff when attending the same meeting. Keeps other staff members informed of travel schedule.			Does advance planning for joint transportation. Willing to share transportation with other members of county staff.	

Remarks: _____

37. Arrives at work on time and puts in a full day's work.

Observes office hours in compliance with the locally approved county government policy and the policy of the State Extension Service so as to best serve the local people. When events prevent agent from maintaining the regular posted office hours, the secretary should be informed immediately as to when the agent will arrive.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Frequently arrives late for work or leaves early. Does not keep secretary informed as to his itinerary.		On duty during posted office hours.			Works beyond office hours when necessary to accomplish the job. Secretary well informed of agent's itinerary so as to enable her to locate agent.	

Remarks: _____

V. PUBLIC RELATIONS

38. Maintains sound public relations.

A sound educational program will do as much to develop good public relations as any other factor. Public relations is "good performance"

publicly appreciated. It involves doing good work over a period of years in such a manner as to develop in the public mind a confidence and appreciation that encourages active interest and cooperation. Doing a good job is not enough. The job isn't really completed until we have told about it.

Agent makes it a point to learn the names of the people who come into the office. Strives to call each office visitor by his name.

To have a well-rounded public relations program requires adequate planning. Plans must be made to acquaint all of Extension's publics with the county program or phases of the program and its activities pertaining to that public.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Limited effort made to inform people of Extension's educational program. No special public relations effort.		A consistent effort is made to keep the public informed about the sound educational program underway. Special news stories and annual report used to inform the people.			A representative group of people throughout the county assists in developing, carrying out the program and reporting progress. Shows appreciation of assistance from individuals and groups by courtesy calls and "thank you" letters.

Remarks: _____

39. Maintains a pleasant, attractive, friendly and businesslike office as existing facilities allow.

The county Extension office should reflect credit to the institutions which it represents - County government, Oklahoma State University and the United States Department of Agriculture. The office should be kept neat and attractive. Desks, tables, and files kept clear and dusted. Office kept free of surplus materials. Chairs are available for people other than agents. Office callers feel welcome and agent appears willing to help.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Office caller not greeted promptly. Telephone calls slow in being returned. Office appearance untidy. Inadequate seating facilities.		People enjoy visiting local office. Subject matter easily found in files and office maintains adequate supply of bulletins.			People's needs are promptly taken care of in a friendly, businesslike manner. Has repeat clientele.

Remarks: _____

40. Keeps county commissioners, county excise board members, state and national legislators well informed about Extension activities in the county.

It is very important that the board of county commissioners, the county excise board, and legislators be kept well informed regarding the county program. They should also be kept informed regarding Extension plans, programs, services, and accomplishments.

The county agent takes the initiative to see that these people are well informed about Extension work in the county.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Limited effort made to supply these officials with information concerning county Extension work.		County staff members jointly develop and follow a plan for supplying these officials with information concerning Extension work.		These officials involved in carrying out the county program.	

Remarks: _____

41. Handles public affairs wisely.

Extension has an important obligation in the area of public affairs and a responsibility to help people understand issues regarding agriculture, home economics and related fields which affect them. In so doing, however, it should be crystal-clear that Extension's function is not policy determination. Rather, its function is to better equip the people it serves, through educational processes, to analyze issue involved on the basis of all available facts. It is the prerogative and responsibility of people themselves, individually or collectively, to make their own decisions on policy issues and express them as they see fit. Agent will assist in securing factual information but he doesn't take sides in the discussion. He remains neutral and lets the people make up their minds.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Avoids as much as possible public affairs topics, or shows prejudices.		Provides factual information and guidance in discussing public affairs topics.		Provides opportunity to have at least one discussion on public affairs. Arranges for background information and assists in constructing alternatives.	

Remarks: _____

42. Builds and maintains close working relationships with personnel of communication media.

An important part of our public relations program will be carried out by using the various communication media. Agent maintains good working relationships with all the newspaper, radio and television representatives located in the county. Representatives of these groups are invited to participate on the county program development and projection council.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Agent has poor working relationship with communication media personnel. Frequently fails to observe deadlines.		Agent has good working relationship with communication media personnel in the county. Invites program participation of the group.			Communication media personnel actively participating in county program. Agent immediately becomes acquainted with new local personnel in the communication field.	

Remarks: _____

43. Cooperates with the Federal and State agencies located in the county.

Takes the initiative in bringing agencies together to explore ways and means for developing systematic, cooperative work among the agencies. Agent invites other agencies to attend and cooperate in meetings, field days and other similar events. Agent recognizes the aims, jobs and problems of the other agencies. Gives due credit for assistance from other agencies.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Little cooperation with other Federal and State agencies.		Cooperates with Federal and State agencies in carrying out the county program.			Attends meetings held in the county by Federal and State agencies. Provides effective educational leadership and participates in the programs of these agencies.	

Remarks: _____

44. Continually evaluates county Extension staff public relations.

Throughout the year the agent looks back on past events for examples of successful and unsuccessful public relations and analyzes to see the causes. Involves all members of the county staff in evaluating the county Extension staff public relations.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Seldom evaluates county Extension staff public relations.		Regularly evaluates public relations and makes plans to improve.			Keeps file of suggestions for improving public relations. Improves public relations as needed.	

Remarks: _____

VI. OFFICE MANAGEMENT

45. Contacts handled promptly and courteously.

Secretary's desk should be located so that she can greet visitors when they come in the door.

The agents should take time to be interested and to do everything possible to make the visit of the office caller satisfactory and profitable. Agent offers information with a spirit of helpfulness.

Regular office days are publicized and maintained.

1	2	3	4	5	6	7
Below Average		Average			Outstanding	
Improper office management. Slow follow-up on contacts. Fails to make follow-up. Correspondence frequently lays on desk a week or more before answered.		Good office management. Contacts handled promptly and courteously. Gives office caller his full attention. Correspondence answered promptly. Secretary keeps record of all office callers during absence of agent from office.			Secretary keeps agents informed as to number of callers, names, problems and whether or not their needs were satisfied. Agent knows subject matter material and where to find it and offers information with a spirit of helpfulness.	

Remarks: _____

46. Keeps other staff members informed of his activities.

In order to achieve maximum efficiency in the Extension office agents must plan and work together cooperatively on all phases of the program. Agent should be familiar with the work and activities of all the county workers.

It is the agent's responsibility to see that his secretary has his itinerary so that the office caller or telephone caller can be informed as to where he can be located and what he is doing.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	One or more staff member not informed as to agent's activities. Secretary frequently does not know the agent's itinerary or the nature of his work.		Keeps staff members fully informed as to his activities. Secretary kept fully informed about his itinerary, and the approximate time of return.		Agent can be located most of the time he is away from the office. Secretary posts schedule of all major events on a master office calendar.	

Remarks: _____

47. Has well-trained and efficient secretary.

The office secretary is the key member on the county team around whom the whole Extension program unfolds. Her telephone "hello", her smile, and her courteous and diplomatic replies to all callers set the atmosphere for the office and makes the first impression on the public. Her actions should reflect an attitude of service.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Secretary inadequately trained. Has undesirable work habits and/or attitudes.		Secretary well-trained, efficient, and demonstrates good judgment in meeting the public. Work habits and attitudes reflect good supervision.		Secretary has interest and enthusiasm for her work. Demonstrates technical ability in secretarial duties. Knows how to properly use office equipment and where to find information.	

Remarks: _____

48. Time of the clerical staff is equitably distributed among the professional staff.

In many counties, one secretary serves two or more Extension agents. Each agent should plan to share the work of the secretary with other members of the county staff. The staff should plan the priority of the secretary's work during the weekly office conference.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Pushes his work ahead of regularly scheduled work. Frequently works secretary overtime.		Strives to see that the time of the clerical staff is equitably distributed.			Plans work for secretary at least one week in advance. Helps secretaries with any problems pertaining to the job. Little or no after hours work for the secretary.

Remarks: _____

49. Filing system up to date and adequate.

County files according to statewide filing system adopted in 1958. Work files kept current and conveniently located. Agent keeps in mind that Extension Service is headquarters for educational information. Secretary should do the filing, but agent should know the system used. File trays used on desks. Material marked for files as it goes over desk.

1	2	3	4	5	6	7
	Below Average		Average			Outstanding
	Files not properly indexed and labeled.		Material filed according to state filing guide.			Filing is a regular part of week's work. Files kept up to date.

Remarks: _____

50. Plans county budget with staff members.

All members of the county staff are expected to share in the preparation of the county budget. It is the responsibility of the county agent to call a meeting of all county staff members to prepare the county budget.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Does not help to plan county budget.		Assists with preparation of county budget.		Suggestions concerning county budget are made and explained at staff budget meeting.	

Remarks: _____

VII. PROFESSIONAL IMPROVEMENT

51. Keeps up to date through systematic participation in in-service training programs.

One thing with which we all agree is that the future will bring more changes and at a faster rate. So, one of the biggest "challenges of change" is to be ready for it.

That means professional improvement in some form - graduate study, summer school, workshops, reading, travel, professional association meetings, etc. The future success of our organization depends to a large degree on the quality of our training program.

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

Extension workers who improve their professional ability become more useful; the opposite is true for those who don't. Extension's total training program rests on this assumption.

Agent participates in sub-district, district, and state in-service training meetings.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Participated in 15 to 30% of the sub-district and district training meetings.		Has participated in 45 to 60% of sub-district and district training meetings during past year.		Participated in 75 to 90% of the sub-district and district in-service training meetings during past year.	

Remarks: _____

52. Has worked to improve by formal education courses.

Such work would include the regular Oklahoma State University's three-week course, regional Extension summer schools, courses at graduate centers and special problems courses. Approved educational trips and tours may be substituted for graduate credit at the rate of one week tour equivalent to one hour credit.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Has not completed any graduate work during past two years.		Completed at least three hours of graduate work during past two years. Agents with M. S. Degree - 1 hour every two years.		Completed at least six hours during past two years. Agents with M. S. Degree - 3 hours every two years.	

Remarks: _____

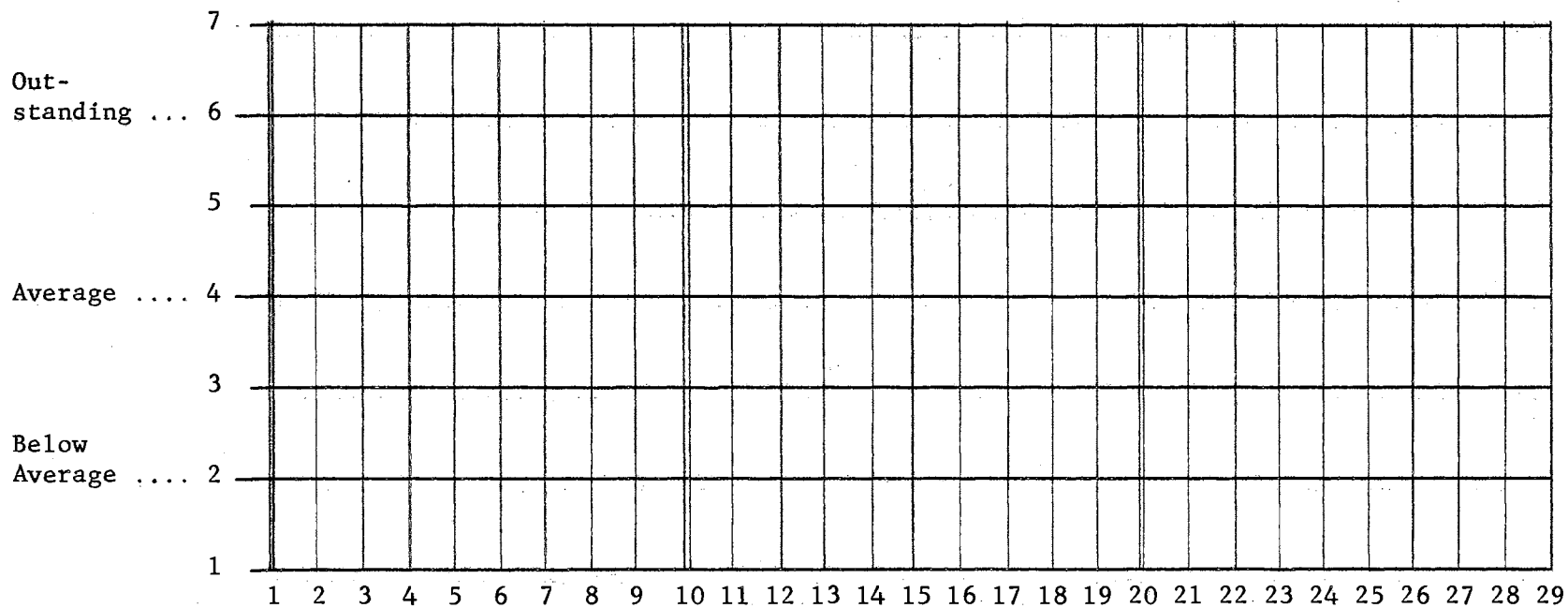
53. Actively participates in professional organizations.

Active member in organizations such as Oklahoma Association of County Agents, Oklahoma Association of Home Demonstration Agents, Oklahoma Education Association, Adult Education Association, Oklahoma Home Economics Association, Epsilon Sigma Phi, County School Masters Association, Toastmasters Club, or other similar professional organizations.

1	2	3	4	5	6	7
	Below Average		Average		Outstanding	
	Participates in no professional organizations.		Active member of Oklahoma Association of County Agents or Oklahoma Association of Home Demonstration Agents.		Active member of one additional professional organization.	

Remarks: _____

PERFORMANCE PROFILE

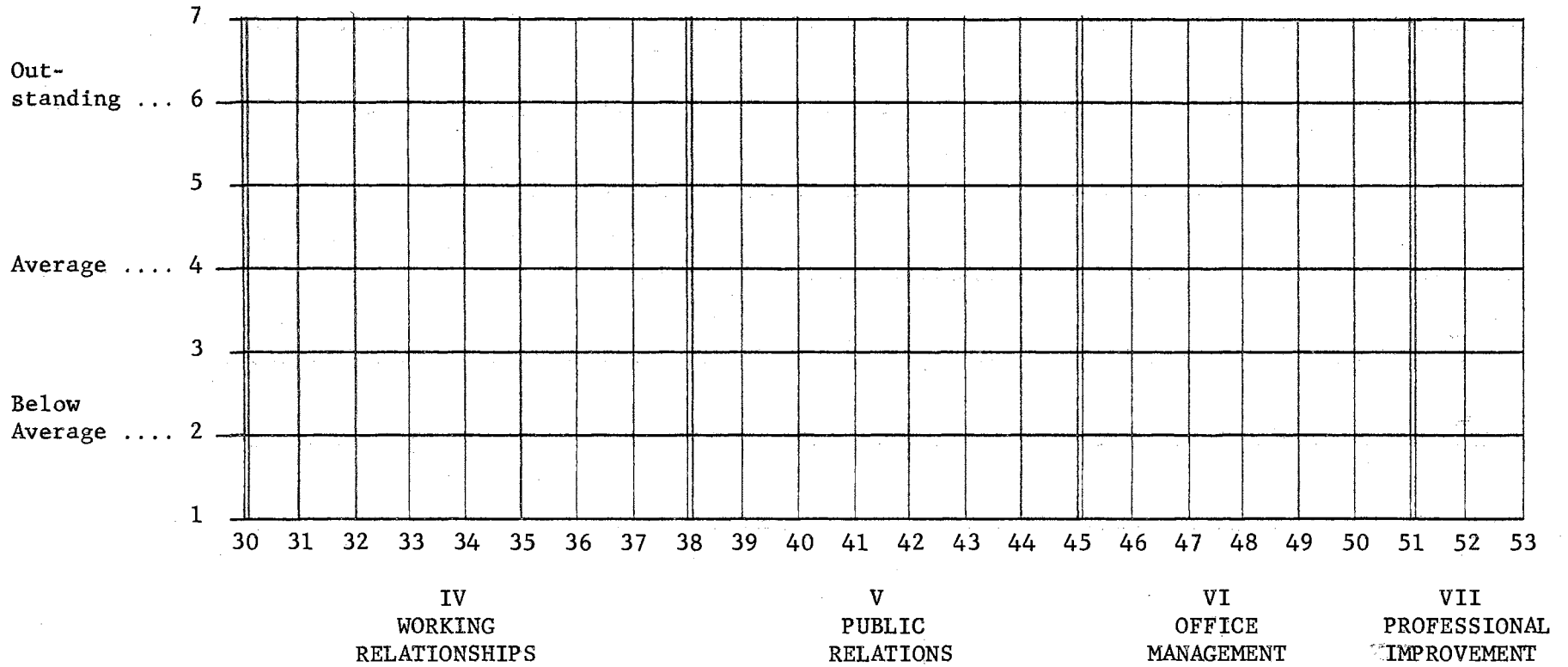


I
PLANNING THE
COUNTY PROGRAM

II
CARRYING OUT THE
ANNUAL PLAN OF WORK

III
EVIDENCE OF EFFECTIVE
EDUCATIONAL WORK

PERFORMANCE PROFILE



VITA

Alvin Harold Casey

Candidate for the Degree of
Doctor of Education

Thesis: THE DEVELOPMENT AND EVALUATION OF AN INSTRUMENT FOR THE PERFORMANCE REVIEW OF COUNTY EXTENSION AGENTS.

Major Field: Administration

Biographical:

Personal Data: Born near Stigler, Oklahoma, March 9, 1915, the son of Louis B. and Florence L. Casey.

Education: Attended public schools at Ft. Smith, Arkansas; graduated from Keota High School in 1931; received the Bachelor of Science degree from Oklahoma State University, with a major in Agricultural Education in 1941; received the Master of Science degree from Oklahoma State University, with a major in Agricultural Education in 1955; additional graduate work completed at the University of Arkansas, Colorado State University, and George Washington University; completed requirements for the Doctor of Education degree in August, 1961.

Professional experience: Taught vocational agriculture at Helena, Oklahoma, 1941-43; served in the United States Navy in the South Pacific area, 1943-46; county extension agent in Logan County, Oklahoma, 1946-57; district extension agent, Oklahoma State University, 1957 to present.

Organizations: Alpha Zeta; Blue Key; Epsilon Sigma Phi; Oklahoma Education Association; Phi Delta Kappa; and Phi Kappa Phi.