



Lesson AHS.32

PROCESS AND PRODUCT EVALUATION

Unit. Stage Three of Development—DO

Problem Area. How Do We Create and Accomplish Our Vision?

Precepts. A8: Evaluate and Reflect on Actions Taken and Make Appropriate Modifications

National Standards. NL-ENG.K-12.3 — Evaluation Strategies — Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Explain the difference between product and process orientation.
- 2 Explain methods for evaluating products.

3 Explain methods for evaluating processes.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Conger, J. A., G. M. Spreitzer, and E. E. Lawler, III., “The Leader’s Change Handbook,” San Francisco, Jossey-Bass, 1999.

Kouzes, J. M. and B. Z. Posner, “The Leadership Challenge,” San Francisco, Jossey-Bass, 2002.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.32.TM.A
- ✓ AHS.32.TM.B
- ✓ AHS.32.TM.C
- ✓ AHS.32.Assess—one per student
- ✓ Blank Sheets of Paper—two per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ ***Autonomous***
- ▶ ***Collaborative***
- ▶ ***Process***
- ▶ ***Product***



Interest Approach

Instruct the students:



Today you will be working individually to learn about process and product evaluation.

Activity



When do the end results justify the means?

Allow the students a few moments to think.



When do the end results not justify the means?

Allow the students a few moments to think. List the responses on the writing surface.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain the difference between product and process orientation.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.32.TM.A as a diagram to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

- I. Leaders generally tend to be more product-oriented or more process-oriented.
 - A. A **product** is the result, or the accomplishment, of planning and execution of ideas.
 - 1. Product-oriented leaders tend to be more concerned with results than with the methodology used to attain the results.
 - 2. Product-oriented leaders generally give orders or instructions and expect them to be followed with few questions.
 - 3. Product-oriented leaders want results and products, sometimes regardless of individual needs.
 - 4. More **autonomous**, or individualistic
 - B. The **process** is the method employed to arrive at the product.
 - 1. Process-oriented leaders tend to be more concerned with how activities are implemented.
 - 2. These leaders focus on providing direction, but employ the knowledge and skills of others to assist with defining the process.
 - 3. Process-oriented leaders seek harmony among followers.
 - 4. More **collaborative** or working in groups

Instruct the students:



For today's lesson, you will be learning about process and product evaluation. Most of the lesson will involve individualized work. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity

Initiate discussion about the difference between process and product evaluation using a Rapid Fire Discussion. During the discussion, students select three class scribes to write all suggestions on the writing surface and one facilitator to direct suggestions to the individual scribes. For several moments, students generate as many ideas, questions, suggestions, or answers as possible, which are all written on the writing surface.



Students, you are going to take turns presenting your questions, suggestions, or answers about the difference between process and product.



 Select three class scribes who will write your suggestions on the writing surface.

 I will direct your suggestions to the scribe.

 Work quickly, as the pace of this activity is designed to stimulate “rapid fire” responses.

 Ready? Begin.

Allow a few minutes for this activity.

 Now let us look further into process and product evaluation.

Objective 2. Explain methods for evaluating products.

Instruct the students:

 Think about the methods for evaluating products. Be ready to share your answers to the following questions with the rest of the class.

 What questions need to be answered to effectively evaluate a product?

 Develop a list of questions that the leader needs to ask in order to effectively evaluate a product, and quietly record them on your paper.

Allow a few minutes for students to complete this activity.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.32.TM.B to facilitate instruction about Objective 2.

Relate key terms given in student definitions to the definitions given below.

II. Methods for evaluating products include answering the questions:

A. Did we get what we wanted?

B. Does the product work and look like we expected?



- C. Does the product provide value to the organization or its customers?
- D. What can be done to improve the performance of the product?

Objective 3. Explain methods for evaluating processes.

Instruct the students:



Think about the methods for evaluating processes. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.32.TM.C to facilitate instruction about Objective 3. Relate key terms given in student definitions to the definitions given below.

III. Methods for evaluating processes involve the questions:

- A. Did we arrive at the result successfully?
- B. Did everyone feel involved in the process?
- C. What could be done to arrive at the product more quickly or efficiently?
- D. How can we improve ourselves to make the process easier in the future?

Activity



Evaluating the process involves questions as well. For the next couple of moments, think about the questions that you would ask to evaluate a process. Pair up with someone near you and act out a skit that demonstrates process evaluation. Be ready to demonstrate your skit to the class when called upon.



Review/Summary

Instruct the students:



Think about how a leader evaluates products and processes. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity

Go-With-the-Flow Moment. Students represent process and product evaluation as a flowchart or diagram that shows the relationships between high or low expectations and output, production, or success.

At this time, pass out AHS.32.Assess.



Application

►Extended Classroom Activity:

Have students evaluate the product of their class grade and the process of arriving at that grade. What could be done differently?

►FFA Activity:

Have students evaluate an FFA activity for the product and the process.

►SAE Activity:

Have students evaluate an SAE activity for the product and the process.



Evaluation

AHS.32.Assess

Answers to Assessment:

Part One: Matching

1. b
2. d
3. a
4. c

Part Two: Completion

1. Product, methodology
2. Instructions, questions
3. Process, others
4. Harmony

Part Three: Short Answer

1. Student answers may vary. Examples: did we arrive at the result of the meeting successfully? Did everyone feel involved in the process? How could we make more people feel involved? What could be done to accomplish the meeting more quickly or efficiently? How can we improve ourselves to make the process of officer and regular meetings easier in the future?
2. Did we get what we wanted? Does the product work and look like we expected? Does the product provide value to the organization or its customers? What can be done to improve the performance of the product?



AHS.32.Assess Name: _____

PROCESS AND PRODUCT EVALUATION

►Part One: Matching

Instructions: Match the term with the correct response. Write the letter of the term by the definition.

- | | |
|------------------|------------|
| a. Autonomous | c. Process |
| b. Collaborative | d. Product |

- _____ 1. Working in groups
_____ 2. The result, or the accomplishment, of planning and execution of ideas
_____ 3. Individualistic
_____ 4. The method employed to arrive at the product.

►Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

1. _____-oriented leaders tend to be more concerned with results than with the _____ used to attain the results.
2. Product-oriented leaders generally give orders or _____ and expect them to be followed with few _____.
3. _____-oriented leaders focus on providing direction, but employ the knowledge and skills of others to assist _____ with the process.
4. Process-oriented leaders seek _____ among followers.

►Part Three: Short Answer

Instructions: Provide information to answer the following questions.

1. If you were evaluating the process of setting up chapter FFA meetings, what questions would you ask?

2. What are questions to ask about products?



AHS.32.TM.A

PRODUCT AND PROCESS EVALUATION

Product Evaluation	Process Evaluation
Product = result or accomplishment	Product = result or accomplishment
Concerned with results	Concerned with methodology
Leaders give orders and instructions	Leaders provide direction
Expect few questions	Questions are encouraged
Group results are higher priority than individual needs.	Individual needs and methods are the priority.
Concerned with WHAT	Concerned with HOW
More autonomous	More collaborative
Seeks the end	Seeks harmony



AHS.32.TM.B

QUESTIONS FOR EVALUATING PRODUCTS

- ◆ Did we get what we wanted?
- ◆ Does the product work and look like we expected?
- ◆ Does the product provide value to the organization or its customers?
- ◆ What can be done to improve the performance of the product?



QUESTIONS FOR EVALUATING PROCESSES

- ◆ Did we arrive at the result successfully?
- ◆ Did everyone feel involved in the process?
- ◆ What could be done to arrive at the product more quickly or efficiently?
- ◆ How can we improve ourselves to make the process easier in the future?

