



## **SECTION 2. PERFORMANCE QUESTIONS**

***Instructions:*** Select at least one question from each category. Use the space provided to make notes on the applicant's response (additional paper may also be attached).

**A. Job Motivation - *degree to which personal satisfaction is gained from the job.***

Describe some frustrating experiences you have encountered on the job. How have you handled them? Why did you handle them that way? Tell me about the aspects of your job(s) that you have most enjoyed. Why have you enjoyed them? Some people are externally motivated, performing best when others recognize and reward their efforts. Other people are internally motivated, performing best when they personally feel they have done a good job even if no one else recognizes it. How would you describe yourself? Give an example. What gave you the greatest sense of achievement during your schooling? Why did you choose to major in \_\_\_\_\_? Tell about an accomplishment you are truly proud of. Why was this so important to you? What effect has it had on you? What was the most important contribution you made at your workplace that was outside your normal job duties? What does your current supervisor do to get the best from you?

**B. Work Standards - *personal standards of performance for self, subordinates, and others in the organization.***

What personal factors do you consider most important in evaluating yourself or your success in terms of work performance? Give three adjectives others would use to describe you. Why would they use these? Tell me about some times when you were not pleased with your performance? What did you do about it? Compare and contrast times when you felt your work was above and below performance standards. Suppose an employee is regularly fifteen minutes late to work but always draws a full paycheck, do you consider this theft? Why or why not? What have you been criticized for at work in the last two years? Would you feel it fair if a boss asked you to take on additional duties of a sick co-worker without additional pay? Why?

**C. Initiative - *active attempts to influence activities, taking personal responsibility for achieving goals and conducting job activities.***

What significant work projects ideas, etc., you have conceived in the past year. How did you know they were needed and would work? Were they used? Did they work? What efforts have you made to Can you think of some projects or ideas (not necessarily your own) that were adopted or implemented because of your efforts? Were they successful? How do you know whether they were successful? What changes have you tried to implement in your area of responsibility? Describe a situation in which you found your results were not up to your expectations. Why do you think the results were not higher? Give some examples when you did more than was required for your course or job. List the new ideas or suggestions you have made to your supervisor (or organizational leader) in the last year. Were they accepted and how did you gain acceptance? Describe any improve your job skills? Why did you do this? Would you rather design and develop plans and procedures or implement them? Why?

**D. Leadership and Working Relationships - *utilization of appropriate interpersonal styles and methods in working with individuals and groups.***

Tell me about some of the toughest groups you have had to get cooperation from. Did you have any formal authority? What did you do? Why did you take that approach? Describe your most ideal and least ideal boss. What kind of an environment do you think is conducive to accomplishing team objectives. Why? What is the role of an effective leader? Give an example of a time when you were part of an effective team. Why did it work so well? Describe a situation when, even if you hadn't been officially designated as leader, you assumed a leadership role in getting a task accomplished or meeting a goal. What skills did you draw on? What skills do you draw on to build consensus? Name three famous people you admire and why. Give an example of a time you helped a person without expecting anything in return.

**E. Planning and Organizing - *establishing an appropriate course of action for self and/or others to accomplish specific goals.***

How do you determine what constitutes top priority in scheduling your work time? Why do you use that method? Does it work? How do you organize your time? Do you keep an organizer, calendar, notes, or other similar tools? How do you use them? How do you deal with multiple work deadlines or requests? How do you handle changes or interruptions in your planned schedule and work objectives? These can be frequent when you have an open door policy.

**F. Flexibility/Adaptability - *maintaining effective behaviors in varying or changing environments, tasks, responsibilities or interactions with people.***

How have you gotten around obstacles that prevented you from completing projects? How would you feel about accepting responsibilities out of your normal work areas such as filling in when others are absent, working in other areas during peak periods, or accepting committee assignments? How would you handle your regular responsibilities during that peak period? How do you feel about being involved in organizational maintenance activities? Please tell me these kinds of activities that you participated in during previous employment. How would you spend your first two weeks if you got this job?

**G. Tolerance for Stress - *stability of performance under pressure and/or opposition***

Under what conditions do you work best? What are the highest stress (job or school) situations you have been under in recent years? Tell me about some of them. How did you deal with that stress? What professional situations cause you to feel awkward? Do you have hobbies or interests that help you relieve work tensions after a hard day? What conditions at \_\_\_\_\_ most frustrated you? Why? What was your most stressful job or school experience and how did you handle it?

## SECTION 2. PERFORMANCE QUESTIONS

Persons present for this part of the interview:

Overall Assessment:

( ) *High* - Responses were excellent, showing sound thought processes and a strong interest in and correlation to this position. Responses were thorough and, where applicable, correct.

( ) *Medium-High* - Responses were very adequate, were well-thought out and related well to the position. Where applicable, incorrect responses, if any, were minimal.

( ) *Medium* - Responses were generally adequate. Where applicable, responses were generally accurate.

( ) *Low-Medium* - Responses were incomplete or were not fully thought out or fully answered or did not relate well to the position. Where applicable, numerous responses were incorrect.

( ) *Unacceptable* - Responses were unacceptable due to being either incorrect or completely inadequate or revealing an issue which would be unacceptable for performance in this position. *Document in the "Overall Comments" section below.*

Overall Comments:

Interview Date  
for this section:

### **SECTION 3. TECHNICAL QUESTIONS**

***Instructions:*** *Develop questions based on technical subject matter requirements of the position. Write or type in the questions below. Ask each applicant the same questions, though you may ask additional probing questions depending on the applicant's response. Make notes of the applicant's response. Attach additional sheets as necessary.*

### SECTION 3. TECHNICAL QUESTIONS

Persons present for this part of the interview:

Overall Assessment:

( ) *High* - Responses were excellent, showing sound thought processes and a strong interest in and correlation to this position. Responses demonstrated a high degree of in-depth technical knowledge related to the duties of this position. Responses were thorough and correct.

( ) *Medium-High* - Responses were very adequate, were well-thought out and related well to the position. Responses demonstrated broad technical knowledge or in-depth knowledge of specific areas related to the duties of this position. Incorrect responses, if any, were minimal.

( ) *Medium* - Responses were generally adequate. Responses showed a general knowledge of the technical areas involved in the duties of this position. Responses were generally accurate.

( ) *Low-Medium* - Responses were not complete or were given inadequate thought or did not relate well to the position. Responses showed a lack of broad knowledge or a lack of depth in specific areas as relates to the technical aspects of this position. Several responses were incorrect.

( ) *Unacceptable* - Responses were unacceptable due to being either incorrect or completely inadequate or revealing an issue which would be unacceptable for performance in this position. The applicant has a minimal amount of the technical knowledge as relates to this position.

Overall Comments:

Interview date for this section:

## **SECTION 4. PROGRAM QUESTIONS**

***Instructions:*** Ask multiple questions from each category. While you may adapt the questions slightly or ask additional probing questions depending on the applicant's response, each applicant should be asked the same basic questions. Make notes of the applicant's response..

### **A. Client Needs**

What is your understanding of the general objectives or mission of the Louisiana Cooperative Extension Service? What do you perceive as the greatest needs of your clientele or the problems that need to be addressed to meet their needs? Why? How do you think these needs can be addressed? Why do you want this job?

### **B. Program Development**

Have you ever done a project proposal, plan of work, or otherwise developed a program? If so, how did you go about planning your work? If not, how would you go about doing this? Why would you use this method? If required to plan work for a year, how would you go about it? What would your educational objectives be for your plan? How would you go about developing and training an advisory committee?

### **C. Program Implementation**

How would you make effective use of outside groups and organizations in carrying out your program of work? How would you go about recruiting and training volunteers to work in your program? Why would you use these methods? What type of involvement would you want from other extension personnel? Why? What types of group teaching methods would you use? Give examples of when you would use different teaching methods and techniques. What types of individual teaching methods would you use and how would you determine when to use them? Have you worked with diverse audiences? Please give examples. How would you use mass media as a tool for reaching clients?

#### **D. Program Accountability**

How would you determine whether your program was successful? What factors would you consider in determining whether you were meeting the goals of your program of work? What types of reports would you develop to evaluate your program and provide documentation of your program's effectiveness and success? How do you go about promoting or marketing programs? If you wanted to expand your program, how would you do it? How would you advertise your program or otherwise increase awareness of your program?

#### **E. Professional Development**

What would be your long-term goals for your program? How would you continue your professional development? What are some formal and informal ways you would continue to develop? What additional skills or skills enhancements do you need and how would you get them? The world is changing rapidly. How would you stay current in your field? What professional or student associations did you or do you belong to? Did you hold office in them? What professional journals or other similar materials do you read? What do you read to keep up-to-date on your field?

#### **F. Communications**

What types of writing have you done in past positions (e.g., reports, news articles, journal articles, correspondence)? How did you gather and document your sources? How did you know whether your writing was effective? What types of public speaking have you done in the past? How did you gather material for your presentation? Are you comfortable speaking to groups of 5-10, groups of greater than 20, doing television interviews, doing live radio broadcasts? Describe situations in which you have spoken in public. How well did you do? How did you feel?

**G. Training** - If you were assigned as an agent, how would you go about trying to learn what your job is?

## SECTION 4. PROGRAM QUESTIONS

Persons present for this part of the interview:

Overall Assessment:

- ( ) *High* - Responses were excellent, showing sound thought processes and a strong interest in and correlation to this position. Responses were thorough and, where applicable, correct.
- ( ) *Medium-High* - Responses were very adequate, were well-thought out and related well to the position. Where applicable, incorrect responses, if any, were minimal.
- ( ) *Medium* - Responses were generally adequate. Where applicable, responses were generally accurate.
- ( ) *Low-Medium* - Responses were incomplete or were given little thought or conflicted with the needs of this position. Where applicable, numerous responses were incorrect.
- ( ) *Unacceptable* - Responses were unacceptable due to being either incorrect or completely inadequate or revealing an issue which would be unacceptable for performance in this position. *Document in the Overall Comments' section below.*

Overall Comments:

Interview date  
for this section:

## **SECTION 5. SITUATIONAL QUESTIONS**

***Instructions:*** Develop 4-5 situational questions for this position and write or type them in the space on the next page. Make notes of the applicant's response. Sample questions are provided below. You may use any of these or develop you own. Your situational questions should include one or more to address the areas of EEO and diversity.

**SAMPLE QUESTION 1:** As a 4-H agent, you will be supervising club members on many activities - some out of parish. What role should the 4-H agent play in developing guidelines for behavior of club members and how should you be involved in disciplinary action?

**SAMPLE QUESTION 2:** A local 4-H leader has a very good elementary club. Her rules for membership require each child to write a story telling why they would like to join 4-H and turn in by October 1 in order to join. One 9 year old boy has a lamb already, but failed to get his letter in until October 10 and the leader will not accept him as a member. His parents are upset. How would you handle this?

**SAMPLE QUESTION 3:** You are a 4-H agent and one of your better clubs has a teacher in the school, Mrs. Smith, as an organizational leader. Mrs. Jones, a parent, is an outstanding project and activity leader for the club. During the year Mrs. Smith tells you she will no longer be a leader because Mrs. Jones is making decisions for the club. How would you handle this situation?

**SAMPLE QUESTION 4:** You are a 4-H agent beginning the 4-H year with organizing clubs. One school has a parent who volunteers to be the leader. The principal of that school is willing to support a 4-H club, but feels this parent would not be good for the job. How would you handle this situation?

**SAMPLE QUESTION 5:** The adult home economist is responsible for teaching parenting classes as needed in the parish. You have been asked by the health unit nurse to teach infant care to a young mother who has just given birth to her first child. She knows very little about caring for an infant and has no one to help her. You have heard that the neighborhood where this mother lives may not be very safe. How would you handle this referral?

**SAMPLE QUESTION 6:** You are an adult home economist using volunteers to assist households in developing budgets. One volunteer is not being confidential about the finances of the clientele. You have had a conference with her about this matter earlier, but she continues to discuss private information at her social functions. How would you handle this situation?

**SAMPLE QUESTION 7:** You are an agriculture agent working with soybeans. You are scouting a field of beans and the farmer tells you he is going to use a chemical that was recommended to him by the private sector. This is not recommended by LSU. How would you handle this?

**SAMPLE QUESTION 8:** You are an agriculture agent and you receive a call from a home owner with a garden. He blames his garden problems on farmers spraying their crops. You go out and find that he has disease and insect problems and drift from the agricultural aircraft is not responsible for his garden problems. How would you handle this home owner.

**SAMPLE QUESTION 9:** You are a 4-H club agent with a club made up of home-schooled children. The members want to name their club something with religious significance (Jesus Freaks). The adult leader is insistent that this is their club and they should be able to choose the name they want. What do you do?

**SAMPLE QUESTION 10:** You are a count agent doing adult work. You schedule a meeting of cattle farmers in your parish at your office. A farmer contacts you prior to the meeting to be sure your office is accessible to persons using wheelchairs. You realize your building is not ADA accessible. What do you do?

**SAMPLE QUESTION 11:** A coworker tells you a racial (gender, ethnic, religious, etc.) joke/comment. You don't appreciate this type of humor and/or talk. Do you let the coworker know your feelings or do you just let it go?

**SAMPLE QUESTION 12:** You have an educational workshop/meeting with a group of clientele whose primary language is not English. How would you address the needs of this group?

## SECTION 5. SITUATIONAL QUESTIONS

Persons present for this part of the interview:

Overall Assessment:

( ) *High* - Responses were excellent, showing sound thought processes and analysis of all aspects of the situation. Responses demonstrated sensitivity, an interest in fairness, an understanding of basic conflict resolution skills, creativity, public relations awareness and leadership skills. Responses were thorough and, where applicable, correct.

( ) *Medium-High* - Responses were very adequate and were well-thought out. Responses showed sound thought processes and analysis and demonstrated sensitivity and a desire to be fair

( ) *Medium* - Responses were generally adequate. Responses took into consideration most aspects of the situation presented.

( ) *Low-Medium* - Responses were incomplete or were given little thought or conflicted with the needs of this position. Responses failed to address major elements such as fairness and sensitivity. Responses showed minimal leadership skill.

( ) *Unacceptable* - Responses were unacceptable due to being either incorrect or completely inadequate or revealing an issue which would be unacceptable for performance in this position. *Document in the "Overall Comments" section below.*

Overall Comments:

Interview date for this section:

## SECTION 6. ORAL PRESENTATION ASSESSMENT

Persons present for this part of the interview:

The following factors should be considered. Add comments as appropriate.

Demonstrated appropriate knowledge of topic.

Effective use of language (correct grammar, language appropriate for audience, minimal use of “uhs”, “you know”, and slang).

Purpose of the presentation was clear (inform/teach, persuade, entertain).

“What’s in it for the audience” was clear.

Used appropriate supporting materials and visual aids.

Attention-getting introduction.

Presentation flowed logically.

Main points were clear.

Appropriate number of points for allotted time.

Summarized main points.

Effective vocal delivery (volume, rate, pauses).

Appropriate posture and gestures.

Maintained eye contact.

Did not read presentation/used notes effectively.

Appropriately dressed for the occasion.

Effective conclusion.

Overall effectiveness.

Overall Assessment:

*High*    *Medium-High*    *Medium*    *Low-Medium*    *Unacceptable*

Overall Comments:

Interview date  
for this section:

## SECTION 7. WRITTEN EXERCISE ASSESSMENT

Persons participating  
in this assessment:

The following factors should be considered. Add comments as appropriate.

### CLARITY

- Uses word that would be familiar to the intended audience.
- Avoids distracting errors in spelling, grammar and punctuation.
- Constructs sentences that are easy to read and understand.
- Shows ability to express ideas in a concise manner without excess words.

### ORGANIZATION

- Arranges ideas in a logical manner.
- Constructs clear paragraphs that emphasize major points.
- Includes transitional phrases to lead from one idea to another.

### ACCURACY

- Writing reflects an accurate description of the quality of the information given in the article.
- Material accurately reflects the information given in the article in a balanced manner.
- Information is treated in an objective manner, without excessive expression of the writer's opinions, judgments and feelings.

### EFFECTIVENESS

- Shows evidence of having considered interests, past experience and knowledge level of audience in treatment of the material.
- Shows evidence of having considered the value of the information to the audience.
- Avoids language or comments that would be offensive to the intended audience.
- Avoids worn out or meaningless cliches.

Overall Assessment:

*High*    *Medium-High*    *Medium*    *Low-Medium*    *Unacceptable*

Overall Comments:

Interview date  
for this section:

## SECTION 8. ORAL COMMUNICATIONS ASSESSMENT

Persons participating  
in this assessment:

The following factors should be considered. Add comments as appropriate.

### CLARITY

Chooses words well, fluent, forceful and effective.  
Avoids the use of jargon, colloquialisms, slang, and verbal distractions.  
Avoids the use of incorrect grammar.  
Responds in complete, understandable sentences.  
Speaks at appropriate rate and volume and with adequate articulation.

### ORGANIZATION

Responds directly to the questions asked.  
Avoids discussion of unrelated topics.  
Responds with "I don't know" when appropriate.

### POISE

Directs remarks to the interviewer.  
Uses appropriate nonverbal behaviors.  
Listens attentively.  
Appears interested and enthusiastic.  
Maintains eye contact.

Overall Assessment:

*High*    *Medium-High*    *Medium*    *Low-Medium*    *Unacceptable*

Overall Comments:

Interview date  
for this section:

## **SECTION 9. JOB PARAMETER AND BACKGROUND QUESTIONS**

***Instructions: For questions 1-3, first describe the specific requirements for the position, then ask the question and document whether the applicant is willing to meet these requirements. Ask questions 4 and 5 only to individuals who do not currently have a master's degree. The remaining questions should be asked of all applicants. Indicate the applicant's response in the space provided. For any response requiring elaboration, use the space provided at the end of each subsection.***

1. This position requires regular travel including periodic overnight travel of several nights per week. In addition, the position requires extensive travel between throughout this parish. The position may also require occasional out-of-state travel. Are you able to meet these travel requirements?

2. This position has an established 8:00-4:30 basic work schedule. In addition to these hours, you will be expected to attend work functions at night and on weekends as appropriate and to make reasonable efforts to accommodate the scheduling needs of clients. Are you able to meet the time requirements for this position, both in terms of number of hours and work schedule?

3. You are expected to provide have an automobile so that you can provide your own transportation. As mentioned earlier, there will be extensive local travel. Do you have your own transportation and personal automobile liability insurance?

4. You will be required to reside in the parish you work and will be expected to move within a \_\_\_-month period. Do you agree to this?

***\*NOTE: If an applicant indicates that he/she is unable to meet one of the above requirements due to a disability, contact the Ag Center HRM Office or LCES EEO/ADA and Civil Rights Office for assistance in making sure the provisions of the Americans With Disabilities Act are met, especially requirements to make reasonable accommodations.***

5. Will you be able and willing to work towards a master's degree? You will be expected to complete the degree within the first \_\_\_\_\_ years of employment. If you do not complete the degree, you will not be eligible for promotion to "full" agent.

6. Will you be able and willing to pursue additional coursework to strengthen and maintain your technical expertise?

7. Are you familiar with equal opportunity and affirmative action laws and are you willing to fully support the AgCenter's commitment in these areas?

***Explain the following policy to the applicant.***

8. New employees serve a one-year probationary period during which they must exhibit acceptable performance. Additionally, during this year an employee who is required to attain a master's degree must gain admission to graduate school. The probationary period may be extended one additional year if the graduate school admission requirement is not met due to extenuating circumstances.

**SECTION 9. JOB PARAMETER and BACKGROUND QUESTIONS**

Persons present for this  
part of the interview:

Is this individual willing to meet all job requirements? ( )YES ( )NO

Is there any history of adverse employment actions or convictions? ( )YES ( )NO  
EXPLAIN YES ANSWERS.

Were there negative issues relative to being on time, appearance, etc.? ( )YES ( )NO  
EXPLAIN YES ANSWERS.

Interview date  
for this section:

## **SECTION 10. PERSONAL AND PROFESSIONAL DEVELOPMENT QUESTIONS**

***Instructions:*** *These questions should be asked of all applicants. Indicate the response in the space provided.*

**1. In what types of community service activities do you participate?**

**2. What types of leadership roles have you held in the past, either in school or during previous employment?**

**3. What types of awards and honors have you received, either in school or during previous employment?**

**4. What types of extra-curricular activities do you participate in?**

**5. What are your long-term career goals? How would you define a successful career?**

**6. What are your thoughts relative to a person's dress and general appearance as it relates to their effectiveness as an Extension educator?**

**7. What are your current computer skills? Please tell me whether you have used data bases, spreadsheets, word processing, internet, e-mail, or other applications. For each you have used, please tell me the specific software and what you used it for.**

**SECTION 10. PERSONAL AND PROFESSIONAL DEVELOPMENT**

Persons present for this part of the interview:

Comment on this applicant's suitability for this position.

Interview date for this section:

**SUMMARY AND RECOMMENDATIONS**

Category	Rating				
	UA	L	M	MH	H
Section 1. Education and Experience					
Section 2. Performance Questions					
Section 3. Technical Questions					
Section 4. Program Questions					
Section 5. Situational Questions					
Section 6. Oral Presentation Assessment					
Section 7. Written Exercise Assessment					
Section 8. Oral Communications Assessment					
	<b>Acceptable, Unacceptable or Needs Review</b>				
Section 9. Job Parameter and Background Questions					
Section 10. Personal and Professional Development					
References					
Other					

**OVERALL ASSESSMENT:**

**SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_**

*Must be submitted by the appropriate Department Head or Regional Director.*