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Lucy Learned, Training Specialist

JetBlue Airways

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Ms. Learned,

I would like to reiterate from our phone conversation last week that I am extremely excited to be partnering up with JetBlue Airways. Raising Impact Consulting strives to achieve excellence in many of the same foundational values JetBlue distinguishes as part of their culture: Safety, Caring, Integrity, Passion, and Fun. Because of JetBlue's "spirit of openness at all levels of the company", evaluation tools that lead to discussion, collaboration, and improvement will be essential to the future of JetBlue training programs and courses (Get to know us, n.d.).

Thank you for entrusting Raising Impact Consulting with creating an evaluation framework for guiding the selection and creation of evaluation tools to determine the success of JetBlue's *Principles in Leadership* course. The following POL course evaluation proposal includes the evaluation plan's reasoning, recommendation, and potential framework.

Please contact me regarding next steps following your review of the proposal.

Summer Winrotte

Raising Impact Consulting

Overview: *Principles of Leadership* (POL) course

The last three years have brought about steady, substantial increases in profit margins for JetBlue Airways (JetBlue), directly increasing the need to hire new JetBlue associates. JetBlue University, JetBlue's division of training and leadership management, has been directly impacted by JetBlue's unprecedented growth. Thus, the need for additional training regarding the company's culture and its principles of leadership has been identified by JetBlue's top management. A new JetBlue University course, titled *Principles of Leadership*, has been requested. According to the request, all new JetBlue associates will be required to complete *Principles in Leadership* (POL). [Existing associates may volunteer to complete the course.]

JetBlue believes that the company culture drives “our [JetBlue associates] work and the decisions that we [JetBlue associates] and our most senior executives make everyday” (Get to know us, n.d.). JetBlue believes in key principles that “empower all crew members to make a difference by positively influencing others where they are” (Get to know us, n.d.). JetBlue's POL course will introduce new associates to JetBlue's key principles of leadership (Get to know us, n.d.):

1. Treat people right
2. Do the right thing
3. Communicate with your team
4. Show initiative and innovation
5. Inspire greatness in others

Reasoning for Evaluation of POL

In the case of JetBlue's POL course, success is more than just the physical completion of the training program. In order to determine if the POL course is to be considered successful, JetBlue University must first define success in terms of the POL course. Evaluation is defined “as the identification, clarification, and application of defensible criteria” when determining the value of what is evaluated (Fitzpatrick et al., 2010, p. 7). Determining success is measuring (evaluating) a program/course against a specified set of criteria.

There are many reasons why evaluation of a program, determining the program's value, would be of particular interest to a company. Three such reasons are as follows:

1. **Fostering an environment of accountability:** Utilizing evaluation exposes whether or not program developers and trainers met the objectives they promised (Horton, 2001, p. 2).
2. **Measuring the impact/effect of a program:** Measuring “the quality and effectiveness” of multiple aspects of training (ie. materials, trainers, facilities, instructional techniques) is vital to the assurance of maximum program impact (Horton, 2001, p. 2).
3. **Garnering data to impact future program improvement:** Making deliberate and calculated changes based on evaluation data “can be made in programs when discrepancies are noted between what is observed and what was planned, projected, or needed” (Posavac, 2010, p. 27).

Recommendations for Evaluation of POL

It is recommended that JetBlue align the POL course to Kirkpatrick and Kirkpatrick's (2006) *The Four Levels* sequence of course evaluation. In order to ensure that the POL course evaluation is comprehensive and impactful, it is imperative that none of the evaluation levels be skipped. Each

level provides unique information and perspective vital to capturing an accurate and well-rounded evaluation. The levels are as follows:

1. **Reaction:** Evaluation of reaction “measures how those who participate in the program [POL course] react to it (Kirkpatrick and Kirkpatrick, 2006, p. 21). It is universally known that a participant’s reaction to a program/course can make or break the course. In order to determine the success of new associate interest and motivation, participant reaction needs to be evaluated.
2. **Learning:** The goal of the POL course is to make new associates aware of JetBlue’s culture and leadership principles. Kirkpatrick and Kirkpatrick (2006) note that learning is “the extent to which participants change attitudes” and improve knowledge (p. 22).
3. **Behavior:** It is imperative to determine the impact of the POL course on the participant’s job performance. According to Kirkpatrick and Kirkpatrick (2006), behavior is “the extent to which change in behavior has occurred” due to course (p. 22). In order to consider the POL course successful, a positive change in behavior must be attributed to the course.
4. **Results:** An aspect of success is the ability to identify final results of the training. These results might include improved employee interaction, more frequent and improved team communication, and choosing to do the right thing.

Framework for Evaluation of POL Course

Raising Impact Consulting has created a framework for which JetBlue’s POL course can be evaluated with high fidelity. JetBlue’s needs and company standards were identified in each part of the framework. In order for JetBlue University to implement evaluations of the four levels, it is proposed that JetBlue University complete a series of evaluation plan phases to ensure POL evaluation success. Raising Impact Consulting will support JetBlue University in the completion of each phase.

1. **Planning**
 - a. During the planning phase, evaluation objectives, methods, and tools will be determined.
 - b. It is vital that all stakeholders have a voice during this phase. Stakeholders are defined as any groups or individuals that “have a direct interest in and may be affected by the program being evaluated or the evaluation’s results” (Fitzpatrick et al., 2010, p. 9).
 - c. Raising Impact Consulting will assist JetBlue University in the creation and implementation of a POL evaluation planning team comprised of various stakeholders, from new associates to upper-level management. Each team member’s role will provide unique perspective to the program and training needs.
2. **Creating**
 - a. Raising Impact Consulting consists of subject matter experts in evaluation, survey, and questionnaire methodologies and tools.
 - b. Working alongside JetBlue University, Raising Impact Consulting commits to supporting the creation of JetBlue University’s desired evaluation tools/platforms.
3. **Implementing**
 - a. All on-site evaluation implementation will be the responsibility of JetBlue University.
 - b. Raising Impact Consulting will support JetBlue University by providing protocol(s) for evaluation implementation. All necessary implementation details will be outlined in the protocol(s).
 - c. If evaluation(s) include cloud-based programs (or storage), JetBlue University may request Raising Impact Consulting to host said programs
4. **Reporting**
 - a. In fulfillment of Raising Impact Consulting’s promise, all evaluation content and data will be reviewed and analyzed by Raising Impact Consulting.

- b. If evaluation data was hosted by Raising Impact Consulting, all raw data will be turned over to JetBlue University.
- c. The evaluation analysis will consist of an course objective-results comparison, overall participant satisfaction, and future improvements reports.

The table provides a potential framework for the planning and creation of the POL course evaluation(s).

POL Course Evaluation	Level 1: Reaction	Level 2: Learning	Level 3: Behavior	Level 4: Results
Evaluation Objectives	1. To measure participant interest, motivation, and satisfaction with the POL course Through reaction survey 2. To measure management attitude regarding potential POL course impact	1. To measure knowledge of JetBlue’s culture and leadership principles	1. To identify behavior change attributed to the POL course 2. To measure participant positive attitude changes through self-reporting	1. To identify the extent to which knowledge of JetBlue’s leadership principles and attitude/behavior changes have been applied to participant’s daily work habits
Timeline	- Immediately following completion of course	- Before the completion of course - Immediately following completion of course	- 30 days after completion of course - 6 months after completion of course	- 30 days after completion of course - 6 months after completion of course
Collection of Data	- Reaction Survey (Participants) - Potential Impact Survey (Managers)	- Pre-assessment of knowledge before completion of course - Post-assessment of knowledge after completion of course	- Self-reporting impact questionnaire - Management-group impact questionnaire	- Self-reporting impact questionnaire - Management-group impact questionnaire
Data Sources	1. Participants 2. Managers	1. Participants 2. Managers	1. Participants 2. Managers	1. Managers 2. Upper-Level Managers
Determination of Success	1. To achieve, on average, a 4.0/5 on the participant reaction survey 2. To achieve, on average, a 4.5/5 on the potential impact management survey	1. To achieve, on average, a 90% or higher on the post-assessment of knowledge of JetBlue’s culture and leadership	1. 50% of participants, or higher, attribute positive behavior change to the completion of the POL course	1. Some positive impact has occurred due to the application of JetBlue’s principles of leadership in 50% of POL course participants

References:

- Fitzpatrick, J., Sanders, J., & Worthen, B. (2010). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Pearson/Allyn and Bacon: Boston, MA.
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- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs*. Berrett-Koehler Publishers, Inc.: San Francisco, CA.
- Posavac, E. J. (2010). *Program evaluation: Methods and case studies* (8th ed.). Prentice Hall: Boston, MA.