APPENDIX A

Questionnaire

Diversity Training Initiatives Survey Instrument

TCRP Project J-7 Synthesis Study Topic SF-8

The following survey instrument has been designed to assess the status of Diversity Initiatives in Transportation Systems across America. For purposes of this survey “Diversity” is being defined in the broadest sense possible to include differences in age, race, gender, physical ability, sexual orientation, religion, socioeconomic class, education, region of origin, language and life differences. Life differences include but are not limited to “position in family, job function, rank within the organization, personal, interpersonal, and organizational characteristics.”

The survey instrument attempts to identify state-of-the-art practices relative to diversity training, initiatives, practices, policies, and objectives. Further it hopes to explore how diversity is valued, measured, and linked strategically to an agency’s business plans while obtaining information on internal and external resources allocated for diversity implementation both funding and people. Last but not least this snapshot of diversity within transportation systems will identify unmet needs and make recommendations for next steps in transportation research. Your cooperation and completion of this survey is critical to this assessment and to the future of research in this important millennium issue. Please check all that apply.

SECTION A: DEFINING DIVERSITY WITHIN THE STRUCTURE OF YOUR ORGANIZATION

1. Is diversity included in any of the following venues in your organization?
   - Mission Statement, 
   - Goals and Objectives, 
   - Recruitment Plans, 
   - Strategic Plans, 
   - Training Plans, 
   - Organizational policy/procedure, 
   - Executive letters/memos to staff.

2. Is there a formal place in your organization that has oversight for diversity initiatives?
   - Human Resources, 
   - Employee Relations, 
   - Office of the General Manager/Executive Director, 
   - Training Department, 
   - Office of Affirmative Action, 
   - Legal Department, 
   - Marketing/Advertising, 
   - Diversity Council/Committee/Task Force, 
   - Other, please explain.

3. Where can diversity be found in the hierarchy of your organization?
   - Executive Level, 
   - Senior Management, 
   - Middle Management, 
   - First Line Supervisors, 
   - Technical Staff, 
   - Professional Staff, 
   - Clerical Staff, 
   - Drivers/Operators, 
   - Mechanics, 
   - Service Personnel, 
   - Client Base, 
   - Transit Ridership, 
   - Language, 
   - Employee demographics (age, gender, national origin, race, sexual orientation).

4. Has there been an expressed written commitment to diversity in your organization?
   - Board of Directors, 
   - CEO/General Manager/Executive Director, 
   - Employee Groups, 
   - Mayor/City Manager, 
   - County Supervisor, 
   - Governor, 
   - Citizens Groups, 
   - Company or Directive, 
   - Employee Handbook, 
   - Company documents with statements of diversity, 
   - Other, please explain.

5. Has your agency been the subject of discrimination complaints?
   - By employees filing internal complaints, 
   - By employees filing external complaints, 
   - Employee lawsuits, 
   - Employee grievances, 
   - Negotiated employee settlements.
6. How has diversity been reflected in your organization’s allocation of resources?

____ Procurement policies, ____ DBE Program, ____ Diversity incentives for targeted recruitment,
____ Internship programs for minorities/women, ____ Tuition assistance programs, ____ Increased levels of staffing,
____ Funding of a targeted position to manage diversity, ____ Funding of special educational programs for diversity,
____ Development of a diversity-training budget, ____ Other, please explain.

SECTION B: DIVERSITY INITIATIVES IN YOUR ORGANIZATION

1. Does your organization have any diversity initiatives?

____ Training programs, ____ Diversity committee/taskforce, ____ Diversity plan, ____ Mentoring networks,
____ Work/life balance program, ____ Diversity orientation program, ____ Diversity vision statement,
____ Core business strategy, ____ Cross functional teams,
____ Employee satisfaction survey, ____ Organizational needs assessment,
____ Organizational climate survey, ____ On-line training,
____ Staff retreats, ____ Facilitated seminars/workshops,
____ Employee programs/activities, ____ Cultural awareness/sensitivity,
____ Cultural celebration events, ____ Other, please explain.

2. How are diversity initiatives measured in your organization?

____ Number of participants enrolled in a specific event, ____ Individual performance appraisal process,
____ Reduction in employee complaints, ____ Reduction in EEOC complaints,
____ Reduction in instances of employee/management conflict, ____ Reduction in grievances, ____ Cost of legal action,
____ Subjective feedback from employees,
____ Number of employees trained, ____ Number of minorities/women in workplace,
____ Meeting of affirmative action goals, ____ Meeting DBE goals,
____ Reduction in employee turnover, ____ Reduction in charges of discrimination,
____ Shared business goals between organizational units,
____ Increased promotions of minorities/women,
____ Number of facilitated training programs aimed at increasing diversity awareness,
____ Matching of staff demographics with community demographics,
____ Establishment of non-tradition networking channels for the promotion of staff diversity,
____ Cross-functional work teams, ____ Other, please explain.

SECTION C: HOW DOES YOUR ORGANIZATION MANAGE DIVERSITY?

1. Does your company acknowledge workplace differences in its employee base? If so please explain:


2. How does your company communicate diversity to its employees?

____ Newsletters, ____ Pamphlets, ____ Magazine articles, ____ In-service training,
____ Focus groups, ____ Employee assistance programs, ____ All hands staff meetings,
____ New hire orientation, ____ Video training, ____ Individual counseling,
____ Employee participation in seminars,
____ Employee participation in professional associations such as COMTO,
____ Employee participation in APTA Conferences,
____ Employee participation in APTA Committees,
____ On-site speakers/facilitators,
____ Employee participation in community focused events/activities.
3. Has your agency developed strategic operational goals to reinforce diversity initiatives?

____ Expanded customer base,
____ Established higher goals for targeted markets,
____ Increased DBE goals,
____ Provided technical training for diverse vendors trying to provide services to the agency,
____ Increased its presence in targeted communities,
____ Increased its attempts to attract a certain demographic group to the agency,
____ Implemented measures to retain certain demographic employee groups,
____ Implemented measures to reduce employee conflict among diverse groups,
____ Implemented policy or procedures to empower diverse groups of employees,
____ Identified communications issues between diverse groups of employees that hamper productivity,
____ Developed strategies to ensure diversity in work teams, task forces, and special project and committee structures,
____ Revised disciplinary procedures to address employee non-responsiveness to mandated diversity initiatives and strategies,
____ Included progress toward diversity initiatives in the performance appraisal process.

SECTION D: ORGANIZATIONAL BARRIERS TO DIVERSITY

1. In your agency are there readily apparent barriers that potentially could harm the implementation of diversity initiatives?

____ Mission statement, ____ Vision statement, ____ Informal rules and regulations, ____ Current policy/procedure,
____ Informal communication networks that are operative within the organizational structure,
____ Executive leadership style, ____ Expected managerial style for supervisors/managers,
____ Socialization protocol, ____ Avenues used for promotion, ____ Avenues used for position reclassification,
____ Methods for rewarding employees, ____ Methods for terminating employees,
____ Methods used to exclude employees from vital decision-making processes,
____ Methods used for excluding employees from participating in key learning experiences and activities within the organization.

2. In your organization are there readily apparent personal barriers that potentially could harm the implementation of diversity initiatives?

____ Modes of communication, ____ Sexual orientation, ____ Age, ____ Race, ____ Identity, ____ Dress,
____ Perceived management style, ____ Perceived personal style, ____ Orientation towards time,
____ Perceived socioeconomic class, ____ Perceived level of education, ____ Perceived potential for leadership,
____ Appearance, ____ Perceived community status, ____ Political orientation, ____ Religious orientation.

SECTION E: RATING YOUR AGENCY’S EFFORTS TOWARD DIVERSITY INITIATIVES

1. Indicate the approaches your agency has taken toward implementing diversity initiatives.

____ Very aggressive, values diversity and has diversity programs in place
____ Is not currently involved in any diversity initiative
____ Does not value diversity
____ Values diversity but has no formalized programs
____ Diversity is a core value of the agency
____ Diversity is part of an overall strategic plan
____ There has been some diversity training but no coordinated effort
____ My agency has no rationale method for measuring diversity efforts
____ There is no accountability in my agency for diversity
____ Diversity is part of my agency’s mission statement
____ There currently exists diversity goals and objectives that must be met by management.
APPENDIX B

List of Responding Transit Agencies

Diversity Training Initiatives

TCRP Project J-7 Synthesis  Topic SF-8

<table>
<thead>
<tr>
<th>Transit System</th>
<th>Metropolitan Transit Authority of Harris County—Houston, Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda–Contra Costa Transit (AC Transit)—Oakland, California</td>
<td>Metropolitan Transit Authority NY Railroad (MTA/NYRR)—New York, New York</td>
</tr>
<tr>
<td>ATC–Phoenix—Phoenix, Arizona</td>
<td>Pierce Transit—Tacoma, Washington</td>
</tr>
<tr>
<td>Bay Area Rapid Transit (BART)—San Francisco, California</td>
<td>Pinellas Suncoast Transit Authority—Clearwater, Florida</td>
</tr>
<tr>
<td>Greater Cleveland Regional Transit Authority (GCRTA)—Cleveland, Ohio</td>
<td>Port Authority of Allegheny County (PAAC)—Pittsburgh, Pennsylvania</td>
</tr>
<tr>
<td>Greater Richmond Transit Authority—Richmond, Virginia</td>
<td>Regional Transportation District—Denver, Colorado</td>
</tr>
<tr>
<td>Hillsborough Area Regional Transit Authority (HART)—Tampa, Florida</td>
<td>Sun Tran of Tucson—Tucson, Arizona</td>
</tr>
<tr>
<td>Los Angeles County Metropolitan Transit Authority (LACMTA)—Los Angeles, California</td>
<td>Transit Authority of River City (TARC)—Louisville, Kentucky</td>
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<td>Massachusetts Bay Transit Authority (MBTA)—Boston, Massachusetts</td>
<td>Transportation District Commission of Hampton—Hampton, Virginia</td>
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<td>Mass Transit Administration of Maryland (MDMAT)—Baltimore, Maryland</td>
<td>Tri-County Metropolitan Transportation District (Tri-Met) of Portland—Portland, Oregon</td>
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<tr>
<td>Memphis Area Transit Authority (MATA)—Memphis, Tennessee</td>
<td>VIA Transit Authority—San Antonio, Texas</td>
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<tr>
<td></td>
<td>Washington Metropolitan Area Transit Authority (WMATA)—Washington, D.C.</td>
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### Section A: Defining Diversity Within the Structure of Your Organization

#### Is diversity included in any of the following venues in your organization?

<table>
<thead>
<tr>
<th>1. Mission Statement:</th>
<th>TARC</th>
<th>Denver</th>
<th>Sun Tran</th>
<th>Phoenix</th>
<th>GCRTA</th>
<th>MBTA</th>
<th>BART</th>
<th>Tri-Met</th>
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<tr>
<td>2. Goals/Objectives:</td>
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<td>HART</td>
<td>TARC</td>
<td>Denver</td>
<td>Sun Tran</td>
<td>WMATA</td>
<td>VIA</td>
<td>PAAC</td>
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<td>Hampton</td>
<td>MBTA</td>
<td>BART</td>
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<td>3. Recruitment Plans:</td>
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<td>MDMTA</td>
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<td></td>
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<td>GCRTA</td>
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<tr>
<td>5. Training Plans:</td>
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<td>VIA</td>
<td>AC-Transit</td>
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<td>PAAC</td>
<td>MTA/NYRR</td>
<td>MBTA</td>
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<td>Pierce</td>
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<td>HART</td>
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<td>7. Exec. Letter/Memo:</td>
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#### Is there a formal place in your organization that has oversight for diversity?

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<tr>
<th>1. Human Resources:</th>
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<th>Houston</th>
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<td>2. Employee Relations:</td>
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<td>4. Training Department:</td>
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<td>5. Affirmative Action Dept.:</td>
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<td>HART</td>
<td>Sun Tran</td>
<td>LACMTA</td>
<td>MDMTA</td>
<td>AC-Transit</td>
<td>GCRTA</td>
<td>PAAC</td>
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<td>Denver</td>
<td>MBTA</td>
<td>WMATA</td>
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<td>6. Legal Department:</td>
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<td>7. Diversity Council/Task Force:</td>
<td>MTA/NYRR</td>
<td>WMATA</td>
<td>LACMTA</td>
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</table>

#### Where can diversity be found in the hierarchy of your organization?

<table>
<thead>
<tr>
<th>1. Executive Level:</th>
<th>HART</th>
<th>Denver</th>
<th>Richmond</th>
<th>Sun Tran</th>
<th>WMATA</th>
<th>MDMTA</th>
<th>AC-Transit</th>
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<td>2. Management Level:</td>
<td>PAAC</td>
<td>Houston</td>
<td>Hampton</td>
<td>MBTA</td>
<td>BART</td>
<td>Pierce</td>
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<tr>
<td>2. Senior Management:</td>
<td>HART</td>
<td>Denver</td>
<td>Richmond</td>
<td>Sun Tran</td>
<td>Phoenix</td>
<td>WMATA</td>
<td>MDMTA</td>
<td>Via</td>
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<td>3. Middle Management:</td>
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<td>WMATA</td>
<td>MDMTA</td>
<td>AC-Transit</td>
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<td>4. First Line Supervisors:</td>
<td>BART</td>
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<td>Richmond</td>
<td>Sun Tran</td>
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<td>WMATA</td>
<td>MDMTA</td>
<td>Via</td>
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<tr>
<td>5. Technical Staff</td>
<td>HART</td>
<td>Denver</td>
<td>Richmond</td>
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<td>WMATA</td>
<td>MDMTA</td>
<td>Via</td>
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<td>6. Professional Staff</td>
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<td>GCRTA</td>
<td>PAAC</td>
<td>Houston</td>
<td>MDMTA</td>
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<tr>
<td>7. Clerical Staff</td>
<td>HART</td>
<td>Denver</td>
<td>Sun Tran</td>
<td>AC-Transit</td>
<td>MTA/NYRR</td>
<td>PAAC</td>
<td>Houston</td>
<td>MDMTA</td>
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<tr>
<td>8. Drivers/Operators</td>
<td>HART</td>
<td>Denver</td>
<td>Sun Tran</td>
<td>AC-Transit</td>
<td>Pierce</td>
<td>Tri-Met</td>
<td>MDMTA</td>
<td>Via</td>
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<tr>
<td>9. Mechanics</td>
<td>HART</td>
<td>Denver</td>
<td>Sun Tran</td>
<td>Phoenix</td>
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<td>AC-Transit</td>
<td>PAAC</td>
<td>Houston</td>
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<td>10. Service Personnel</td>
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<td>MDMTA</td>
<td>AC-Transit</td>
<td>PAAC</td>
<td>Houston</td>
</tr>
</tbody>
</table>

Has there been expressed written commitment to diversity in your organization?

1. Board of Directors:  
   - HART | Denver | WMATA | AC-Transit | PAAC | MBTA | BART | Pierce | Tri-Met | Houston
2. CEO/Gen. Mgr.:  
   - MATA | Denver | HART | TARC | Sun Tran | Phoenix | WMATA | MDMTA | Tri-Met | Houston
3. Employee Groups:  
   - Via | PAAC | Hampton | MBTA | BART | Pierce | Tri-Met | Houston
4. Mayor/City Council  
5. County Supervisors:  
6. Governor:  

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<table>
<thead>
<tr>
<th>7. Citizens Groups:</th>
<th>Sun Tran</th>
<th>BART</th>
</tr>
</thead>
<tbody>
<tr>
<td>BART</td>
<td>Houston</td>
<td></td>
</tr>
<tr>
<td>9. Employee Handbook:</td>
<td>HART</td>
<td>TARC</td>
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<tr>
<td>Phoenix</td>
<td>AC-Transit</td>
<td></td>
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<tr>
<td>10. Company Doc. w/Diversity Stat.:</td>
<td>HART</td>
<td>Denver</td>
</tr>
<tr>
<td>11. Other:</td>
<td>Pinellas</td>
<td>Suncoast</td>
</tr>
</tbody>
</table>

Has your agency been the subject of discrimination complaints?

1. Employees Filing Internal:
   - MATA
   - GCRTA
   - PAAC
   - Phoenix
   - Houston
   - LACMTA
   - MDMTA
   - AC-Transit
   - BART

2. Employees Filing External:
   - VIA
   - HART
   - TARC
   - WMATA
   - Hampton
   - MBTA
   - Pinellas
   - Pierce
   - BART

3. Employee Lawsuits:
   - HART
   - Denver
   - Sun Tran
   - LACMTA
   - WMATA
   - MDMTA
   - AC-Transit
   - MTAP/NYRR
   - Pierce
   - BART
   - Pinellas
   - Phoenix
   - MBTA

4. Employee Grievances:
   - HART
   - Denver
   - LACMTA
   - Phoenix
   - WMATA
   - AC-Transit
   - GCRTA
   - Houston
   - Pierce
   - Tri-Met
   - BART
   - Pinellas
   - AC-Transit
   - PAAC
   - Phoenix
   - BART
   - Tri-Met

How has diversity been reflected in your organization's allocation of resources?

1. Procurement Policies:
   - MBTA
   - VIA
   - AC-Transit
   - PAAC
   - Pierce
   - Tri-Met
   - TARC
   - BART

2. DBE Program:
   - MATA
   - Denver
   - GCRTA
   - PAAC
   - Hampton
   - BART
   - Pierce
   - BART
   - Pinellas
   - Pierce

3. Incentives for Recruitment:
   - VIA
   - MTA/NYRR
   - GCRTA
   - Pinellas
   - BART
   - Pierce
   - WMATA

4. Internships for Minorities/Women:
   - WMATA
   - Pierce
   - Tri-Met

5. Tuition Assistance Program:
   - HART
   - TARC
   - WMATA
   - GCRTA
   - PAAC
   - Pierce

6. Increased Staffing:
   - MATA
   - WMATA
   - VIA
   - MBTA

7. Funding of Targeted Position:
   - Denver
   - MDMA
   - VIA
   - AC-Transit

8. Funding Specific Diversity Prjs.:
   - HART
   - Denver
   - Phoenix
   - VIA
   - AC-Transit
   - PAAC
   - MBTA
   - MDMTA

9. Diversity Training Budget:
   - HART
   - Phoenix
   - VIA
   - MBTA
   - Pierce
   - Denver
10. Other: MBTA reported a separate department of 23 employees who monitor the Authority's program and who report to the General Manager.

Section B: Diversity Initiatives in Your Organization

Does your organization have any diversity initiatives?

1. Training Programs:
   - MATA
   - TARC
   - HART
   - Denver
   - Sun Tran
   - LACMTA
   - Phoenix
   - MBTA
   - WMATA
   - MDMTA
   - VIA
   - AC–Transit
   - MTA/NYRR
   - PAAC
   - Houston
   - Pierce

2. Diversity Com./Task Force:
   - Denver
   - LACMTA
   - WMATA
   - GCRTA
   - Pierce

3. Diversity Plan:
   - Hampton
   - MBTA
   - BART
   - Denver

4. Mentoring Networks:
   - HART
   - TARC
   - Denver
   - LACMTA
   - MDMTA
   - Tri-Met

5. Work/Life Balance Prog.:
   - Houston
   - MBTA
   - WMATA

6. Diversity Orientation Progs.:
   - MDMTA
   - PAAC
   - MBTA
   - Pinellas
   - WMATA

7. Diversity Vision Statement:
   - TARC
   - Denver
   - Sun Tran
   - Phoenix
   - VIA
   - BART
   - Tri-Met

8. Core Business Strategy:
   - Denver
   - MBTA
   - Tri-Met

9. Cross Functional Teams:
   - HART
   - GCRTA
   - Houston
   - WMATA

10. Employee Satisfaction Survey:
    - GCRTA

11. Organ. Needs Assessment:
    - MATA
    - WMATA

12. Organ. Climate Survey:
    - WMATA

13. On-Line Training:

14. Staff Retreats:
    - LACMTA
    - MDMTA
    - MBTA
    - WMATA

15. Facilitated Seminars:
    - HART
    - LACMTA
    - WMATA
    - MDMTA
    - MBTA
    - Denver

16. Employee Progs./Activities:
    - HART
    - Denver
    - LACMTA
    - VIA
    - AC–Transit
    - MBTA
    - Pierce
    - Tri-Met
    - WMATA

17. Cult. Awareness/Sensitivity:
    - TARC
    - Denver
    - Sun Tran
    - MDMTA
    - VIA
    - GCRTA
    - Tri-Met
    - WMATA

18. Cultural Celebration Events:
    - Denver
    - MDMTA
    - VIA
    - GCRTA
    - Houston
    - MBTA
    - BART
    - Pierce
    - WMATA

19. Other: VIA has posters signifying each diversity month. They communicate with employees through e-mail about diversity celebration.

How are diversity initiatives measured in your organization?

1. No. of Participants Enrolled:
   - HART
   - Denver
   - VIA
   - GCRTA
   - MBTA
   - Tri-Met
   - WMATA

2. Indiv. Perf. Appraisal Process:
   - MATA
   - Denver
   - HART
   - TARC
   - LACMTA
   - VIA
   - MBTA
   - WMATA

3. Reduction in Empl. Complaints:
   - HART
   - Denver
   - VIA
   - AC–Transit
   - Houston
   - MBTA
   - Pierce
   - WMATA

4. Reduction in EEOC Complaints:
   - MDMTA
   - Pinellas
   - Pierce
   - WMATA
   - MATA
   - Denver

5. Reduced Empl./Mgt Conflict:
   - HART
   - Sun Tran
   - LACMTA
   - MDMTA
   - MBTA
   - Pierce
   - WMATA

6. Reduced Grievances:
   - HART
   - Denver
   - LACMTA
   - MDMTA
   - GCRTA
   - MBTA
   - Pierce
   - WMATA
7. Cost of Legal Action: HART Denver AC–Transit
8. Subjective Feedback from Empl.: Sun Tran AC–Transit PAAC MBTA Pierce
9. No. of Employees Trained: HART Denver Sun Tran MDMTA VIA AC–Transit TARC Houston
   MBTA Pierce WMATA
    MBTA BART Pierce Tri-Met WMATA PAAC
11. Meeting AA Goals: MATA Denver LACMTA Phoenix MDMTA MTANYRR GCRTA PAAC
    Houston MBTA Pinellas BART Pierce Tri-Met WMATA HART
12. Meeting DBE Goals: HART Denver Richmond LACMTA WMATA MDMTA VIA GCRTA
    PAAC Hampton MBTA Pinellas BART Pierce Tri-Met
13. Reduction in Turnover: HART Richmond VIA AC–Transit GCRTA PAAC Houston MBTA
    Pinellas Pierce WMATA Denver MDMTA
14. Reduced Charges in Discrimin.: HART Richmond VIA AC–Transit GCRTA PAAC Houston MBTA
    Pinellas Pierce WMATA Denver MDMTA
16. Incr. Promotions of Min./Women: TARC LACMTA MDMTA AC–Transit GCRTA PAAC Houston MBTA
    Tri-Met WMATA VIA
17. No. of Diversity Awareness Progs.: HART TARC Denver Phoenix WMATA
    Tri-Met WMATA
18. Matching Staff w/Demographics: HART LACMTA Phoenix AC–Transit GCRTA PAAC Houston BART
    Pierce Tri-Met WMATA
20. Cross Functional Work Teams: HART GCRTA PAAC Houston Pierce Tri-Met WMATA
21. Other: WMATA (Established matrix teams composed of individuals grouped from different racial, gender, and age groups).

Section C: How Does Your Organization Manage Diversity?

Does your company acknowledge workplace differences in its employee base?

HART: Employees featured in a variety of print media, video, television from all levels of organization demonstrating the diversity throughout the HART organization.

LACMTA: Yes, through the Human Relations Development Department training is provided. The Morale Task Force intervenes throughout the agency on diversity issues.

Phoenix: Yes, our company has a vision statement incorporating diversity. We train our bus operators, mechanics, supervisors, and nonrepresented staff on how to communicate and manage diversity.

MDMTA: All employees are required to participate in diversity training.

AC–Transit: Yes, through multi-cultural events, our EEO/AA offices, job advertisements, and advertising of community events.

MTANYRR: Our company acknowledges it through training programs and employee relations.

GCRTA: Each quarter we have a diversity luncheon with speakers. Local restaurants provide sample dishes, and employees bring their
favorite ethnic dishes to share.

PAAC The goal of the Port Authority of Allegheny County's Affirmative Action plan is to have employees in each department mirror the demographics in the service areas we provide transportation to.

Houston Public multi-cultural luncheons are held for each racial/ethnic group during the time those groups are being celebrated nationally. A special luncheon is held during Women's History Month. ADA celebrations are included and we are an active supporter of the Conference of Minority Transportation Officials.

Hampton Our company acknowledges workplace differences.

MBTA Yes, and we sponsor diversity campaigns, celebrations, and include diversity in our mission statement. We also engage in diversity training.

BART Over two decades ago our union contracts and non-represented employees through their employee handbook recognized the holidays of diverse groups such as Chinese New Year, Cinco de Mayo, and Martin Luther King Day. Employees have five discretionary days to use for these events.

Pierce Yes in all policies, decisions at the executive level, through staff training programs, reviews, and investigations of complaints.

Tri-Met Yes, because of our diversity we include regular training on respectful workplace conduct for all new employees. We engage in cross functional decision making to develop solutions.

How does your company communicate diversity to its employees?

1. Newsletters: MATA TARC LACMTA Phoenix VIA AC-Transit GCRTA MBTA Pierce
   Tri-Met WMATA

2. Magazine Articles: MATA HART GCRTA Tri-Met
   HART MBTA BART Pierce

3. Pamphlets: LACMTA VIA PAAC MBTA WMATA
   MTA/NYRR PAAC

4. In-Service Training: HART TARC Denver MDMTA VIA AC-Transit MTA/NYRR PAAC MBTA
   Tri-Met Houston

5. Focus Groups: LACMTA VIA PAAC MBTA WMATA
   MTA/NYRR Pierce

6. Empl./Assl./Prgrms.: Denver AC-Transit PAAC MBTA WMATA
   Tri-Met

7. All Hands Staff Mtg.: LACMTA VIA PAAC MBTA WMATA
   MTA/NYRR

8. New Hire Orientation: MATA HART TARC LACMTA MDMTA VIA AC-Transit MTA/NYRR GCRTA
   PAAC Houston MTMTA Pierce

9. Video Training: MATA HART Pierce WMATA
   VIA

10. Indiv. Counseling: HART LACMTA VIA PAAC MBTA Pinellas


12. Empl. Part. in COMTO: HART LACMTA WMATA MDMTA VIA GCRTA PAAC Houston MBTA Pierce
   Tri-Met

13. Empl. Part. In APTA: MATA TARC Richmond Houston Phoenix PAAC VIA GCRTA HART
   MDMTA LACMTA Phoenix VIA GCRTA MBTA Pierce
   Sun Tran

14. Empl. Part. APTA Com. MBTA PAAC Tri-Met WMATA LACMTA VIA GCRTA Houston
<table>
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</table>

Has your agency developed strategic operational goals to reinforce diversity initiatives?

1. Expand Cust. Base: MATA MDMTA AC-Transit PAAC BART Houston
2. Goals/Target Markets: HART WMATA VIA Tri-Met
3. Increased DBE Goals: MATA HART AC-Transit VIA LACMTA VIA GCRTA Tri-Met MDMTA
5. Incr. Pres. in Comm.: HART VIA Denver WMATA VIA AC-Transit PAAC Houston Pinellas
6. Attract Demographic: HART VIA Tri-Met AC-Transit MTA NYRR BART Tri-Met WMATA
7. Retain Demographic: HART WMATA VIA Tri-Met
10. ID Commun. Issues: TARC MTA
12. Revise Discipl. Proc.: GCRSA AC-Transit

AC-Transit = Alameda–Contra Costa Transit (California); BART = Bay Area Rapid Transit (California); GCRTA = Greater Cleveland Regional Transit Authority (Ohio); HART = Hillsborough Area Regional Transit Authority (Florida); LACMTA = Los Angeles County Metropolitan Transit Authority (California); MATA = Memphis Area Transit Authority (Tennessee); MBTA = Massachusetts Bay Transit Authority; MDMTA = Mass Transit Administration of Maryland; MTA NYRR = Metropolitan Transit Authority/New York Railroad; PAAC = Port Authority of Allegheny County; Phoenix = Phoenix Transit Authority (Arizona); TARC = Transit Authority of River City (Kentucky); WMATA = Washington Metropolitan Area Transit Authority.
APPENDIX D

Assure Diversity

Assure Diversity © 1992

A High-Performance Change Management Model

McGlothin Davis, Inc

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APPENDIX E

Case Study Questionnaire

DIVERSITY TRAINING INITIATIVES

TYPES OF TRAINING

1. You indicated in your survey that your agency had conducted Diversity Training. How many employees have been trained?
2. What kinds of employees were trained?
3. What was the length of training?
4. Was the training conducted in-house or by a consultant?
5. Do you have samples of the kinds of training conducted?
6. Do you have an outline of the training conducted?
7. Did employees evaluate the training?
8. What kind of evaluation did the training receive?

IMPACT OF THE TRAINING

1. Did your agency design any measurable outcomes for the training?
2. What impact did the training have upon your agency?
3. How was the training program initially introduced to employees?
4. Was the training mandatory or voluntary?
5. Was the training cost effective in your estimation?
6. Will the training be repeated for any other group of employees?

OTHER DIVERSITY INITIATIVES

1. Are you planning any other diversity initiatives for your agency?
2. Do you receive support from your peers in attempting to introduce diversity initiatives?
3. What kind of resistance has your agency experienced when launching diversity initiatives?
4. How have you been able to overcome this resistance?
5. Have employees who have received training experienced any resistance?

RESPONSIBILITY FOR DIVERSITY

1. Is the responsibility for Diversity in the right department in your agency?
2. Does diversity receive the same level of importance as other initiatives in your agency?
3. Are managers afraid to discuss diversity initiatives openly?
4. Is diversity seen as a worthy effort on the part of management?
5. Are diversity efforts viewed as an extension of the civil rights movement in your agency?
6. Is diversity viewed as improving the quality of your workforce and as a catalyst for a better return on your investment in human capital?
APPENDIX F

Approval of Diversity Council

RECOMMENDATION FOR RESTRUCTURING

In November 2000, APTA's Executive Committee approved a twelve-point action plan to accomplish APTA's mainstreaming diversity objectives. One of the twelve actions called for the Diversity Council to review the composition of the Council to determine the proper make-up of the Council due to the planned phase-out of the Minority Affairs Committee (MAC) and Women In Transit Committee (WIT), also called for in the action plan.

The Council’s deliberations over the last eleven months focused on what the ideal composition of the Council should be to ensure the participation of a rich variety of cultural backgrounds and viewpoints in carrying out the Council’s responsibilities. Members of the Mainstreaming Diversity Task Force participated in all of these deliberations with the Council. The recommendation contained herein balances the desire of greater inclusivity with the need to keep the Council at a workable size. The proposed expanded Council will ensure broader cultural and personal perspectives that emphasizes understanding and preserves valuable differences as the Council meets its stated objectives to:

- assess, evaluate, and recommend changes to APTA's Diversity Plan, policies, and programs; monitor the implementation of, and progress on the Diversity Plan;
- monitor and evaluate APTA activities and programs to ensure that diversity policies are supported and implemented throughout the Association;
- provide recommendations on diversity concerns or issues raised in APTA or in the transit industry; and
- provide an annual report on the Diversity Plan to the APTA Board of Directors at its Annual Meeting.

Following is the APTA Diversity Council Restructuring Proposal unanimously approved on May 6, 2001, with the concurrence of the Mainstreaming Diversity Task Force members also in attendance at the May 6 meeting.

APTA DIVERSITY COUNCIL Restructuring Proposal

The Diversity Council, effective November 1, 2001, will include nine (9) Designated Positions and eight (8) Appointee Positions. In addition, during the first transition year of the new Council, the Immediate Past Chairs of the WIT and MAC Committees will serve for one (1) year, with the option to be reappointed by the APTA Chair for one (1) additional year.

Designated positions include:
- APTA First Vice Chair
- APTA Vice Chair—Human Resources
- APTA Immediate Past Chair
- Chair, Human Resources Committee
- Chair, Procurement and Materials Management Committee
- Chair, Access Committee
- Chair, Policy and Planning Committee
- Chair, Legislative Committee
- Chair, Business Member Board of Governors (BMBG)

Appointee positions include:
- Conference of Minority Transportation Officials (COMTO) representative (appointed by COMTO)
- Womens Transportation Seminar (WTS) representative (appointed by WTS)
- Transit Board Member (appointed by Vice Chair—Transit Board Members)
- Business Member (appointed by Chair, BMBG)
- Leadership APTA Graduate (annually chosen from most recent graduating class)
- Disabled Community Member (public or private APTA member)
- At-Large Position [two (2) year term]
- At-Large Position [three (3) year term]
- Immediate Past Chair—WIT Committee
- Immediate Past Chair—MAC Committee

The APTA First Vice Chair shall serve as the Diversity Council Chair. Appointee positions, unless otherwise noted, will be appointed by the APTA Chair. Designee members shall be limited in term by the very nature of the position in which they are serving. APTA appointed members shall be limited to one (1) term of three (3) years, with the exception of one of the At-Large positions, which shall be a two (2) year term, and the Leadership APTA Graduate, which shall be chosen annually from the most recent graduating class. Initially, members appointed by the APTA Chair will be staggered with some serving a two (2) year term and some a three (3) year term.

RECOMMENDATION

That the APTA Board of Directors approve the APTA Diversity Council Restructuring Proposal as presented by the APTA Diversity Council, effective November 1, 2001.
APPENDIX G
ADAPOC (Appreciating Differences Among People or Cultures) Cultural Diversity Council

VISION AND INTRODUCTION

The District Seven Office of Equal Employment Opportunity envisions creating a superior value for its internal and external customers through diversity that counts and information system of work performance. To meet this challenge, we must continue to promote a work environment that affords all employees the opportunity to develop their full potential and contribute in a meaningful manner to the District Seven’s organizational goals and objectives. Our vision is to continue to do more than simply adhere to legal requirements, laws, and directives regarding equal employment opportunity. Rather, individual contributions to the mission must continue to be regularly sought, appreciated, understood and valued without regard to race, color, creed, ethnicity, gender, age, religion, physical ability, handicap, disability, and veterans status of an individual. Differences like education, personality, military service, work styles, and cultural background will not limit our efforts to develop innovative solutions to complex District Seven mission problems. Our continuing challenge is to embrace our diversity and to channel the strengths inherent in our differences to achieve a common commitment to excellence.

MISSION

The mission of the ADAPOC Cultural Diversity Council is designed to help identify ways to improve the understanding and appreciating the differences among people (internal and external workers of District Seven) or cultures of District Seven. These positive improvements will seek to enhance the policies, practices and systems that comprise the Department of Transportation and District Seven culture. District Seven’s ADAPOC Cultural Diversity Council is intended to be a dynamic and evolving operation.

GOALS AND OBJECTIVES

Goal 1

Maintain and enhance a diverse work force representative of District Seven demographics with all requisite skills to meet the District Seven mission.

Objectives:

- Emphasize career development opportunities for qualified women, minorities, and persons with disabilities for a duration necessary to remedy existing underrepresentation.
- Strive to maintain diversity balance during possible downsizing, organizational restructuring, and cross training.
- Adopt innovative recruitment methodologies to identify, attract, and hire women, minorities, and persons with disabilities who are highly skilled in the Department of Transportation’s critical disciplines.
- Sustain, within anticipated strength reduction, targeted hiring of highly skilled women, minorities, and persons with disabilities who are highly skilled in the Department of Transportation’s critical disciplines.
- Enhance the reliability of and expand access to databases and analytic techniques needed to measure and assess the Department of Transportation demographics.

Note:

Women, minorities and persons with disabilities are represented in most, but not all job category positions in percentages equal to their percentage representation in District Seven work force. The intent of Goal 1 of the ADAPOC Cultural Diversity Council is to remedy historic misunderstandings of demographic imbalances in accordance with equal employment opportunity and affirmative action guidelines. So, the implementation of Goal 1 requires that the ADAPOC Cultural Diversity Council review empirical analysis of historical and current demographic data on promotion, training and other development opportunities. A new objective under Goal 1 is focused on improving database access and adopting more sophisticated analytic tools for collecting data to assist the ADAPOC Cultural Diversity Council membership in assessing the extent of any demographic imbalances that may exist.

Goal 2

A work environment that values the unique contribution of each District Seven employee.
Objectives:

- Create a program designed to help employees understand, appreciate, respect and value each other’s differences.
- Promote innovative programs to reward workers and managers who demonstrate outstanding commitment to achieving goals of the ADAPOC Cultural Diversity Council.
- Educate work force on reasonable accommodation for workers with disabilities.
- The ADAPOC Cultural Diversity Council of District Seven will assist District Seven employees in understanding the concerns of the work force and in identifying ways to foster acceptance, tolerance and an appreciating/understanding. This relationship is expected to continue well into the 21st century.

Goal 3

Work for equity in all District Seven Human Resources systems processes, practices, and standards.

Objectives:

- Ensure equity and consistency in all adjudication processes affecting employment and in all promotion, award, training, assignment, and career development processes.
- Identify and remove any real or perceived systemic barriers affecting women, minorities, and persons with disabilities in the adjudication processes affecting employment and in all promotion, award training, assignment, and career development.
- Refine and emphasize District Seven complaint process to ensure full compliance with all regulatory requirements and to enhance worker awareness and understanding of their rights.
- The focus of Goal 3 is on support and examination of various systems, processes, practices, and standards to ensure they are equitable, fair, and consistent for all workers.
M E M O R A N D U M

TO: Gwynn Simpson, General Manager
    Administration and Finance
    Phoenix Transit Authority

FROM: Pamela J. Beavers, General Manager
       DBE/EEO Programs/ Contract Compliance

RE: Training Data Request

DATE: June 28, 2002

The following is the information requested on the Affirmative Action Units’ Cultural Diversity training curriculum.

CULTURAL DIVERSITY TRAINING
DESCRIPTION OF MODULES

Module I - Intercultural Perceptions

Purpose:

To gain an understanding about how our culture affects the way we perceive others who are different from us, and influences our interaction with them.

Objectives:

Becoming aware of how our values, opinions and beliefs affect how we perceive others.

Recognizing possible problems in giving and receiving feedback due to the influence of cultural differences.

Learning how to effectively give performance feedback to a culturally diverse work group.

Module II - Subtle Stereotypes

Purpose:

To explore stereotypical thinking and how it interferes with accurate perceptions about people who are different, and how it can lead to subtle discrimination.

Objectives:

Gaining an understanding about why we make generalizations about people.

Identifying and acknowledging subtle stereotyping.

Learning how to deal with the issue of subtle stereotyping while maintaining good working relationships.

Module III - Gender Stereotypes

Purpose:
To become aware of how gender stereotypes are a product of our upbringing and can affect decision-making, and are sometimes the root of sexual harassment in the workplace.

Objectives:

Accepting gender as a cultural difference.

Recognizing how stereotypes about women cloud professional judgment.

Learning how to get beyond gender stereotypes in a non-confrontational and respectful manner.

**Module IV - Ethnic Identity and Organizational Culture**

Purpose:

To become aware of organizational culture and its affect on employees, and to understand how ethnic or cultural identity can sometimes clash with organizational values and unwritten rules.

Objectives:

Understanding the overall meaning of organizational culture and how it is developed.

Recognizing problems that arise if *unwritten rules* about organizational culture clash with employees’ expressions of racial or ethnic identity.

Learning how to counsel employees whose personal expressions of racial or ethnic identity conflicts with the organization’s current *unwritten rules*.

Learning how to use coaching and team-building skills to assist excluded individuals and group members in overcoming the problem.

**Module VI - Intercultural Conflict**

Purpose:

To understand how conflict on the job can be rooted in the cultural differences of employees, and to learn how to help employees see and respect their cultural differences.

Objectives:

Recognizing when cultural factors are at the root of conflict in the workplace.

Resolving conflicts when ethnic or cultural differences are a central issue.

Developing interpersonal skills in order to deal successfully with conflicts between employees.

**Module VII - Culture and Gender Stereotypes**

Purpose:

To explore what we feel and think about how men and women should act at work and how we are deeply influenced by our family and cultural background.

Objectives:

Becoming aware of and admitting one’s own stereotypes.

Recognizing how culturally determined stereotypes about women interfere with workplace relationships.

Learning how to counsel employees to get beyond stereotypes in a non-confrontational and respectful way.

**Module VIII - Communications Barriers**

Purpose:

To explore culture and it’s impact on communicating and listening in the workplace.

Objectives:

Understanding that when people speak different dialects, or have different accents or native languages, misunderstandings can occur.
Recognizing how language barriers influence workplace relationships and productivity.

Learning how to counsel employees to reduce language barriers with two-way communication and listening skills.

On Common Ground

The purpose of this training program is to learn the importance of respecting others at work, and to understand why getting along with co-workers and colleagues is critical to accomplishing the ultimate goal of equal employment opportunity.

Objectives:

To explore stereotypical thinking and prejudice and how they effect our perceptions about people who are different from us.

To become aware of the effect of harassing behavior in the workplace and the consequences of such behavior at work.

To understand the nature of work groups, and to explore group cohesiveness.

If you have any additional questions, please contact me at (312) 664-7200 ext. 3525.
APPENDIX I

Kaiser Diversity Training Outline

MODULE 1: Introduction to Diversity Management—½ day

Introduces diversity management as a business imperative. Through paired and small group activities, participants explore the primary dimensions of the language of diversity, ________________’s diverse fabric and how equal employment and affirmative action compare with diversity management.

Agenda

• Overview of Diversity Training Series

• Diversity Management: The Corporate Challenge

• Primary Dimensions of Diversity

• The Diverse Fabric of ________________: Employees and Customers

• Comparison of Diversity Management and Affirmative Action/EEO

MODULE 2: Developing a Culturally Competent Management Team at—½ day

Focuses on helping participants examine their own uniqueness and values as a first step in working through biases, stereotypes and assumptions about others. Individual self-analysis, facilitated discussions and analysis of videotaped vignettes help participants move toward awareness and knowledge of others. Guided imagery, role plays and small group problem solving allow participants to gain clarity on the negative impact of various -ism’s: sexism, racism, ageism, homophobia, etc., on work team productivity, financial resources and corporate image.

Agenda

• Diversity Management and High Performance Work Teams

• Stages of Developing Cultural Competence

• The Target/Non-Target Experience in Diversity Management

• How Stereotypes Stunt Growth Toward Cultural Competence and Employee Performance

MODULE 3: Strategies and Skills for Maximizing ________________’s Diverse People Strength—1 day

This one-day session builds on awareness and knowledge, gained in the first two modules, through a series of skill development activities. Using a work team format, participants analyze and develop solutions/strategies for addressing "real-life” work situations. Each participant leaves the session with a specific plan of action for diversity management that is linked to priorities of their work unit and, if feasible, to organizational priorities.

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Agenda

- The Range of Diversity Management Approaches
- Communication Skills for the Culturally Competent Manager/Supervisor
- Performance Management of Culturally Competent Care Providers
- Skill Practice for Managing Specific Diversity Challenges
- Tools for Reinforcing Diversity Management Skills
# APPENDIX J

Port Authority of Allegheny County Training Agenda

<table>
<thead>
<tr>
<th>Building Skills for the Workplace</th>
<th>Introduction</th>
</tr>
</thead>
</table>

**AGENDA**

- **Introduction**
  - Port Authority Mission, Vision, Philosophy Statement and Policies
  - Objectives

- **Valuing Diversity**
  - Types of Diversity
  - Diversity Awareness
  - Inclusion Exercise

- **Identifying Illegal Discrimination**
  - Knowing the Law
  - Gender, Race and Religious Discrimination
  - Recognizing the Law Exercise

- **Preventing Sexual Harassment**
  - Port Authority's Golden Rules
  - Leadership Behavior
  - Preventing Sexual Harassment Case Studies

- **ADA/ADEA Policy and Guidelines**
  - Reasonable Accommodations
  - Essential/Non Essential Job Functions
  - HIV/AIDS Disability Law
  - ADEA Case Study

- **Retaliation Discrimination**
  - A Protected Activity

- **Confidential Reporting System**
  - Investigative Guidelines
  - Documentation Exercise

- **Action Plan and Commitment**
  - Phase III Package

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Building Skills
For the
Workplace

Introduction

Our Mission
To deliver outstanding transportation services which
Connect People to Life

We will fulfill this mission by:
- Continually improving our services to meet the evolving
  needs of our customers
- Contributing to the economic vitality and quality of life
  of our community and our region

Our Vision
To become
America's Premier
Public Transportation Company

This means that:
- We strive for excellence
- We exceed customer expectations
- Our employees are proud to be working for us
- We are innovative
- The public perceives us as a winner
- We are recognized and emulated in our industry

Port Authority
Office of Equal Opportunity

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Building Skills
for the Workplace

HUMAN RESOURCES
Office of Equal Opportunity

It is the policy of Port Authority of Allegheny County to strive to maintain a work environment free from illegal discrimination. Port Authority stands committed to providing all employees equal opportunity without regard to race, color, religion, gender, national origin or ancestry, age, and non-job related disabilities regarding any area of the employment process:

- Hiring
- Recruitment
- Compensation
- Transfer
- Termination
- General treatment during employment
- Promotion
- Layoffs
- Placement
- Training
- Benefits

The Office of Equal Opportunity (OEO) has been empowered by the Chief Executive Officer to investigate compliance of impermissible discrimination in employment related matters.

Additionally, any employee may address questions and/or complaints to their AGM or other management personnel within the department in which such actions are alleged to be occurring. In such cases, the management person should immediately contact the OEO department for consultation.

When working with employees, it is important to always treat them with respect and care. This is as important to their success as it is to yours. As a manager/supervisor of employees, you need to fully understand what Port Authority expects from you and the employees in your department. Once you understand those expectations, you must clearly and specifically communicate that information to your employees. If this occurs, you can expect—and deserve—to get consistently excellent work and behavior from your employees. But problems always occur, and you will undoubtedly need to attend to a few problem employees during your tenure as manager. When this happens, we feel confident the skills you receive from this session will help you provide consistently excellent direction for your employees.

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APPENDIX K

RTD Diversity Training Synopsis

Succeeding in a Diverse, Respectful and Harassment-Free Workplace

Operations Division Manager and Supervisor Training

June 2002

Facilitated by Mary J. Davis, PhD

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Succeeding in a Diverse, Respectful and Harassment-Free Workplace©
A three-module training program

Upon completion of Module 1 participants will have:
♦ An awareness of the growing diversity in the Denver Metropolitan Area.

♦ An understanding of the term “diversity” and language that is used to describe diversity in the workplace.

♦ Explored how “isms” related to race, sex, national origin, religion, and age can rob RTD of quality customer service and workplace relationships.

♦ Gained new insight on how to communicate effectively with others whose culture—and in some cases, language—is different from yours.

Upon completion of Module 2 participants will have:
♦ Reviewed the legal requirements for a workplace free of sexual harassment.

♦ Knowledge of how to avoid and respond to sexual harassment in the workplace.

Upon completion of Module 3 participants will have:
♦ Knowledge of what constitutes a civil, respectful workplace.

♦ Explored how your own behavior and those of coworkers contribute to civility or incivility in the workplace.

Practiced using guidelines for giving and receiving respect and handling disagreements without being disagreeable.

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APPENDIX L

Pierce Transit Diversity Program—Sample

Objectives and Benefits

Objectives

Through Human Relations Training participants learn ways to:

Promote understanding

- Discover ways words have power and meaning
- Learn specific problem-solving techniques that:
  - relate how basic misunderstanding of another person's world view leads to propagation of stereotypes
  - analyze the hidden intent in words and actions
  - help think through a basic plan of action
  - evaluate resolution strategies

Provide tools, skills and resources

- Learn more about the changing work force and future direction of Pierce Transit
- Clarify the legal definitions of discrimination, racial and sexual harassment, and determine the legal consequences of a situation
- Learn specific interpersonal communication skills
  - listening for understanding
  - questioning for information and clarification
  - problem solving

Benefits of Diversity Training

Through Diversity Training participants learn how to:

- Handle tough questions
- Deal more effectively with prejudice
- Interact more skilfully with people
# Table of Contents

1. **Pierce Transit Culture**
   - Mission Statement ................................................................. 2
   - Human Relations Goals .......................................................... 3
   - Pierce Transit Ongoing Training Programs .................................. 4
   - Building Diversity Training Wheel .......................................... 5
   - Problem Resolution .................................................................. 6
   - Working Definitions .................................................................. 7
   - Key Terms and Definitions ....................................................... 8
   - Sexual and Racial Harassment Policy ......................................... 15
   - Human Relations Steering Committee ....................................... 16

2. **Workers of the Future**
   - Overview .................................................................................. 2
   - Labor Force in Place in 2000 ..................................................... 3
   - Opportunity 2000 ..................................................................... 4
   - The Emerging Challenge ........................................................... 5
     - Trend #1: The Number of Workers Will Fall ............................... 6
     - Trend #2: The Average Age of Workers Will Rise ....................... 8
     - Trend #3: More Women Will Be on the Job ................................. 10
     - Trend #4: One-Third of New Workers Will Be People of Color ....... 12
     - Trend #5: There Will Be More Immigrants Than at Any Time Since WWI 14
     - Trend #6: Most New Jobs Will Be in Services and Information ....... 16
     - Trend #7: The New Jobs Will Require Higher Skills ................... 18
     - Trend #8: The Challenge for Business Will Be Immense ............... 20
   - Organizational Strategies .......................................................... 21
   - Workforce 2000/Opportunity 2000 ............................................. 22
   - The Changing Face of American Business .................................... 25
   - Local Impact of Workforce 2000 ................................................ 27
     - Washington State's Changing Ethnic Complexion ...................... 29
     - Pierce County's Changing Ethnic Complexion .......................... 31
     - Pierce Transit Work Force Graphs ............................................. 32
     - Pierce Transit Work Force Trends ............................................ 36
   - Human Relations Assessment .................................................... 37
3. Power of Words
Phrases that Push Your Buttons .................................................. 2
The Power and the Message ......................................................... 3
Words and Worldviews: Power and Purpose .................................. 4
Power of Words ........................................................................... 5
Questions About Words ............................................................... 6
The New Golden Rule .................................................................... 7
The Melting Pot .......................................................................... 10
The Tapestry ............................................................................. 11
Language for Organizations That Value Work Force Diversity ........ 12

4. Situational Problem Solving
Problem Resolution: Conceptual Framework .................................. 2
Sexual Harassment Defined .......................................................... 3
Legal Liability ........................................................................... 5
EEOC Guidelines on Discrimination Because of Sex ....................... 6
Pierce Transit Sexual and Racial Harassment Policy ......................... 8
Complaints Procedure ................................................................ 9
Situational Problem Solving Worksheets ....................................... 12
Conflict Resolution: Get from the “Viewpoint” to the “Viewing Point”: 14
Interests and Positions: The Orange .............................................. 15
Situational Problem Solving ......................................................... 16
Five Sources of Organizational Conflict ........................................ 18

5. Commitment
Commitment to Valuing Diversity ............................................... 2

6. Missing Pages of History
Overview ....................................................................................... 2
History of Cultural Diversity: The U.S. and the State of Washington .... 3
Age of Exploration and Exploitation .............................................. 4
Map: Native American Tribes in the U.S. ......................................... 6
Map: Native American Tribes in the State of Washington ............... 7
APPENDIX M

ATC Phoenix—Diversity Training Samples

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WORKSHOP INTRODUCTION

Welcome!

This workshop will give you the opportunity to meet others and learn a little bit about them. You will learn even more by participating in various exercises with a partner or small group of people. It will be especially helpful if your partner or members of your small group come from different cultures and backgrounds.

In the global reality of today, cultural groups can no longer remain isolated in time, space or geography. Social, political, economic and environmental conditions are forcing those of us with cultural differences to interact, live and work together. Today, we will explore some of those person-to-person and intergroup issues you may be faced with daily in your workplace.

We sometimes find it difficult to work with people who look, believe or act differently from us. We don't know what to say, think, do or expect. We may also feel inhibited and self-conscious. Learning about the specific values, etiquette, needs and attitudes of diverse coworkers can help us relate to them in a positive way. So, for today...

PREPARE TO LEARN! PREPARE TO TEACH!
The preceeding show the covers of two diversity training programs, “Human Potential Without Limits” and “Same Song Different Voices,” both developed by Cynthia D. Hammond.
The National Academy of Sciences is a private, nonprofit, self-perpetuating society of distinguished scholars engaged in scientific and engineering research, dedicated to the furtherance of science and technology and to their use for the general welfare. On the authority of the charter granted to it by the Congress in 1863, the Academy has a mandate that requires it to advise the federal government on scientific and technical matters. Dr. Bruce M. Alberts is president of the National Academy of Sciences.

The National Academy of Engineering was established in 1964, under the charter of the National Academy of Sciences, as a parallel organization of outstanding engineers. It is autonomous in its administration and in the selection of its members, sharing with the National Academy of Sciences the responsibility for advising the federal government. The National Academy of Engineering also sponsors engineering programs aimed at meeting national needs, encourages education and research, and recognizes the superior achievements of engineers. Dr. William A. Wulf is president of the National Academy of Engineering.

The Institute of Medicine was established in 1970 by the National Academy of Sciences to secure the services of eminent members of appropriate professions in the examination of policy matters pertaining to the health of the public. The Institute acts under the responsibility given to the National Academy of Sciences by its congressional charter to be an adviser to the federal government and, on its own initiative, to identify issues of medical care, research, and education. Dr. Harvey V. Fineberg is president of the Institute of Medicine.

The National Research Council was organized by the National Academy of Sciences in 1916 to associate the broad community of science and technology with the Academy’s purposes of furthering knowledge and advising the federal government. Functioning in accordance with general policies determined by the Academy, the Council has become the principal operating agency of both the National Academy of Sciences and the National Academy of Engineering in providing services to the government, the public, and the scientific and engineering communities. The Council is administered jointly by both Academies and the Institute of Medicine. Dr. Bruce M. Alberts and Dr. William A. Wulf are chair and vice chair, respectively, of the National Research Council.

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