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TCRP Synthesis 16

Changing Roles and Practices of Bus Field Supervisors

A Synthesis of Transit Practice

Transportation Research Board
National Research Council

TRANSIT COOPERATIVE RESEARCH PROGRAM

Synthesis of Transit Practice 16

Changing Roles and Practices of Bus Field Supervisors

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Transportation Research Board
National Research Council

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TRANSIT COOPERATIVE RESEARCH PROGRAM

The nation's growth and the need to meet mobility, environmental, and energy objectives place demands on public transit systems. Current systems, some of which are old and in need of upgrading, must expand service area, increase service frequency, and improve efficiency to serve these demands. Research is necessary to solve operating problems, to adapt appropriate new technologies from other industries, and to introduce innovations into the transit industry. The Transit Cooperative Research Program (TCRP) serves as one of the principal means by which the transit industry can develop innovative near-term solutions to meet demands placed on it.

The need for TCRP was originally identified in *TRB Special Report 213--Research for Public Transit: New Directions*, published in 1987 and based on a study sponsored by the Federal Transit Administration (FTA). A report by the American Public Transit Association (APTA), *Transportation 2000*, also recognized the need for local, problem-solving research. TCRP, modeled after the longstanding and successful National Cooperative Highway Research Program, undertakes research and other technical activities in response to the needs of transit service providers. The scope of vice configuration, equipment, facilities, operations, human resources, maintenance, policy, and administrative practices.

TCRP was established under FTA sponsorship in July 1992. Proposed by the U.S. Department of Transportation, TCRP was authorized as part of the Intermodal Surface Transportation Efficiency Act of 1991 (ISTEA). On May 13, 1992, a memorandum agreement outlining TCRP operating procedures was executed by the three cooperating organizations: FTA, the National Academy of Sciences, acting through the Transportation Research Board (TRB), and the Transit Development Corporation, Inc. (TDC), a nonprofit educational and research organization established by APTA. TDC is responsible for forming the independent governing board, designated as the TCRP Oversight and Project Selection (TOPS) Committee.

Research problem statements for TCRP are solicited periodically but may be submitted to TRB by anyone at anytime. It is the responsibility of the TOPS Committee to formulate the research program by identifying the highest priority projects. As part of the evaluation, the TOPS Committee defines funding levels and expected products.

Once selected, each project is assigned to an expert panel, appointed by the Transportation Research Board. The panels prepare project statements (requests for proposals), select contractors, and provide technical guidance and counsel throughout the life of the project. The process for developing research problem statements and selecting research agencies has been used by TRB in managing cooperative research programs since 1962. As in other TRB activities, TCRP project panels serve voluntarily without compensation.

Because research cannot have the desired impact if products fail to reach the intended audience, special emphasis is placed on disseminating TCRP results to the intended end-users of the research: transit agencies, service providers, and suppliers. TRB provides a series of research reports, syntheses of transit practice, and other supporting material developed by TCRP research. APTA will arrange for workshops, training aids, field visits, and other activities to ensure that results are implemented by urban and rural transit industry practitioners.

The TCRP provides a forum where transit agencies can cooperatively address common operational problems. TCRP results support and complement other ongoing transit research and training programs.

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The members of the technical advisory panel selected to monitor this project and to review this report were chosen for recognized scholarly competence and with due consideration for the balance of disciplines appropriate to the project. The opinions and conclusions expressed or implied are those of the research agency that performed the research, and while they have been accepted as appropriate by the technical panel, they are not necessarily those of the Transportation Research Board, the Transit Development Corporation, the National Research Council, or the Federal Transit Administration of the U.S. Department of Transportation.

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PREFACE

A vast storehouse of information exists on many subjects of concern to the transit industry. This information has resulted from research and from the successful application of solutions to problems by individuals or organizations. There is a continuing need to provide a systematic means for compiling this information and making it available to the entire transit community in a usable format. The Transit Cooperative Research Program includes a synthesis series designed to search for and synthesize useful knowledge from all available sources and to prepare documented reports on current practices in subject areas of concern to the transit industry.

This synthesis series reports on various practices, making specific recommendations where appropriate but without the detailed directions usually found in handbooks or design manuals. Nonetheless, these documents can serve similar purposes, for each is a compendium of the best knowledge available on those measures found to be successful in resolving specific problems. The extent to which these reports are useful will be tempered by the user's knowledge and experience in the particular problem area.

FOREWORD

By Staff
Transportation
Research
Board

This synthesis will be of interest to transit agency general managers, personnel, human resources and training staffs, bus operations staffs, as well as to other transportation, human resources, and training professionals. The roles and responsibilities of bus field supervisors are addressed, including emerging concerns about how to improve the relationship between supervisors and bus operators, while placing supervisors in a more positive role; how to obtain a greater return from employee productivity with tightening budgets and declining ridership; and how to improve customer service.

Administrators, practitioners, and researchers are continually faced with issues or problems on which there is much information, either in the form of reports or in terms of undocumented experience and practice. Unfortunately, this information often is scattered or not readily available in the literature, and, as a consequence, in seeking solutions, full information on what has been learned about an issue or problem is not assembled. Costly research findings may go unused, valuable experience may be overlooked, and full consideration may not be given to the available methods of solving or alleviating the issue or problem. In an effort to correct this situation, the Transit Cooperative Research Program (TCRP) Synthesis Project, carried out by the Transportation Research Board as the research agency, has the objective of reporting on common transit issues and problems and synthesizing available information. The synthesis reports from this endeavor constitute a TCRP publication series in which various forms of relevant information are assembled into single, concise documents pertaining to a specific or closely related issue or problem.

This report of the Transportation Research Board provides information about current and innovative supervisory practices at selected transit agencies. It covers information about the expectations that organizations have for their supervisors; recruitment and selection; training; new or revised regulations; and the perceived impacts of new technologies at some transit agencies.

To develop this synthesis in a comprehensive manner and to ensure inclusion of significant knowledge, available information was assembled from numerous sources, including a number of public transportation agencies. A topic panel of experts in the subject area was established to guide the researchers in organizing and evaluating the collected data, and to review the final synthesis report.

This synthesis is an immediately useful document that records practices that were acceptable within the limitations of the knowledge available at the time of its preparation. As the processes of advancement continue, new knowledge can be expected to be added to that now at hand.

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CHANGING ROLES AND PRACTICES OF BUS FIELD SUPERVISORS

SUMMARY

The traditional responsibilities of transit supervisors are being impacted by changing philosophies of management and customer service. In a recent survey of transit agencies, directors, managers, and supervisors of operations were asked about the role and responsibilities of "field" supervisors. They reported that while new management philosophies and customer demands create one set of expectations for supervisors, the actual accountabilities and skills of supervisors are geared toward another. Managers would like to take advantage of the successful supervisory strategies being used in other industries but are challenged by maintaining effective system operations, meeting customer needs, and providing a support system for their bus operator service providers. As a result, the role of the transit supervisor is changing at many of the surveyed agencies, and a variety of different approaches to updating the transit supervisor job are currently being tested.

According to survey respondents, almost all supervisors are hired from the ranks of bus operators. It is the only internal career step available to most operators without additional education or experience. The bus operator's environment is where future supervisors learn the organization's norms and mores and develop their primary relationships. While some bus operators may have additional skills or even supervisory experience, most of transit's supervisors are hired into management based on their performance as bus operators.

Knowledge of the system is critical and experience is an effective way of ensuring smooth transition and coverage of a supervisor's responsibilities for quality system operations. However, although system experience is invaluable, there is little in the job of a bus operator that prepares someone to supervise others.

In many cases, survey results indicate that transit supervisors are hired and put to work in the system with little or no formal training or orientation in supervisory skills such as leading and coaching others, development and training of subordinates, decision making, and effective interpersonal communications. A few transit agencies have comprehensive training systems to help the new supervisor acquire the skills and perspective to perform the supervisor job. The majority, however, according to respondents, have been pressured by time constraints and budget pressures to rely on learning on the job or training by senior supervisors (who may have come through the same process with an equal lack of experience or initial training).

As transit organizations seek to consistently deliver high levels of customer service, they must increase the consistency of the bus operator's interaction with the public, and management's interactions with the bus operators. This increase in consistency requires that best practices be identified and passed on to the people performing the same or similar tasks. Training is the process of passing on the skills necessary to perform "best practices" consistently.

Three trends in managers' concerns come from the survey data: (1) how to improve the relationship between supervisors and bus operators while placing supervisors in a more positive role, (2) how to get the most return from employee productivity with tightening

budgets and declining ridership and (3) how to improve customer service. Improving relationships, expanding roles, and maximizing productivity are being addressed simultaneously by several transit systems. A number of agencies have implemented programs to facilitate opportunities for interaction; others have focused on decreasing perceptions of supervisors as "cops."

It seems that in transit, there has been a tendency to classify field supervisors as the "organizational police." The reasons for this perception are many. Some systems require supervisors to enforce rules, monitor adherence to system parameters, and issue tickets or citations when violations are found. It is a common complaint from bus operators that the only time they interact with management is when they are in trouble. Some supervisors are even called "Inspectors." The original title of this synthesis, "Field Control Practices," indicates that a major part of the supervisor's job must be "controlling." Transit agencies from the survey are aware and concerned about this perception of supervisors as "cops," and many programs and role restructuring efforts are being implemented.

Issues of accountability, authority, and resistance to change are also being discussed and addressed by several agencies. Some transit agencies have taken advantage of regulatory and other changes as opportunities to improve relationships through increased training. In fact, giving supervisors adequate training and tools is the most frequently mentioned method for dealing with supervisors' concerns. Most of the training programs being administered have more to do with interpersonal relationships and leadership skills than with technical or administrative tasks. Organizational communications are also a primary focus for transit managers, and a number of innovations are taking place.

Customer service is a major focus at many transit systems. The supervisor's role in providing customer service is developing in dramatically different ways. One perspective is that supervisors monitor and control the service on the street to ensure that customers receive good service. Other agencies are working toward a philosophy in which the "customer is number one." All agencies stress the importance of customers in their organizational mission statements. One transit organization has changed the primary function of service supervisors to act as "Customer Service Representatives" and focus on providing service to customers, assisting operators in providing service, and in making decisions based on what's best for the customer.

New technologies are being tested at several agencies. These efforts can help to serve larger geographic areas and more customers, and to deploy more buses more effectively. Advanced technologies in communications and other areas may be the critical means for freeing supervisors to spend more time facilitating and supporting bus operators and customer service.

New regulations have had an interesting impact at a number of organizations. Several operations directors and managers have found that the recent Americans with Disabilities Act and the drug and alcohol testing requirements have created excellent opportunities for good supervisor and bus operator interactions and supervisory skill building. Several of the related bus operator training programs are being led or facilitated by field supervisors, which further develops their leadership role and skills.

All of these programs and responses are either directly or indirectly putting pressure on supervisors to change the way they have been doing their jobs. This sense of transition creates the primary "field supervision" challenge for organizations, managers, and supervisors.

CHAPTER ONE

INTRODUCTION

Like other industries that originated in the early 1900s, transit systems were designed to run from the top down in a hierarchical structure. At that time, the philosophy was that efficiency came from task simplification and specialization. Job responsibilities were broken down into the simplest tasks and people were hired to specialize in performing those duties. Simplified work tasks made good business sense because labor turnover was high, labor was plentiful, and almost anyone could perform well with minimal training. The job of supervisors, then, was to monitor and control employee task performance. In transit, supervisors were assigned to monitor and control buses and bus operators for safety, timeliness, route adherence, and policy compliance.

More recent organizational and managerial philosophy advocates a dramatically different set of responsibilities for employees and their supervisors. Most of these managerial philosophies have as a cornerstone the belief that organizational improvement comes from high involvement of front line personnel. The front line has the most interaction with customers, the greatest knowledge about how to serve customers, and the know-how to improve organizational performance. This belief moves the emphasis away from supervisors functioning as monitors and controllers and into roles of facilitators, team leaders, problem-solvers, and coaches.

Transit and its supervisors are caught in the middle of this evolution. There are strong indications from the survey data that transit managers want supervisors to move in the directions suggested by other successful organizations and industries. Of all the management innovations related in survey responses, the vast majority had to do with implementing programs and changing responsibilities to increase supervisor responsibility, accountability, and interaction with bus operators. Most of the current training programs deal more with interpersonal skills than with controlling and monitoring. In addition to these efforts, survey findings indicate that transit supervisors are still held responsible for controlling and monitoring.

Deciding which responsibilities are most important for supervisors to perform and providing them with the necessary skills and a conducive environment is the major challenge facing transit and its supervisors. Vision and mission statements are being developed and revised by several survey participants to create positive and consistent organizational direction. Job descriptions and specific accountabilities are being revamped and updated. Role restructuring and job redesign are being reported. This synthesis provides a foundation for understanding transit supervisor challenges and illustrates what some transit organizations are doing to meet them.

PURPOSE OF THE SYNTHESIS

This synthesis is intended to provide information about current and innovative supervisory practices. It covers a wide range of topics, including what organizations expect of their supervisors; training, recruitment, and selection practices; impacts of new or revised regulations, and impacts of new technologies.

Most of the information contained within this synthesis is based on the results of a May 1995 survey sent to 148 selected transit agencies with bus operations of at least 100 bus operators. It also includes a few organizations known to have implemented or to be considering relevant programs. While inferences are made about the transit industry in general, the information obtained came from the 30 percent of surveyed agencies that chose to participate in this effort. For that reason, this synthesis presents actual survey statistics when discussing commonalties or trends; it does not necessarily represent the beliefs and innovations of all members of the transit industry.

ORGANIZATION OF THE SYNTHESIS

This synthesis presents survey data and information gathered from telephone interviews and meetings with respondents along with theory, current beliefs, and recommendations from a variety of transit, organizational, and business professionals and experts. Examples of innovative or representative processes and programs are included where possible to provide transit managers with suggestions for making the most of their field supervisory positions. The agency responsible for the program is identified, along with a few of the issues they wanted to address, a brief description of the program, and any organizational or productivity results and impacts.

Chapter 2 identifies the field supervisor's work responsibilities by looking at the differences between nontransit and transit supervisors and the sources of expectations within the transit industry, including vision statements, job descriptions, organizational perceptions, and customer expectations. Some innovative methods and techniques for performing and measuring those responsibilities are presented.

Chapter 3 deals with how supervisors are recruited and selected. Recruitment techniques, applicant pools, job requirements, and specific selection process information are described. Examples of pretrained or preselected supervisor "reserve pools" are highlighted.

Chapter 4 focuses on current training programs and methods that serve to update or improve supervisor performance. Special emphasis is given to the supervisor success criteria identified as important or needing improvement by survey respondents. Information about specific training programs and which agencies have administered them is provided as a quick reference for transit managers considering similar efforts.

Chapters 5 and 6 address new regulations or technologies that have impacted field supervisor job responsibilities. Brief

descriptions of the changes are presented along with examples of successful programs or ideas. Techniques for introducing and implementing change are also summarized.

The synthesis closes with conclusions and information from the field about other actions that would improve the state of the practice and identifies critical knowledge gaps that could be filled by additional investigation. It also includes concerns that most agencies have yet to address, and suggestions for further study and promising applications. A copy of the survey (Appendix A) and a list of all survey respondents (Appendix B), and lists of national standardized front line supervisor training programs (Appendix C) are provided.

CHAPTER TWO

WHAT ORGANIZATIONS EXPECT OF THEIR SUPERVISORS

THE DILEMMA

Are supervisors caught in the middle of expectations about what their roles and responsibilities are and what they actually should be? While the organization has come to expect that supervisors will carry out a number of administrative tasks, managers are also placing higher emphasis on customer service and increased responsiveness to operator performance and concerns. Supervisors are still expected to monitor and control, even though those responsibilities can detract from a supportive and facilitative relationship. Supervisors are becoming increasingly responsible for bus operator performance and have more responsibilities for immediate service to customers with field issues and to their bus operators, who are similarly striving to satisfy the higher expectations of today's customer. Bus operators are also becoming increasingly aware of their worth as internal customers and are expecting more from their employer, both in the way they are treated by their supervisor, and in the way they are supported by the entire management system. All of these expectations, from the more traditional administrative demands to the more recent emphasis on the human element and on excellent customer service, have combined to create a dilemma that is shared by supervisors in transit and in other service industries.

FUNDAMENTAL EXPECTATIONS OF SUPERVISORS

A basic approach to understanding what organizations expect of their supervisors is to take a look at the key criteria necessary for job success. The criteria are the critical elements, skills, abilities, and behaviors that are necessary aspects of the job, essential for effective performance. Successful incumbents possess and exhibit these criteria. Ellison and others have extensively researched the critical elements common to many supervisor jobs *(1,2,3,4)*. From that work, they have developed a list of primary supervisory criteria, which is summarized in Table 1.

While every supervisor's job may also have additional responsibilities that entail other criteria, these criteria are generally representative of the most important, critical elements of a "typical" supervisor's job. In looking at the fundamental responsibilities of supervisors across industries, one commonly held definition is:

> An individual employed by an agency having authority, in the interest of the agency, to hire, direct, assign, promote, reward, transfer, furlough, lay off, recall, suspend, discipline or remove employees, to adjust their grievances, or to effectively recommend such action--if the exercise of the authority is not merely routine or clerical in nature but requires the consistent exercise of independent judgment (5).

TABLE 1

SUPERVISOR SUCCESS CRITERIA

- Planning--Organizes work productively and efficiently
- Interpersonal Working Relationships--Assists, supports, and encourages
- Decision Making--Identifies and solves problems; understands consequences
- Initiative--Requires minimal direction, accepts responsibility, continually improves performance
- Communication--Verbal and written, speaks clearly, listens actively
- Leadership Skill--Influences others to get tasks done, advocates, persuades
- Creativity and Adaptability--Develops ideas, uses imagination, adaptive
- Performance Feedback--Has productive discussions with employees
- Delegates Authority--Encourages employees to solve problems and make decisions

The next sections will compare and contrast these success criteria with the actual job responsibilities and customer and organizational expectations of transit supervisors. A case study of Long Beach Transit's extensive research of its field supervisor success criteria will be highlighted in Chapter 2.

TRANSIT EXPECTATIONS

In looking at what transit managers reported were the work responsibilities of their field supervisors, it seems that supervisors are primarily responsible for administering the transit service (Table 2). All transit agencies surveyed expect field supervisors to monitor bus operator activities, making sure buses are on time and that operators are following policy. All but one agency expect supervisors to investigate accidents and incidents, and to set up detours. More than half of all field supervisors are involved in coordinating special bus service, dispatching, covering the radio, and starting buses (ensuring timely departure). While over 90 percent of agencies involve supervisors in coaching, counseling, and problem solving, only about half expect supervisors to direct the work activities of others, to administer discipline, conduct performance evaluations, or build team cooperation. Only 27 percent of supervisors are involved in employee recognition and less than one-quarter are responsible for selection and termination.

According to the survey, almost all Field Supervisors coach and counsel as a part of their normal job responsibilities (Figure 1). When asked if supervisors were responsible for hiring, firing, and evaluating--defining features of a supervisory position--about one-third of respondents answered affirmatively.

TABLE 2

SUPERVISOR WORK RESPONSIBILITIES

Percent Response	Number of Responses	Work Responsibility
100	55	Monitoring Bus Operator Activities
98	54	Accident/Incident Investigations
94	52	Problem Solving
93	51	Detours
91	50	Coaching/Counseling
91	50	Customer Complaints
86	47	Coordinating Special Bus Service
73	40	Dispatching
71	39	Identifying Customer Needs
69	38	Radio Dispatching
67	37	Starting (buses begin routes on time)
56	31	Discipline/Grievance
53	29	Directing Work Activities of Others
53	29	Special Committees*
51	28	Safety Programs
49	27	Performance Evaluations
44	26	Reliability/Spacing
46	25	Team Building
44	24	Facilitating Training
44	24	Short Term Planning
34	19	Operator Vacation/Run Bid
29	16	Industrial Accident Investigation
29	16	Interface Bus/Rail Operations
27	15	Recognition Programs
20	11	Staffing--Selection
16	9	Staffing--Termination
14	8	Other**
7	4	Writing Policy/Procedures

*Special Committees: Operator Excellence, Safety, Radio Users Advisory Group, Quality Customer Service, Transit Security Steering Committee EAP Health & Safety, Customer Service, Scheduling, Vehicle Quality & Safety Accident Appeals, Service Improvement, Safety Committee, Runs Improvement Ad-hoc for Transportation Issues Light Rail Coverage, BAT Technicians, Fare Inspectors Ad hoc working groups Roadeo Safety, Special Events Vision Teams Advisory . Accident Committee Total Quality-Safety Safety and Scheduling . Quality Committees

**Other answers: Drug/Alcohol Testing . Liaison to external agencies... Minor mechanical repairs ... Mechanical "trouble shooting", Represent District in court Coordinating Charter Service Meeting customer needs and exceeding expectations in resolving service failure

Because the survey responses previously summarized in Table 2 show that just 16 percent of supervisors are responsible for staffing and termination, that number may actually be lower. Just 40 percent of survey respondents indicated that their field supervisors are actually engaged in supervising the work activities of others. This discrepancy could be: a function of differing attitudes about what supervisors are or should be, indicative of varying levels of authority and accountability, or reflective of the current state of job evolution.

SOURCES OF EXPECTATIONS

Field Supervisors receive their direction and responsibilities from a variety of sources. One of the most fundamental yet general sources is the organization's mission or vision statement. More immediate or direct sources of expectations come from job descriptions, policies, and procedures. Managerial, coworker, and subordinate expectations also impact the supervisor's job responsibilities, through their perceptions of the supervisor's role, in the execution of that role, and in the resultant environment in which the supervisor works.

Organizational Mission and Strategic Plan

Organizational mission statements are one way that transit agencies specify their ideals for how their service or product will be delivered, and how their employees will perform It is an executive summary for an agency's board of directors, a management statement, and a conceptual plan. For some, mission statements set the stage for a shared organizational vision.

> Before you can find the right path, you have to know where you are going. Creating the agency's vision for change--and then empowering your staff to achieve it--is arguably management's most important contribution. Quality visions are broad, but they point where to go. Developing a vision includes writing specific statements about desired results, which leads to identifying internal and external barriers to success; and forming general strategies for overcoming the barriers (6)

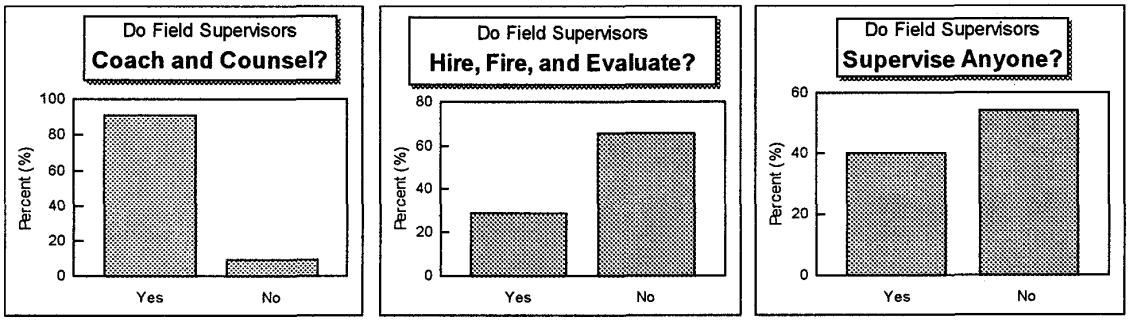


FIGURE 1 Supervisory responsibilities of field supervisors.

Mission statements are a fundamental way of linking goals with action. When an organization actually writes down its objectives, there is more clarity about what is important, and levels of management have a model to follow for consistent direction in future programs and work activities.

Just 53 percent of survey respondents indicated they had a formal mission, vision, or organizational goal statement with language specifically pertaining to Field Supervisors. Seventeen percent of transit agencies reported having a strategic plan that pertained to Field Supervisors. Many of the submitted mission statements emphasize some of the responsibilities contained within supervisor job descriptions. For example, most mission statements defined the organization's purpose as the delivery of safe, dependable transportation. Almost every job description for supervisors contained responsibilities directly related to safe and dependable transportation. The majority of job descriptions did not directly link supervisor responsibilities to the organization's mission statement.

Of the transit agencies that have invested additional energy in developing their mission statements, there has been a corresponding implementation of a strategic management effort. From survey respondents, some of the common improvements they have enjoyed are an excellent increase in employee involvement and communication. The Mass Transit Administration in Baltimore credits its organizational development in part to its unifying and defining mission, vision, and values statements.

Mission, Vision, and Values

Agency:	Mass Transit Administration (MTA), Baltimore, Maryland
Duration:	1993 to present
Issues:	MTA needed to refocus on what was most important for its organization, on what its goals should be, and how to go about achieving them.
Results:	MTA has just completed educating more than 3,000 employees on the total quality effort. A climate survey will soon be administered to establish a baseline. Since training, over 40 percent of employees have volunteered to participate in additional quality efforts.

In 1993, MTA senior managers went on a retreat to develop and draft their mission, vision, and values. After a number of discussions, the group agreed that MTA's mission should state what the MTA is and what they do as an organization: "The Mass Transit Administration is a statewide public organization committed to providing a network of accessible transportation services to our customers. We operate and support safe, efficient and reliable bus, METRO, light rail, MARC commuter rail, ride-sharing and rail freight services." Their vision is what they want to become and includes, "The Mass Transit Administration is a world-class organization that is recognized as caring and responsible. We are committed to excellence in customer services. ... Our people are proud to be members of the MTA team." Their values can be likened to game rules, and include caring, respect, leadership, innovation, pride, integrity, communication, teamwork, and quality service.

According to MTA's Assistant Manager of Bus Operations, the combined mission, vision, and values have helped supervisors to understand how to provide better service and how to do their jobs more effectively. Supervisors and bus operators seem to have more positive attitudes, perhaps because of their improved lines of communication. Since the total quality effort began, supervisors have been encouraged to personalize operator contacts, and to increase the opportunities for compliments and relationship building. Bus operators have been opening up more, sharing not just negative feedback, but positive and constructive suggestions. Through this sharing of information, operators have made valuable suggestions. From recommendations like these, several improvements in routing have been acted upon and implemented by the scheduling department.

While it is too soon to appreciate all of the impacts of having a shared vision, many employees have reported that they feel there is now a common thread in the organization, that they are more involved, and more supported. More than 45 volunteer teams, mostly made up of nonmanagement employees, address a number of ongoing concerns. Cross-functional teams have also been assembled to deal with more specific types of concerns and have formed committees that deal with planning and decision making. The Marketing Committee, for example, includes marketing representatives, the manager of bus operations, commuter rail and customer service representatives, supervisors, and bus operators. The Service Planning committee includes staff from planning, scheduling, operations, and bus operators. Each of these efforts further strengthens the feeling of common purpose and teamwork at MTA.

Calgary Transit in Alberta also reports that senior management and supervisors have been working toward a common set of goals, values, and operating principles. Since this strategic effort began, they have enjoyed significant improvements in the cooperation, collaboration, morale, and commitment of their employees.

Performance Partners (A Step within the "Partners in Transition" Process)

Agency:	Calgary Transit, Alberta, Canada
Duration:	Supervisor training began July 1995
Issues:	Budget cuts, changing customer needs, and changing needs of the organization led to a concern that supervisors needed to become more diverse in their job skills and functions.
Results:	Senior management and supervisors worked toward: a common set of goals, values, and operating principles; significant improvement in cooperation and collaboration, morale, and commitment of employees; sustained ridership; high levels of customer satisfaction; and strong support from elected officials and public administrators.

In 1991, following a series of studies, Calgary Transit began to focus on ways to improve organizational structure, safety procedures, service delivery, customer service, and relationships with employees. To improve reporting structures and accountability, substantial restructuring was necessary. Supervisors continued to manage the delivery of bus, C-Train,

and special event service, accident/occurrence investigations, resolution of customer needs, infrastructure management, and reporting requirements. The primary focus, however, became the full responsibility for the supervision, well-being, morale, welfare, and discipline of more than 900 bus operators. The major goal behind the new role was to push total work performance and attendance management of the bus operators down to the front line staff.

With the new responsibilities, Inspectors (soon to be called Operations Supervisors) needed to acquire new skills and approaches not emphasized by their previous "system police" role. While some supervisors have readily embraced their new priorities, others continue to find it a challenge.

Using a rotation type process, operators were uniformly and equally divided among all supervisors. The label "Performance Partners" was adopted as a nonthreatening description of the process, and has worked well. Supervisors tested their new skills with the administration of an attendance management policy (see Chapter 4) that required considerable face-to-face discussion and counseling with operators. Since then, supervisors have become more involved in employee recognition, performance reviews, problem solving, disciplinary investigations and, if necessary, formal proceedings, and in accident classification.

Job Descriptions

Over 94 percent of survey respondents have field supervisor job descriptions. Of those submitted, most begin with a general description of the job, followed by sections containing specific duties, and minimum qualifications. Of the submitted examples, about half contained ADA "essential job function" information as described in The Americans with Disabilities Act (ADA).

Most of the general descriptions of the supervisor's job are summaries of the function or the purpose. Just about every general description contained wording that supervisors were responsible for overseeing and maintaining daily operations to ensure safe and efficient transportation service. This same kind of language can also be found in many mission statements as the primary goal of the transit agency. Almost all submitted job descriptions contained general standards for directing, overseeing, supervising, or monitoring the work activities or performance of bus operators. Most of the job descriptions focused on tasks related to administering transit service, as with "monitoring," "detours," and "investigating."

Of the submitted job descriptions, a representative supervisor job description, which also contains ADA related functions, was submitted by the Pinellas Suncoast Transit Authority in Florida (Figure 2). It is presented here as a representative example of how field supervisor job descriptions are documented.

INTERNAL EXPECTATIONS

One of the challenges faced by most transit agencies is the perception of supervisors within the organizational culture. When asked to identify perceptions of supervisors by different employee groups, transit manager's and supervisor's perceptions of the role of supervisors in transit were fairly close to the midpoint between the roles of "Facilitator/Helper" and "Cop/Enforcer" (Figure 3). Bus operators, however, are believed to perceive transit supervisors mostly in the "Cop/Enforcer" role. This attitude was found to be generally representative of all surveyed transit agencies.

It is not surprising that bus operators would perceive supervisors as "cops" given an objective look at how supervisors perform some of the same traffic functions as police officers. All transit supervisors monitor bus operator behaviors for mistakes, sometimes covertly. If a violation is observed, the supervisor will generally give the operator some kind of warning, or perhaps even a ticket or violation notice. Then, if the violation proceeds into a discipline review or grievance proceeding, the process is often similar to the proceedings of a court of law. Like police officers, more than 90 percent of transit supervisors conduct accident investigations and set up detours. Some agencies also use the title "Inspector" in place of Supervisor.

The very nature of bus operator's jobs makes supervisor contacts infrequent, and when they do occur, it's usually because something is wrong, as with a disciplinary issue or with some system related problem. This is supported by survey participant responses, which indicated that only about 30 percent of their supervisors are involved in employee recognition efforts. Among transit agencies that have targeted improving field supervisor and bus operator relationships, many are making strides toward increasing supervisor and bus operator contacts.

The following cameos highlight several of these efforts to improve supervisor/bus operator relationship. Each is characterized by a managerial structure where supervisors are placed in a position of responsibility for a group or "team" of bus operators. This structure improves the likelihood of building a relationship between a supervisor and a bus operator, and for dealing with both system and performance issues in a more personal manner. The way that North San Diego County Transit District has approached these challenges has been to establish a geographic supervisor sector system. This method creates more opportunities for interaction, direct exposure to the operator's particular area demands, and sets up accountability for team performance.

Group Assignment of Bus Operators Using a Geographic Sector System

Agency:	North San Diego County Transit District, California
Duration:	Group supervision since early 1980's, sector system implemented April 1988
Issues:	Wanted a system to establish supervisor accountability for operators, more opportunities for interaction, and to improve operator/supervisor relationships and team building efforts.
Results:	Increased supervisory productivity. The geographic approach to management, along with operator performance expectations, has established an excellent guide for supervisors to do what is important. The system has increased communication and enhanced the team philosophy between the operator, supervisor, and organization. Another result of the improved relationship is a much quicker identification and resolution of system problems. On-time performance has also increased by about 10 percent.

TRANSPORTATION SUPERVISOR

DEPARTMENT: Transportation_____ CLASS: Supervisory
BARGAINING UNIT: IBF&O, Local 1222 (Supervisory) REVISED: May 1992

BASIC PURPOSE: Plans, directs, monitors and controls the operations activities required to ensure that efficient, safe and dependable bus service is provided to all PSTA customers. Reports to the Lead Supervisor.

PRINCIPAL RESPONSIBILITIES:

Supervises bus operators and monitors adherence to routes, schedules, personnel and operating rules and regulations, and PSTA attendance policy.
Assigns, schedules and dispatches buses to facilitate effective and efficient delivery of service.
Coordinates auxiliary services to ensure efficient transport of handicap and mobility impaired passengers.
Schedules bus operators according to union contract, to ensure adequate staffing to efficiently meet service requirements.
Monitors radio transmissions with bus operators to ensure system is operating efficiently.
Prepares disciplinary notices for drivers consistent with Authority policies, procedures, rules and regulations (reviews related problems with drivers to improve operator performance).
Verifies operator's time worked and prepares payroll roster to facilitate accounting function.
Prepares operator paperwork to facilitate next day service.
Reports unsafe road conditions; sets up detours to maintain service following accidents, breakdowns, or when routes are impassable.
Completes daily logs of activities to provide accurate, up-to-date information.
Keeps accurate attendance records; enters operator time-keeping into the computer.
Investigates and analyzes accidents to determine cause, reports findings and recommends corrective action.
Relieves bus operators in emergencies and completes schedule if necessary.
Performs other related tasks as may be assigned by Lead Supervisor.

MINIMUM QUALIFICATIONS

Education: High school diploma or G.E.D. Supplemental education or training in business, transportation, safety or relevant area is preferred.

Experience: Three (3) years experience as a Bus Operator with a good safe driving record, discipline record and overall work record; or an equivalent combination of transit operations experience. (Special consideration will be given to those operators already enrolled in the Interim Supervisors Program).

License: Must possess and maintain a Commercial Drivers License.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of: Division dispatching functions, fare structures and routes; union contract rules and regulations; principles and practices of supervision; Personnel Rules and Regulations; agencies and organizations which provide service for handicap and mobility impaired citizens; State and local traffic laws; the grievance process.

Skilled in: Driving a bus; conflict resolution; accident investigation/analysis; and data entry.

Essential Job Function: Assess and resolve complaints in a satisfactory manner; communicate effectively both orally and in writing; establish and maintain effective work relationships; interpret and administer the union labor contract; investigate and recommend appropriate solutions; operate a two-way radio system; operate a vehicle and a bus; operate a personal computer; work independently; and make sound decisions.

FIGURE 2 Job description from Pinellas Suncoast Transit Authority, Clearwater, Florida.

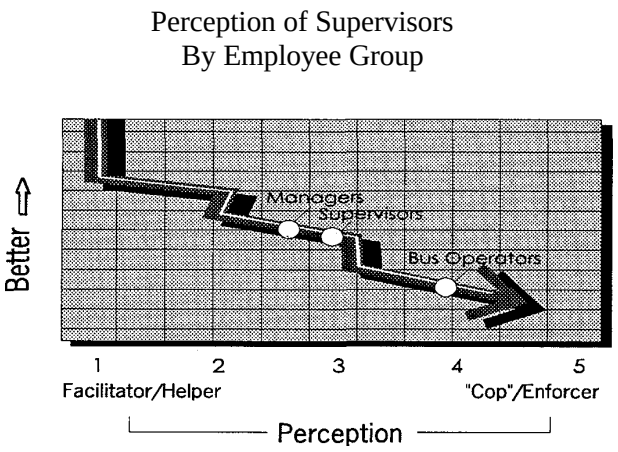


FIGURE 3 How supervisors are perceived.

Supervisors are responsible for an assigned group of operators within a specific geographic sector of the service area. When operators bid their work, they are able to choose their supervisor by bidding on a route that is primarily worked within that supervisor's sector. Geographical area boundaries are drawn to distribute the number of operators equally among supervisors and any remaining imbalances are dealt with by the assignment of part-time and extra-board operators. The current ratio of supervisors to operators is about 1 to 32. Two supervisors are assigned to each of six geographic areas, one in the morning and one in the afternoon.

The sector system has improved road coverage and opportunities for direct supervision and evaluation of assigned operators' performance. The system has also made it possible to give supervisors a specific accountability and responsibility for service within a particular geographic area. By combining service delivery and employee performance responsibilities, supervisors can effectively problem-solve and make changes that impact the entire organization, not just Operations or Scheduling. This marriage of responsibilities has worked very well and helped in an ongoing process where operators and supervisors establish updated, realistic route time schedules. Supervisor performance evaluations have also been updated so that they are now tied into timeliness and service delivery within the appropriate sector.

The sector system does present a few challenges that are mostly a function of the bidding process. There are administrative difficulties with operators potentially changing supervisors three times a year, leaving accountability to be reestablished both formally and informally. While much of the transition is smooth, employee problems have more of a chance of getting lost in the changes, with some problem operators staying "one step ahead" of trouble. On the other hand, the system may be setting up work bidding as an indirect, informal "bottom up evaluation" process with preferred supervisors being selected first. In this way, relationships could be further nurtured and strengthened.

While North San Diego County Transit District has increased supervisor contacts by using a geographic system, Laidlaw Transit Services, BART Express, Pleasanton, California, has also approached improving organizational relationships by establishing supervisor/operator teams, where supervisors select a group of bus operators having a comparable shift. One of their primary issues was to improve supervisor and bus operator relationships while establishing accountability and improving organizational performance.

Selection of Bus Operator Groups with Comparable Shifts

Agency: Laidlaw Transit Services, BART Express, Pleasanton, California
Duration: 1993--1994, stopped due to administrative difficulties, but reinstituted in 1995
Issues: The program was implemented to build a relationship between supervisors and operators and to improve performance through group accountability.
Results: Bus Operators appreciate counting on one person to talk to, from whom they can get a consistent point of view. Supervisors prefer the group accountability because they have something tangible to deal with. Accidents and Worker's Compensation claims went down during the program, and since it lapsed, they have again begun to rise. On the down side, managing the program takes time, and every three months, the teams may need to be reassigned to fit supervisors' schedules.

In each location, there are transit supervisors who serve as both field supervisor and dispatcher. The ratio of supervisors to operators is about 1:8. During each operator re-bid, the supervisors draft the operators for whom they are going to be responsible, selecting operators who work a comparable shift. Supervisors are held accountable for their team members, and are encouraged to take an active role in helping to develop and build a good relationship. Operators know who their supervisor is, and if they have a question or problem, they can go to that person.

Performance observations, such as commendations and warnings, can be written up by any supervisor. At the end of a shift, the commendation or warning is turned over to the responsible supervisor who follows through with the appropriate action, be it researching the record or meeting with the operator.

While administrative problems caused the program to lapse, some of Laidlaw's drivers have asked that it be reinstituted.

Supervisors at Transit Windsor also have responsibility for a group of bus operators, but their system makes assignments on an alphabetic basis. To meet the challenge of knowing what their operator's day-to-day activities or concerns have been, all supervisors back one-another up by recording relevant remarks on any operator's work assignment. This "block file" system enables other supervisors to efficiently update the responsible supervisor, while ensuring that operators don't get "lost" in the system.

Group Assignment of Bus Operators and Performance Monitoring

Agency: Transit Windsor, Ontario, Canada
Duration: 18 Months

Issues: Dealing with operator performance and the perception of supervisors as "cops".

Results: Supervisors can more quickly address employee problems by taking a staff approach. There is job enrichment and increased skill building from supervisors being involved in operator meetings, with disciplinary proceedings, and in recognition efforts.

Each Transit Windsor supervisor is responsible for the work performance of 15 to 20 bus operators, assigned by alphabetic order, with the potential for rotation. While supervisors are charged with monitoring the work records of all of their assigned operators for discipline and recognition, they may also deal with other employees outside of their group during their shift. If an operator is late, any supervisor can speak to them and note the event in the operator's block file. If an employee is due for some positive recognition, the responsible supervisor will write a letter of commendation or conduct an appropriate meeting. Meetings over disciplinary concerns and more formal types of proceedings are also attended by the responsible supervisor.

If supervisors have a conflict with an operator or a union representative, they are encouraged to have an informal meeting to discuss and resolve the issue. Once they have a chance to talk over the problem, they often learn that it was mostly the result of a misunderstanding of the "I thought you said," or "I thought you meant" variety. While the method has not been perfect, many issues have been resolved outside of the traditional grievance process, and it has gone a long way toward improving employee/management relations.

The team approach at Santa Cruz Metropolitan Transit District focuses on cross-functional groups of employees. Teams made up of bus operators, administrative personnel, union representatives, and supervisors have been working together to plan and problem-solve. The result has been a positive method for change and improved employee relationships and morale throughout the organization.

Employee Committees and Focus Groups

Agency: Santa Cruz Metropolitan Transit District, California

Duration: 3 Years

Issues: There was a great deal of animosity toward levels of management from the operators and from the union. Supervisors needed to recognize that they had the authority and the responsibility to take the initiative to lead and sponsor changes. To do that, they needed to develop a variety of managerial skills.

Results: The biggest change is a noticeable improvement in the working atmosphere, with better relationships between supervisors and other manager with bus operators. One test of the improved relationships came when California's economic problems caused the organization to make some major, negative changes--such as reduced service and operator runs, budget cuts, and route redesign--which continue to be understood and supported by the bus operator group. Commendations are up from 10 in 1994 to 56 in 1995. Customer complaints are down from 411 in 1991 to 278 in 1994. Operations was 2 percent under budget last year and has saved almost 30 percent in Worker's Compensation costs with industrial accidents down from 15 per month in 1991 to less than 7 per month in 1995.

Santa Cruz Metropolitan Transit Supervisors are responsible for groups of about 12 bus operators. Supervisors are encouraged to lead and participate in several team, committee, and focus group efforts. These employee-centered programs, coupled with honest, candid relationships have gone far toward improving organizational relationships and performance. Their primary tools for change are employee involvement and good training. Programs are strongly focused on bus operator's needs and create pressure that drives and adjusts related systems and processes.

One of the most successful programs has been a steering committee comprising supervisors and United Transportation Union officials. The committee meets regularly to identify and select related organizational issues that need attention. Identified issues are assigned to focus groups made up of bus operators, administrative personnel, union representatives, and supervisors. The focus groups come up with effective solutions and recommend courses of action. One of those solutions was a route redesign that has improved system efficiency and has also contributed to creating a team atmosphere at Santa Cruz.

Each of the team-building efforts that supervisors are involved in is characterized by working together on projects to achieve a common goal. One such project combined the efforts of union representatives and management in better understanding customer complaints. By looking at every customer complaint, they are able to identify trends and work together on specific issues.

Santa Cruz has responded to the need for additional training with a variety of efforts. Staff meetings have become an open forum and developmental opportunity for any training issues that arise, and are open to all interested employees. As needs are identified, it is not uncommon to go across jobs to offer training opportunities and coaching to employees from many functions including operators, administrative employees, and supervisors. Basic skill-building classes have been offered including classes for reading and writing, with additional training available through local colleges. Supervisors have been able to attend supervisor skills training at the National Transit Institute (NTI) and accident investigation training offered by the Transportation Safety Institute (TSI) (for a partial listing of NTI and TSI supervisor training courses, see Appendix C). Other programs have included equal treatment training to ensure equity in employment dealings, conflict resolution, hazardous materials-first response techniques, and transit explosives incident management. Employee service programs have included stress management, AIDS training, and CPR.

SERVICE AND PERFORMANCE MONITORING EXPECTATIONS

Almost 57 percent of survey respondents indicated they had a bus operator performance evaluation form or procedures,

and a number of examples were submitted. Of the examples, about half were on-board ride checks and half were combinations of ride checks and performance record reviews. The ride checks generally listed a number of service dimensions, which were graded along a satisfaction continuum. One continuum was "below standard," "on standard," and "above standard." Some of the typical performance dimensions included operator appearance and conduct; vehicle procedures (as with pre-trip inspections, appropriate designation signs, and correct radio procedures); vehicle operations; adherence to traffic laws; fare collection; customer service behaviors; and schedule maintenance. While some of the on-board checks are conducted by supervisors, others are conducted by undercover "mystery shoppers."

Those properties that also evaluate bus operator performance records tended to review the standard types of performance records, such as attendance records, observance of organizational rules, customer complaints and commendations, vehicular and industrial accident records, and employee award records.

CUSTOMER EXPECTATIONS

Today's competitive marketplace has made customers more aware of their value. The service sector has grown by more than 60 percent since 1982 *(7).* At the same time, research has shown that customers believe service quality is declining *(8).* What has been happening, according to many economists and researchers, is that customers expect and demand more now than ever before *(9,10,11).* Today's customers have many more choices, and when it comes down to making a purchase, quality customer service is increasingly the determining factor *(12).*

This climate has clearly been recognized by transit. According to Steven Silkunus, Director of Technical Services and Research for the Southeastern Pennsylvania Transportation Authority (SEPTA), "We really don't have a captive marketplace. We are constantly being pressured to perform. Our customers are making comparisons with the quality of service we provide compared to their other daily activities. For example, are our buses as clean as the local McDonald's?" *(13)*

Survey responses to a variety of questions contained a strong emphasis on meeting and exceeding the needs of customers. One transit agency portrays its organizational structure beginning with the customer at the top, in the position of most importance, followed by front line service employees like bus operators, and ending with management. This reverse chart, according to Metro Regional Transit Authority in Akron, Ohio, helps to emphasize that passengers are number one. Just about every mission statement or organizational goal statement emphasizes providing reliable, safe customer service.

Of all the agency efforts to improve customer service, Capital Metro has taken one of the most revolutionary approaches. They have completely redesigned their supervisor job by changing supervisors into customer service representatives. Through this approach, Capital Metro puts customers first.

Supervisors as Customer Service Representatives

Agency: Capital Metro, Austin, Texas
Duration: January 1995--Present
Issues: Wanted to place organizational focus on the customer.
Results: Customers are seeing more concern for their issues.

Supervisor's job descriptions, policies, and procedures are being changed, moving their emphasis away from technical issues and toward customer service issues. The service supervisors' primary function has become that of "Customer Service Representative" and their decision model is "If it serves the customer, then your decisions will be correct." On breakdowns or detours, supervisors are "running the line" to let people know what's going on and even picking up and transporting customers in their supervisor vehicles. Service supervisors give out "Oops" cards at their discretion to customers who have experienced glitches in customer service. If three-quarters of a trip is missed, a trip is no longer canceled, but is run by a service supervisor. When staffing allows, standby "Q" buses are placed in the system at strategic locations to be dispatched as necessary by a service supervisor.

Customer service was also the driving force behind Capital Metro's recent decentralization of its radio communications, which are now broadcast via the service supervisor's vehicles. Each car is equipped with a cellular phone, an MDT600 key pad, and a 486 Notebook computer. In addition to direct contact between service supervisors and bus drivers, drivers can also communicate directly with dispatchers, mechanics, and police officers. This decentralized system places service supervisors in the field, closer to customers and systems issues. Capital reports improvements in response time and response quality, by having supervisors closer to the concern, and directly involved in troubleshooting and problem resolution. They have also found that service supervisors are becoming decision makers by being able to immediately see the results of their actions and decisions.

Customer satisfaction goals and responsibilities also appear in a few of the submitted performance plans and job descriptions. The Bi-State Development Agency in St. Louis, Missouri, has an item for evaluating supervisors in providing customer service, where "customers" include riders, members of the public, and coworkers. The Toronto Transit Commission has a performance plan item that rates supervisors on their response to internal and external customer needs in a timely, effective, and professional manner. In its Operations Supervisor job description, the Utah Transit Authority has supervisors provide follow-up to customers in complaint investigations to build goodwill. They also have supervisors participating on a Quality Customer Service Committee. Sacramento Regional Transit District requires that its supervisors have knowledge of principles of public relations and interpersonal communications and be qualified to promote and maintain good community relations. At the Duluth Transit Authority, Operations Supervisors have a responsibility to motivate and counsel bus operators in customer service matters.

HOW SUPERVISOR EXPECTATIONS ARE MEASURED

The primary method used to measure the achievement of expectations is performance evaluation. There is substantial

disagreement on the value of performance evaluation systems. Deming refers to performance evaluation as one of the seven deadly organizational sins *(14).* Other total quality management (TQM) experts caution against the use of performance appraisal, because it distracts from teamwork; increases the variance in organizational processes; assigns blame to individuals instead of systems; and encourages individuals to achieve their goals, even at the expense of team or organizational objectives. Despite these criticisms, many industries, including transit, continue to use performance appraisals as their method of measuring performance of job responsibilities (Figure 4).

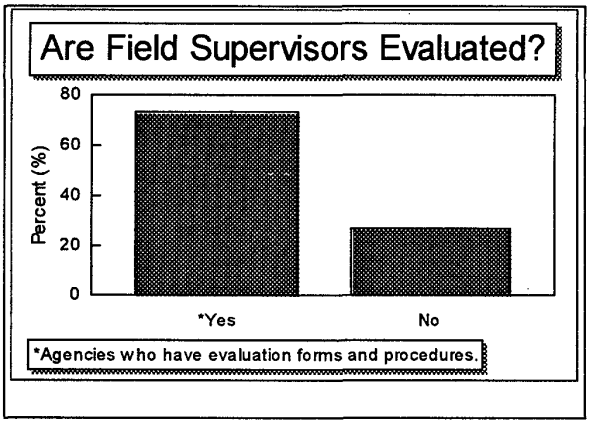


FIGURE 4 Are field supervisors evaluated?

In looking at the supervisor performance evaluations and plans, several similar methods and approaches were submitted. A majority of the evaluation systems use behaviorally anchored ratings (defines specific behaviors) of broad job dimensions. Other organizations further specify the supervisor's job expectations by listing functions, tasks, and specific objectives. In that case, the evaluation task is to assess the supervisor's performance on each of the listed items, relative to a rating scale or by the use of a "yes/no", management by objective (MBO) type of approach. Several transit systems used a combination of both rating scale and MBO approach, and some also added a third dimension concerning the priority or importance of the task. While there doesn't seem to be one, universally agreed on "best" method, measurement experts agree that it is the organization's goals that should determine the most appropriate measure in given situations *(15).*

Of the performance evaluation methods identified by the survey, the Dallas Area Rapid Transit Authority had one of the best. It combines job analysis with an MBO approach, and links performance with appropriate rewards and corrective procedures. It has provided an objective tool for evaluating supervisor (and other employees) performance.

Performance Management Plan

Agency: Dallas Area Rapid Transit Authority (DART), Texas

Duration: 1991 to present

Issues: Wanted a performance-based plan that was objective, provided real performance information, and was geared toward departmental, divisional, and organizational goals and objectives.

Results: Baselines of performance are currently being established for measurement and are being used to focus objectives and goals. They will also soon be used to better understand statistical performance trends. Currently, the sense is that productivity has gone up and performance has improved. Acceptance of the plan has been good, perhaps especially so with the inclusion of employees in development of plan goals.

Under the new program, DART uses performance plans to evaluate all salaried exempt and nonexempt employees. Managers and supervisors are responsible for creating an atmosphere where achievement is consistently rewarded and where performance plans and evaluations are regularly prepared and administered. They need also to ensure that the organizational mission, goals, and changes are clearly understood, maintained, and communicated to all employees.

DART performance plans are made up of work objectives and performance standards that relate to specific job requirements. A job analysis is conducted using a current, accurate job description to identify the key parts, or essential components, of the job. A list of job responsibilities is created, using broad statements (two to three words) to define each key element. There are generally six to ten elements to each job description. Elements are assigned priorities that will be used for future linkage to rewards and development opportunities.

Employees are responsible for maintaining a copy of their performance plan, documented achievements, and explanations when objectives are not met. They are expected to fully participate in their evaluation review consisting of the following steps:

- *Annual review*, before the end of probation, to review an accurate job description; identifying key job elements and work objectives; assigning relative values, while establishing and documenting performance standards with second level management.
- *Informal, planned, quarterly review* to evaluate progress and initiate appropriate behavior, identify training needs, and revise objectives and relative values.
- *Annual performance evaluation* conference where the performance plan, achievements, and accomplishments are reviewed and evaluated. Results are documented, approved by second level management, and communicated.
- *Linkage* of the performance evaluation conference results with merit increases, awards, recognition, training, documentation requirements, corrective action, etc.

THE EXPECTATION DISCREPANCY

The survey asked transit organizations to review and rank their supervisor success criteria. Respondents were asked to think about the importance of each of the performance criteria

TABLE 3

SUPERVISOR JOB SUCCESS CRITERIA

Criteria	Average Importance (I =Highest)	Percent That Measure	Percent That Want to Improve
Interpersonal Working Relationships	2.94	24	53
Decision Making	3.12	18	38
Communication	3.50	26	51
Leadership Skill	4.48	16	35
Initiative	4.67	16	42
Work Habits	6.34	51	9
Planning	6.54	18	16
Performance Feedback	6.93	31	11
Creativity and Adaptability	7.33	7	16
Delegates Authority	9.00	7	4

and to add any others they believed were important. From that process, an additional criterion regarding work habits (including attendance, punctuality, follows rules, neat and clean, etc.) was added. Transit managers were also asked to indicate which criteria were measured, and to name three in which improvement is needed. Their responses are summarized in Table 3.

For field supervisors, Interpersonal Working Relationships, Decision Making, and Communication Skills were ranked as the most important criteria for success. They were also among the top four criteria that agencies targeted for improvement, *but they were only measured by about 25 percent of respondents.* Although most respondents agreed that these criteria are the most important to transit supervisor job success, it seems that these critical job elements are indirectly undervalued. In fact, the most frequently measured criterion is Work Habits, but it is of just moderate importance and was a low priority for improvement across agencies.

Scientists have long understood that to improve the performance of a specific criterion, one of the first and most effective efforts is to develop and perform measurements *(14).* It is interesting, therefore, that such a small number of transit systems have developed measures for the criteria that they rate as most important and most in need of improvement.

CHAPTER THREE

RECRUITMENT AND SELECTION

The success of any organization depends on the people who work for it. Having qualified, capable supervisors is not only critical to the day-to-day functioning of a transit agency, but also to the agency's long-term goals, achievement, and success. Filling supervisor job vacancies requires the completion of two processes--recruitment and selection. Recruitment is the identification or nomination of a pool of candidates for a job vacancy and selection is the identification of those candidates who will be the most successful in the performance of that job.

RECRUITMENT

With 93 percent of current field supervisors coming from the ranks of bus operators, most recruitment efforts are internal programs to encourage current operators to apply or prepare. About 3 percent of current field supervisors come from other departments within the organization and from other levels of management. About 1 percent of supervisors have come from other transit agencies and approximately 3 percent were selected from an external applicant pool with no transit agency experience.

The internal job announcement is the most common recruitment strategy. Some agencies use an open posting to accept applications at any time, and others post the position as needed. Pay ranges were described by 75 percent of survey respondents, but fewer than 10 percent listed benefits. The average hourly pay rate of field supervisors is $17.79, which is about 20 percent above the average pay rate for a senior level bus operator. This 20 percent differential is sufficient to avoid pay compression problems.

Most internal and external announcements are factual, listing job qualifications, responsibilities, and application process guidelines. Judging from the simplicity of most transit industry job announcements and classified advertisements, the general absence of sales or promotional techniques, and the lack of benefit information, it would appear that these positions have been selling themselves. Some agencies might benefit from taking more of a seller's approach in their advertising.

Long Beach Transit's internal job announcement presents job requirement information as basic competencies (discussed later in this chapter) that provide prospective applicants a better understanding of what their future role would be. Their layout is eye-catching, and benefit information is included (Figure 5).

One of the most effective recruitment efforts at Tri-Met in Portland, Oregon, is word-of-mouth referrals. When supervisors know of or meet a promising internal applicant, their practice is to encourage that person to apply. Metro Regional Transit Authority in Akron, Ohio, always looks within its system for potential supervisors. After a job is announced and a list of candidates has been compiled, all current supervisors and dispatchers are asked to give their input.

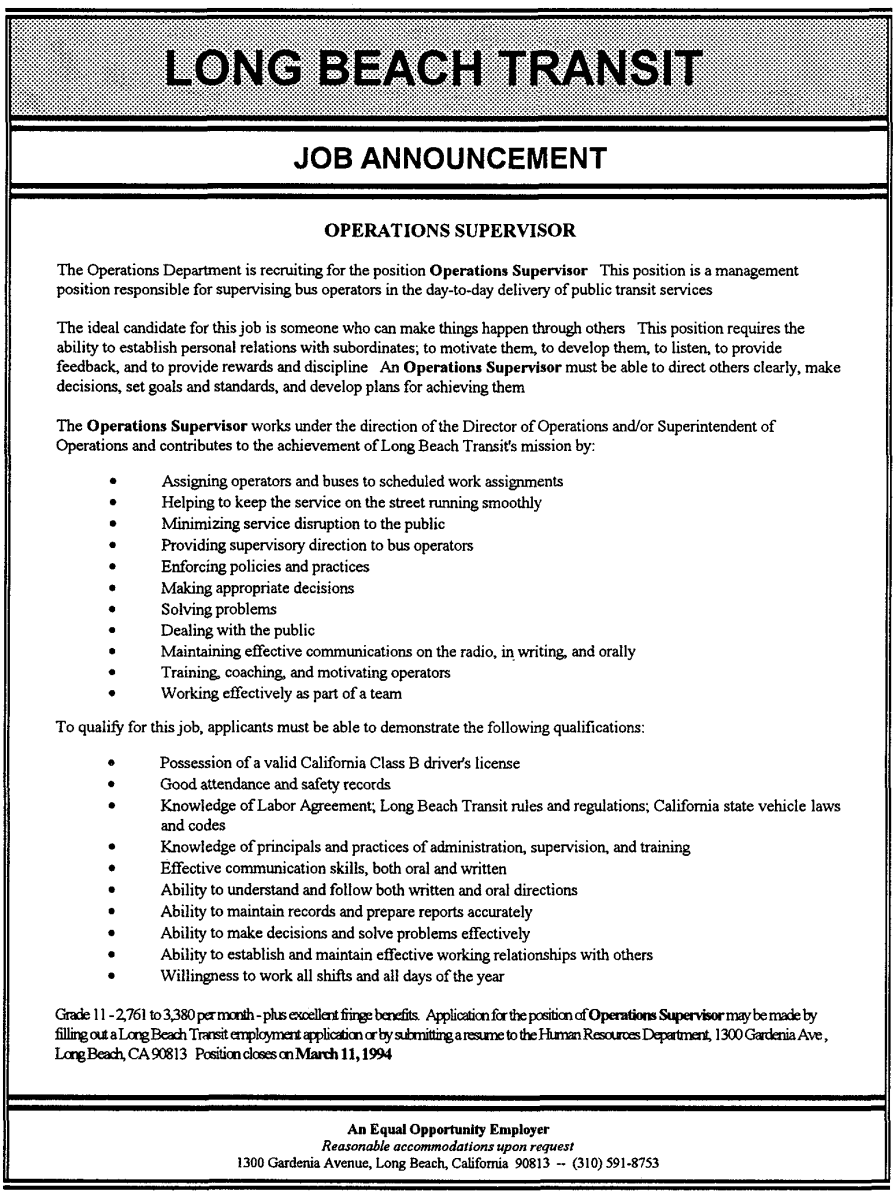
While several agencies have converted the skills requirement sections of job announcements and job descriptions into an ADA essential-function format, several still incorporate more general types of qualification requirements. From those examples, most agencies require supervisor applicants to have a high school diploma or General Education Development diploma (GED) and about 2 years of transit experience (Figure 6). Many job announcements also list a preference for applicants with about 2 years of supervisory experience and 2 years of college coursework in management/supervision, transportation, or business. Most transit agencies also require that applicants possess good work records. Pinellas Suncoast Transit Authority in Florida describes this preference as "good attendance, work and driving record." At Bi-State Development Agency in St. Louis, "successful Operations Supervisor applicants will also have the ability to make effective decisions under stressful and/or emergency situations." Intercity Transit in Olympia, Washington, describes its ideal candidate as also having "demonstrated supervisory experience, proven ability to communicate clearly, both orally and in writing; and demonstrated ability to establish and maintain effective working relationships with all employee levels."

The reliance on bus operators as the source for supervisor recruitment has both advantages and disadvantages. On the positive side, supervisors need to know the "system" and bus operators do know the transit system, its routes, timetables, equipment, and customers. Their knowledge of bus operators may facilitate developing relationships, but it may also create barriers as a result of previous relationships and organizational socialization. Some of the potential negative effects of this "one port of entry" recruitment strategy are that the bus operator job: 1) does not prepare someone for the interpersonal relationship responsibilities of supervision; 2) does little to prepare someone to coach, counsel, and team build; and 3) may limit skill, knowledge, experience, and cultural diversity.

If supervisors are going to be selected from the ranks of bus operators, then organizations are obliged to provide the training, orientation, and socialization necessary to make this transition successful. Failure to provide for these needs will result in supervisors turning to that with which they are most comfortable: monitoring and controlling the administrative and technical issues, while avoiding the interpersonal leadership issues.

SELECTION

The purpose of selection is straight forward: decide which candidate(s) possess the required knowledge, skills, abilities, compatibility, and personal qualities to best fill the open job. The model for selecting the candidate(s) who will be the most successful in the job is difficult and time consuming, and consequently, is rarely done well. A good selection process



LONG BEACH TRANSIT

JOB ANNOUNCEMENT

OPERATIONS SUPERVISOR

The Operations Department is recruiting for the position **Operations Supervisor** This position is a management position responsible for supervising bus operators in the day-to-day delivery of public transit services

The ideal candidate for this job is someone who can make things happen through others This position requires the ability to establish personal relations with subordinates; to motivate them, to develop them, to listen, to provide feedback, and to provide rewards and discipline An **Operations Supervisor** must be able to direct others clearly, make decisions, set goals and standards, and develop plans for achieving them

The **Operations Supervisor** works under the direction of the Director of Operations and/or Superintendent of Operations and contributes to the achievement of Long Beach Transit's mission by:

- Assigning operators and buses to scheduled work assignments
- Helping to keep the service on the street running smoothly
- Minimizing service disruption to the public
- Providing supervisory direction to bus operators
- Enforcing policies and practices
- Making appropriate decisions
- Solving problems
- Dealing with the public
- Maintaining effective communications on the radio, in writing, and orally
- Training, coaching, and motivating operators
- Working effectively as part of a team

To qualify for this job, applicants must be able to demonstrate the following qualifications:

- Possession of a valid California Class B driver's license
- Good attendance and safety records
- Knowledge of Labor Agreement; Long Beach Transit rules and regulations; California state vehicle laws and codes
- Knowledge of principals and practices of administration, supervision, and training
- Effective communication skills, both oral and written
- Ability to understand and follow both written and oral directions
- Ability to maintain records and prepare reports accurately
- Ability to make decisions and solve problems effectively
- Ability to establish and maintain effective working relationships with others
- Willingness to work all shifts and all days of the year

Grade 11 - 2,761 to 3,380 per month - plus excellent fringe benefits. Application for the position of **Operations Supervisor** may be made by filling out a Long Beach Transit employment application or by submitting a resume to the Human Resources Department, 1300 Gardenia Ave , Long Beach, CA 90813 Position closes on **March 11, 1994**

An Equal Opportunity Employer
Reasonable accommodations upon request
1300 Gardenia Avenue, Long Beach, California 90813 -- (310) 591-8753

FIGURE 5 Long Beach Transit's internal job announcement.

identifies those criteria (behavior, knowledge, skills, and abilities) that are critical to the successful performance of the job, then uses the most valid "predictors" (tests, interviews, background assessments) to identify which of the candidates will best perform the job.

Selection Criteria

The critical issue in selection is knowing what to look for, that is, what are the criteria for success in a particular job. Clear statements of organizational purpose and vision, and well-defined job responsibilities make it easier to identify the knowledge, skills, abilities, and behavioral criteria. By having a clear understanding of the job's criteria, managers can concentrate on what is actually important for job success.

One of the few transit agencies that has reported extensive work on developing supervisory success criteria is Long Beach Transit. They have developed criteria for their three operations supervisor "specialties," along with defining behaviors for each criteria.

Operations Supervisor Job Competencies

Agency: Long Beach Transit, California

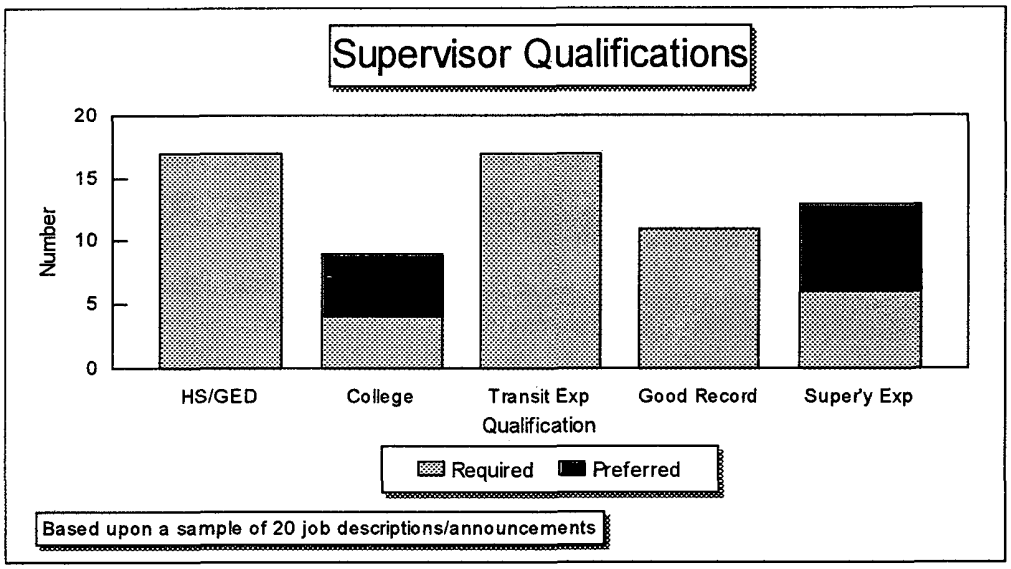


FIGURE 6 Supervisor qualification requirements.

Duration: In process

Issues: The driving issue was how to change the supervisor's role from that of "cop/enforcer" to being in service of bus operators and the riding public. Long Beach also wanted to define and capitalize on the job competencies that predict success and outstanding performance.

Results: New job descriptions, qualifications for the jobs, behavior statements that describe how the job is to be performed, and performance plans are being developed. The competencies will enable managers to better recognize the best candidates, and to focus development opportunities. They will also help to drive performance standards to a higher level, which should help improve both job satisfaction and customer service.

Changes in customer expectations, workforce, technology, environmental and regulatory requirements, and economic conditions all indicated a need to change the role of Long Beach transit supervisors. It was decided to move away from having supervisors as generalists and toward specialization in three classifications: road, radio, and office/dispatch. Job competencies are being developed for each of the specialties. The competencies for road supervisor, for example, include communication, initiative, integrity, service orientation, rapport, and leadership. Each competency is defined in general terms and also in specific behaviors. The communication competency, for example, is "generally" defined as:

> Communication: The Road Supervisor possesses a variety of communication skills. When working with others, the Road Supervisor presents concise, accurate, and timely information that is clear to those involved. He/she possesses listening skills that invite others to engage in communication and be heard. When working in a meeting setting, the Road Supervisor participates freely and appropriately. If leading the meeting, The Road Supervisor is organized and makes sure there is full participation Written communication is thorough, to the point, and contains accurate spelling and grammar. The Road Supervisor is capable of reading at a level to comprehend business documents and operational manuals *(16).*

Each competency is also operationally defined in terms of specific behaviors. Lists of outstanding, acceptable, and unacceptable types of behaviors are being developed to more clearly specify appropriate behaviors to better gauge performance and training needs (see Table 4 for a recent draft of the communication competency behaviors for Road Supervisors).

Predictors

Once the selection criteria are identified, job candidates are assessed to determine whether or not they possess the knowledge, skills, abilities, and behaviors to perform the job. Predictors are used to assess job candidates (Table 5). Research tells us that the predictors with the greatest validity are previously successful performance of the job criteria, tests, background inventories, and structured behavioral interviews *(17).*

Unfortunately, the most vulnerable and yet most common selection predictor is the interview. The selection literature contains many discouraging conclusions regarding poor interview validities (they don't measure what is important) and reliabilities (different interviewers don't usually measure interviewees in the same way). "All too often, the person most polished in job-seeking techniques, particularly those used in the interview process, is the one hired, even though he or she may not be the best candidate for the position" *(18).*

In a study on the consistency and decision value of structured and unstructured interview styles, researchers found that under structured conditions, interviewers knew what to ask, what to do with the information received, and had a standard frame of reference for comparing all applicants *(19).* Semi-structured and unstructured interview formats were less consistent with applicants, sometimes providing very different kinds of responses. While there was often extra information, it

TABLE 4
ROAD SUPERVISOR COMMUNICATION COMPETENCY BEHAVIORS (DRAFT)

Outstanding Performance	Acceptable Performance	Unacceptable Performance
Initiates communication with others	Initiates communication with those who have a need to know.	Any or all of the following:
Actively listens to others to ensure clear understanding, intent, and what is expected	Able to recognize effective communication style for the audience	Waits for others to communicate them
Considers the audience to effectively choose what is said, and how it is said, to be clearly understood.	Thinks before they speak	Speaks and then thinks. Uses position to push own point of view
Identifies barriers to communication	Maintains confidentiality	Attends to own agenda without regard to Audience, their needs, wants, potential or Capability
Identifies routes around barriers to communication	Tone of voice, language and mannerisms are respectful and cosiderate to audience	Manipulates information and communi-cation to own purpose
Effective at using many ways to communicate; spoken and written	Speaks and writes so that others easily understand and can take appropriate action	Withholds information from those need or could benefit from it
Actively seeks feedback to ensure communication was understood	Listens to, and is open to, what others Have to say	Inappropriately shares information which is confidential or private
Accepts responsibility for making sure communication is clear and complete		Blames others when they are not clear
Does not blame others when communication is not successful		Fails to seek information necessary to Perform job; avoids communication
People consistently feel heard, supported, and understood		Inconsistently performs at the acceptable Level
Communication results in desired outcomes		

TABLE 5
SUPERVISOR SELECTION TECHNIQUES AND PROCESSES

Technique/Process	Percent	Number
Performance Record Check	93	51
Application	87	48
Job Announcement	87	48
Structured Interview (from written items)	62	34
Management Technique/Skills Testing	44	24
Unstructured, Spontaneous Interview	33	18
Employment References	31	17
Behavioral Testing (In Box, Role Play, Simulated Work Performance, etc.)	27	15
Other*	16	9
Criterion-Referenced (Behavioral) Interview	15	8
Court Record Check	13	7
Mental Ability Testing	13	7
Behavioral Inventory	13	7
Industrial Record Check	11	6
Psychological Testing	11	6

*Other answers: Keystone Supervisor performance . Customer complaints. Test of knowledge of current policies and procedures . Writing ability test, physical and drug testing, DMV record ... Drivers License Record Bureau ... Accident/driving record... Previous work as a relief dispatcher ... Targeted selection. Part-time supervisor experience

was disorganized and made evaluation confusing and difficult. In addition to structured formats leading to differences, investigators have also found that a mediocre applicant following a group of poor applicants will be rated higher and that unfavorable information discovered at the end of an interview causes candidates to be rated lower *(20).* Other factors that can influence an applicant's appeal include: good looks, aggressiveness, social and political contacts, and perceived similarities with the interviewer *(21).*

To stay focused on the relevant job information, even skilled interviewers can minimize the influence of their own personal biases or irrelevant information by interviewing in pairs or panels. The Milwaukee County Transit System uses a three-person panel consisting of two supervisors and a human resource representative to independently score essay tests; rank applicants based on work record, test scores, interview results, and recommendations; and, agree on the person best suited for the position. At the Washington Metropolitan Area Transit Authority in Washington, D.C., the first selection level consists of a panel of senior field supervisors. The panel ranks all applicants and recommends two or more to the General Superintendent who makes the final decision.

At METRO in Ohio, supervisor selection takes a team approach by involving employees that could be impacted by the new hire's work activities. The cross-functional team has had several positive impacts, including more buy-in on the selection decision, feelings that the process is as fair as it can be, and a belief that selections are now more effective.

Interview with Cross-Functional Personnel

Agency:	METRO, Cincinnati, Ohio
Duration:	3 Years
Issues:	Some employees believed selections were unfair and that favoritism had the most influence on who was hired. Other departments that may have been impacted by a new employee had no input in the selection decision.
Results:	There is now less subjectivity, more employee involvement in important organizational decisions, better selection decisions, and everyone involved approves.

Supervisor candidates who pass a performance record review are interviewed by a panel typically composed of one or more sector managers, a maintenance foreman or maintenance garage manager, and the supervisor of employment. There are generally at least four panel members, with efforts made to balance group size against the desire to keep the forum as comfortable as possible for the applicant. A structured interview form of situational and experience based questions is divided among all panel members, who alternate asking the questions. Notes are taken, and interviews last about 45 minutes. After all interviews have been completed, the group discusses who they believe were the top candidates. While the sector manager is the final decision maker, all panel members have input.

Applicants selected to continue take a 5-hour battery of tests which includes skill, aptitude, and psychological questions. The tests within the battery were recommended by a management consulting group, from a review of organizational and job requirement information. Tests are scored, and a standard appraisal summarizes the evaluation. As a final step in the METRO supervisor selection, the appraisal, work record, and interview responses are reviewed together for the final decision.

Selection Testing

About half of all survey respondents report using some type of test battery in conjunction with the final selection decision (Table 5). The most common type of test looks at management technique and skills. At the Utah Transit Authority, supervisor candidates take a variety of tests including: a sequence recognition task that measures decision-making skills, a fluency test that measures oral and written communication, a logical thinking test that evaluates problem-solving and decision-making skills, a policy and procedure test, and an in-basket demonstration of prioritization and writing skills.

Sacramento Regional Transit District has tested a supplemental employment application to improve on the objectivity and variety of resources that enter into their selection decision. While the application is not currently being used, this approach could be beneficial to other transit agencies seeking to improve their selection process by addressing experiential information in a written format.

Supplemental Employment Application

Agency:	Sacramento Regional Transit District, California
Duration:	Just once for supervisor selection for external applicants (now constrained by recent union agreement not to consider external applicants).
Issues:	To make better selection decisions from diverse resources.
Results:	An excellent, job-related way of determining minimum qualifications and writing skills. Helps decision makers determine the relative strengths, weaknesses, knowledge, skills, and abilities of all supervisor candidates.

Transportation supervisors at Sacramento Regional go through a comprehensive selection process including reference, work record, DMV, and court record checks; a variety of selection tests provided by a testing organization; and both structured and semi-structured interviews. A supplemental application form was also developed as a way for external supervisor applicants to write about their qualifications and experience. With so many agencies using a panel type of interview, this format provides a potentially more natural and comfortable format for some applicants to relate their experience. Responses are considered in terms of content, relevance, clarity, and completeness. The application form consists of five items:

1. Summarize your work experience as it relates to this position.
2. Describe your experience with employer/employee relations including supervision, discipline, and labor relations.

3. Describe your most innovative method for motivating staff and inspiring excellence in others.
4. Give an example of the most challenging experience you resolved working with public or community relations.
5. Summarize your knowledge, experience, and enthusiasm for public transportation.

This technique has been used for numerous other positions at Sacramento, and can be scored in different ways. One method looks at relevance of the response. The best answers demonstrate successful exercise or full understanding; moderate answers describe some behaviors, adequate knowledge, familiarity, and recognition; and the weakest responses demonstrate limited knowledge, unfamiliarity, or less than adequate ability. Sacramento has found that the behavioral questions (items 2-4 above) based on specific, actual experiences are generally the most informative while also being the most difficult to fake. For that reason, their interview questions are mostly behavioral as well.

Griggs *(22)* recommends that a criterion-referenced interview is the most effective type of interview for several reasons: To begin with, it is based on actual past experiences and not on one's ability to communicate. Because it is founded on critical job elements, it focuses on relevant job criteria instead of nonpredictive inquiry. Finally, because it relies on experience, it capitalizes on a great deal of research which suggests that experience is the best predictor of future performance. Of survey respondents, about 15 percent report using criterion-referenced or behavioral interviews as part of their supervisor selection process (Table 5).

Job Previews

Some authorities believe that every selection process should contain realistic job information not only to choose the best and most qualified applicant, but also to let the applicant choose the position. Having a "realistic job preview" provides applicants with both positive and negative information about the position for which they are applying, and it has been shown to lead to lower turnover rates *(23)*. Obtaining an actual performance sample can be very informational and predictive, but can be quite expensive, although not as expensive as hiring the "wrong" applicant *(24)*.

Several transit agencies have realistic job previews. One organization that has found a productive way of both previewing and sampling is Salem Area Transit in Oregon. Several of their bus operators have acted as "lead people" which has provided them with an opportunity to gain some experience with the job. It also allows the organization to monitor the lead person's non-driving performance. At Gary Public Transportation Corporation in Indiana, permanent field supervisors are selected from an applicant pool with relief supervisor experience. The relief supervisors are selected on a 6-month trial basis from a pool of qualified, interested bus operators who meet selection process criteria from their work record, an interview, and other parts of their selection process.

An apprentice-type program has proven very successful at CT Transit in Connecticut. Not only does it provide interested, qualified applicants with an opportunity for a job try out, but it also creates a pool of available backups on an as-needed basis.

Keystone Supervisor Program

Agency:	CT Transit, Hartford, Connecticut
Duration:	It has been there for so long, that no one remembers when it began.
Results:	The Keystoners are indistinguishable to customers and are, in some ways, CT Transit's best supervisors. They are respected by everyone and their actions demonstrate that both supervisors and operators are working toward the same goals. The Keystone Supervisor Program raises the professionalism of the whole organization.

The Keystone Supervisor program is an apprentice-like program that allows bus operators to assume the street supervision duties of a transportation supervisor on an "as needed" basis. They are qualified, trained, and ready to work if a permanent opening occurs, and are available to provide street supervisor coverage for absences or during times of added service. While they are performing the job of a bus operator, they can also anticipate supervisory requests. The Keystone positions are generally most attractive to operators with 2 to 5 years of experience, and are perceived as a promotional opportunity based on merit and not on seniority.

The Keystoners do not cover radio duties or work assignment tasks, but do cover all street related activities including incidents, monitoring operations, and time checks. In addition to service coverage, the program gives potential supervisor candidates the experience of actually working as a supervisor.

Keystone Supervisors must satisfactorily complete 4 to 6 weeks of street supervision training. That training may be expanded to other phases of supervisory positions for promising individuals. Training is formalized for procedural and reporting requirements, and also includes time for working side by side with an experienced supervisor.

Keystone Supervisors are still part of the bargaining unit, paid at their operator rate for regular work and at a higher, premium rate for all fill-in work. The Keystone Supervisor position is posted just like any other internal opening. The selection decision is based on merit and when a permanent supervisor position opening occurs, the most qualified Keystone Supervisor applicant will be promoted.

CHAPTER FOUR

TRAINING

GENERAL

When transit managers were asked to identify three job success criteria in which candidates need the most improvement, the criteria they selected were: Interpersonal Working Relationships, Communication Skills, and Leadership Skills. This focus on interpersonal skills may be indicative of a growing desire to place supervisors in a more interactive role as opposed to the traditional expectation of supervisors as monitors or controllers. While job descriptions don't entirely bear out this line of thought, there are many references to coaching, counseling, and employee recognition efforts throughout survey responses. The types of training programs and the number of times that agencies report them as making up a supervisor's education also support this emphasis on interpersonal types of supervisory skills over process and technical issues. Table 6 lists which responding transit agencies offer training programs in leadership skills, interpersonal skills and safety, and information processing for their Field Supervisors. Table 6 also lists the responding transit agencies that are using various new technologies. These technologies are discussed in Chapter 6.

Many survey respondents report that there is a big difference between the skills they want their supervisors to have and what they actually possess. The reasons for this "skill gap" are numerous:

- Supervisors are primarily hired from the ranks of bus operators. The skills for being a good or exceptional bus operator may have little to do with the knowledge and skills expected of new supervisors.
- Transit management's expectations about the role of supervisors are changing; what was considered good technique may be irrelevant to current or future job responsibilities.
- Today's customers have higher expectations about service quality and are asking transit agencies for fast, responsive attention in all facets of transit service delivery. This has caused supervisors and bus operators to become more customer-service oriented.
- Bus operators are also becoming increasingly aware of their worth as internal customers and are expecting more from their employers, in the way that they are treated by their supervisor and in the way they are supported and communicated with by the entire management system.

Each of these factors and changes can have an additive effect on skill gaps between where supervisors are and where the organization needs them to be. Training is the only way to fill this void in a consistent and efficient manner.

As transit organizations seek to consistently deliver high levels of customer service, they must increase the consistency of the bus operator's interaction with the public, and management's interactions with the bus operators. This increase in consistency requires that best practices be identified and passed on to people performing the same or similar tasks. Training is the process of passing on the skills necessary to perform "best practices" consistently.

Even in the face of what these models of corporate excellence invest in training (Table 7), many transit systems have cut back on their investment in supervisory training. METRO Regional Transit Authority in Akron, Ohio, sent some of their supervisors to Northeastern University and Indiana University. While they felt it was one of their most effective efforts in field supervisor training, they have found that it is no longer a cost-effective alternative. Madison Metro Transit in Wisconsin has employed the excellent supervisor training program offered by the University of Wisconsin in Milwaukee, but reports that their budget makes it difficult to continue sending supervisors.

Sacramento Regional Transit District was experiencing difficulty when supervisors were taken off the job in full-day increments to attend training sessions. To ease the strain of full-day training sessions and to give their supervisors training in more "bite size" pieces, Sacramento entered into a joint venture with several other local public entities to design and deliver one-half day training sessions. The training sessions focus on the important skills for front line leadership while keeping the supervisors available for at least part of the day. Sacramento reports initial success with the new curriculum and scheduling design.

Supervisor training at the surveyed agencies has been primarily a combination of focused efforts and on-the-job training. While most agencies have administered in-house programs, many have sent their supervisors to universities or national transit training centers. The Federal Transportation Administration (FTA) has financially supported the establishment of the National Transit Institute (NTI). NTI offers several courses around the country designed specifically for front line transit supervisors. Oahu Transit Services, Inc. in Hawaii, is currently in the process of cycling field supervisors through the NTI Supervisory Training Courses. The NTI course "Effective Supervision in Transit" focuses on the major skill competencies of a supervisor. "Changing to Supervision" is a one-day class for recently promoted supervisors to assist with a transition from the unionized technical workforce into management, helping with comfort levels in supervising friends and former peers (26). For a partial listing of NTI and TSI supervisor training courses, see Appendix C.

One of the most comprehensive new supervisor training programs has been created at Seattle Metro. Training includes acquisition of new and improved skills, and introduction to other supervisors, managers, and departments.

New Supervisor Training

Agency: Seattle Metro, Washington
Duration: 6 Years

TABLE 6
TRAINING PROGRAMS OFFERED BY RESPONDING AGENCIES

Agency	Leadership Skills Training[a]	Interpersonal Skill and Safety Training	Information Processing Training[c]	New Technologies[d]
Alameda-Contra Costa Transit District (AC Transit)	A, C, D, F, G, H	A, B, C, D, E, F, G, H	A, B, C	A, C, D, F, H
Bi-State Development Agency St. Louis, MO	A, D, E, H, K	A, B, C, D, F	B	A, D, F, J
Calgary Transit Alberta, Canada	A, B, C, D, E, F, I, J, K	A, B, C, D, F, G, H	E, F	A, G
Capital Metro Austin, TX	A, B, C, E, F, G, H, J, K, M	A, B, C, D, F	B, C, E	___
Champaign-Urbana	A, B	A	___	G
Mass Transit District				
Charlotte Transit System	A, B, C, D, E, F, G, H, J, L	A, B, C, E, F, G, H, I	D, E	___
City of Detroit, Dept. of Transportation	A, B, C, F, G, I	A, B, F, G, H	A, B	A, B, C, D, E, F, G, H, J, K
City of El Paso--Sun Metro	A, B, C, E, F, L	A, C, E, F, G	A, B	A, C, D, J
Central New York Regional Transportation Authority (CNY Centro)	A, B	A, B, C	A, B, H	B, D, H
CT Transit Hartford, CT	A, D, E	A, B, C, F, H	F	A, B, C
Dallas Area Rapid Transit	A, B, C, F, G, H, I	A, C, D, E, J	E, F, G, I	B, C, D, E, F, H, J
Duluth Transit Authority Duluth, MN	A, B, C, E, F, G, H	A, B, C, D, E, F, G, K	A, B	G, I
Fort Worth Transportation Authority	A, B, C, E, F, I, L	A, B, D, F, H	A, B, C, D, E	B, C, D, E, I
Gary Public Transportation Corporation Gary, IN	A, B, C, E, F, G, H, I	B, E, F, G, H	A, B, D, G, J	A, C, D, E
GO Transit Toronto, Ontario, Canada	A, D, E	A, C, D, E, F, I	B, D, E, F	___
Greater Bridgeport Transit District Bridgeport, CT	A, C, D, E, K, L	A, B, C, E, G, H, I	A, B, C, F, G, I	A, B, C, E, H

[a]A--Supervisory skills, B--Team building, C--Decision making, D--Operations supervisor seminar, E--Performance evaluation, F--Managerial skills, G--Setting priorities, H--Time management, I--Total quality management, J--Employee empowerment, K--Bus operator selection, L--Quantifying performance, M--Resource allocation (scheduling)
[b]A--Sexual harassment, B--Communication, C--Diversity/Sensitivity, D--Affirmative action/EEO/civil rights, E--Conflict resolution, F--Customer service, G--Co-worker relationships, H--Difficult customer, I--Negotiation skills, J--Self defense, K--Arrest/Search and seizure/Ticket writing.
[C]A--Dispatching/Scheduling, B--Performance monitoring/reporting, C--Telephone systems, D--Word processing, E--Electronic messaging, F--Office systems computer skills, G--Spreadsheets, H--Data collection/measurement, I--Networks, J--Graphics programs.
[d]A--Effective radio communications network, B--Computerized systems for scheduling, runcutting, bidding, or performance monitoring, C--Automated fare collection, D--Alternative fuels, E--Automated passenger counting systems, F--Automated vehicle locating systems (AVLS), G--Electric, low-floor, or carbon composite buses, H--Headway spacing, I--Intermodal transportation, J--New Uses of demand response scheduling, K--Intelligent highway systems (IHS), L--Designed any technologies or equipment to assist field supervisors, M--New uses of short-running buses.

TABLE 6 (CONTINUED)

Agency	Leadership Skills Training	Interpersonal Skill and Safety Training	Information Processing Trainingc	New Technologies[d]
Greater Cleveland Regional Transit Authority	A, B, C, G, H, I, J	A, B, C, E, F, G, H	A, B, C, D, E	B, C, D, E, F
Greater Richmond Transit Company	A, F, G, H	B, F, H	A, C	A, C, H
Intercity Transit Olympia, WA	A	A	C	A, J
Laidlaw Transit Services BART Express Pleasanton, CA	A, C	A, F, G	___	B, C, E
LAKETRAN Grand River, OH	A, C, E, G, H, K	A, B, E, F, G	A, B, C, F	A, B, D, F
Lehigh & Northampton Transportation Authority-LANTA Allentown, PA	A, B, C, D, E, F, G, M	A, B, C, D, E, F	A, B, C, F, H, I	___
Long Beach Transit Long Beach, CA	A, B, C, D, E	A, B, D, F	D, E, G	B, C, E, G
Madison Metro Transit Madison, WI	A, B, I, L, M	A, B, C, D, E, K	A, F, G	B
Mass Transit Administration Baltimore, MD	A, B, C, D, E, F, G, H, I, J, M	A, B, C, D, E, F, H	A, B, C, D, F, J	A, B, C, D, E, F, H, I, J
Metro Area Transit Omaha, NE	A, D, E, F, H	A, B, C, D, E, G, H	A, B, C, F	A, B, C
METRO Cincinnati, OH	A, B, C	A, B, D	E	B, C, D, E, F
METRO Regional Transit Authority Akron, OH	A, C, E, G	A, B, C, D, E, G, H, J	B, C, D, E, F, G, H, I	A, B, E, J
Metro Transit-Department of Metropolitan Services, King County (Seattle Metro)	A, C, D	A, B, C, D, E, H, I	A, B, C, D, E, F	C, D, E, F, G, M
Metropolitan Council Transit Operations (MCTO) Minneapolis, MN	A, B, C, D, F, G, J	A, B, C, D, E, F, J	F	A, B, C, D, E, F, H, K

[a]A--Supervisory skills, B--Team building, C--Decision making, D--Operations supervisor seminar, E--Performance evaluation, F--Managerial skills, G--Setting priorities, H--Time management, I--Total quality management, J--Employee empowerment, K--Bus operator selection, L--Quantifying performance, M--Resource allocation (scheduling)

[b]A--Sexual harassment, B--Communication, C--Diversity/Sensitivity, D--Affirmative action/EEO/civil rights, E-Conflict resolution, F--Customer service, G--Co-worker relationships, H--Difficult customer, I--Negotiation skills, J--Self defense, K--Arrest/Search and seizure/Ticket writing.

[C]A--Dispatching/Scheduling, B--Performance monitoring/reporting, C--Telephone systems, D--Word processing, E--Electronic messaging, F--Office systems computer skills, G--Spreadsheets, H--Data collection/measurement, I--Networks, J--Graphics programs.

[d]A--Effective radio communications network, B--Computerized systems for scheduling, runcutting, bidding, or performance monitoring, C--Automated fare collection, D--Alternative fuels, E--Automated passenger counting systems, F--Automated vehicle locating systems (AVLS), G--Electric, low-floor, or carbon composite buses, H--Headway spacing, I-Intermodal transportation, J--New Uses of demand response scheduling, K--Intelligent highway systems (IHS), L--Designed any technologies or equipment to assist field supervisors, M--New uses of short-running buses.

TABLE 6 (CONTINUED)

Agency	Leadership Skills Training[a]	Interpersonal Skill and Safety Training[b]	Information Processing Training[c]	New Technologies[d]
Milwaukee County Transit System	A, D, F	A, B, C, E	___	B, F
Montgomery Area Transit System Montgomery, AL	___	___	___	___
New Jersey Transit Corporation	A, B, C, D, F, G, J	A, B, C, E, F, H	A, B, C, D, H	A, D, F
North San Diego County Transit District	A, B, C, E, F, G, J	A, B, C, D, F, G, H	A, C	B, C, D, I
Oahu Transit Services, Inc. Honolulu, HI	A	A, D	___	A, K
Pace Suburban Bus Division of RTA Arlington, Heights, IL	A, B, I	___	A, B	A, B, C, E, F
Pee Dee Regional Transportation Authority Florence, SC	A, B, D, F, H, I, J, L	A, C, D, E, F, I	A, B, D, F, G, H, I	A, B
Peninsula Transportation District Commission Hampton, Va	A, B, D	B, C, D, I	A, C	___
Phoenix Transit System	A, B, C, F, G, H, I J, K, M	A, B, C, D, E, F, G, H, J	A, C	A, B, C, D, E, G
Pinellas Suncoast Transit Authority Clearwater, FL	A, B, D, F, I	B, C, E, G	A, B	G
Regional Transportation District--Denver	A, E, H, K	A, C, D, F, H, J, K	A, D	A, D, F, G, I, L
Sacramento Regional Transit District	A, D, E, F, L	A, C, D, E, G, H, I, J, K	A, B	A, B, D, E, F, G, I
Salem Area Transit Salem, OR	A, E	A, B, D	D	B
San Diego Transit	A, B, C, D, E, F, G, H, K, L	A, B, C, E, F, H	A, B, C, D, E, J	A, B, C, D, G
Santa Cruz Metropolitan Transit District	A, B, C, D, E, F, G, H, I, J, M	A, B, C, D, E, G	A, C, D, E, F	B, C, E

[a]A-Supervisory skills, B-Team building, C-Decision making, D-Operations supervisor seminar, E-Performance evaluation, F-Managerial skills, G-Setting priorities, H-Time management, I-Total quality management, J-Employee empowerment, K-Bus operator selection, L-Quantifying performance, M-Resource allocation (scheduling)

[b]A-Sexual harassment, B-Communication, C-Diversity/Sensitivity, D-Affirmative action/EEO/civil rights, E-Conflict resolution, F-Customer service, G-Co-worker relationships, H-Difficult customer, I-Negotiation skills, J-Self defense, K-Arrest/Search and seizure/Ticket writing.

[C]A-Dispatching/Scheduling, B-Performance monitoring/reporting, C-Telephone systems, D-Word processing, E-Electronic messaging, F-Office systems computer skills, G-Spreadsheets, H-Data collection/measurement, I-Networks, J-Graphics programs.

[d]A-Effective radio communications network, B-Computerized systems for scheduling, runcutting, bidding, or performance monitoring, C-Automated fare collection, D-Alternative fuels, E-Automated passenger counting systems, F-Automated vehicle locating systems (AVLS), G-Electric, low-floor, or carbon composite buses, H-Headway spacing, I-Intermodal transportation, J-New Uses of demand response scheduling, K-Intelligent highway systems (IHS), L-Designed any technologies or equipment to assist field supervisors, M-New uses of short-running buses.

TABLE 6 (CONTINUED)

Agency	Leadership Skills Training	Interpersonal Skill and Safety Training[b]	Information Processing Training[c]	New Technologies[d]
Shreveport Transit System, Shreveport, LA	___	___	___	C, E
Société de transport de la Communaute urbaine de Montreal	B, C, F, G, H, J, K	B, D, E, G	A, B, C, D, E, F, G, H, I, J	A, B, C, E, F, G, L
Toronto Transit Commission	A, B, D, D, E, G, H, I, J, L, M	A, B, C, D, E, F, G, H, K	A, B, C, H	A, B, D, F, G, H, I, M
Transit Management of Southeast Louisiana	A, B, C, D, E, I	A, B, D, G	A	___
Inc./RTA	___	___	___	___
Transit Windsol Windsor, Ontario Canada	A, B, D, G	B	A, C, E, G	A, B. C, D
Tri-Met Portland, OR	A, B, C, E, J	B	A, C, E, G	A, B, C, D
Utah Transit Authority	A, B, I, K	B, C, D, E, F, G, H	A, B, C, D, E, G	___
VIA Metropolitan Transit San Antonio, TX	A, B, C, D, E, H	B, C, D, E, F	A, B, C, E	A, C, D, F, I
Washington Metropolitan Area Transit Authority	A, B, C, D, E, F, H, M	B, E, G	A, B, C, D, F, G, J	A, B
Westchester County Transit White Plains, NY	A, B, C, D, F, G, I	A, B, C, E, G, H	___	A, C, F

[a]A--Supervisory skills, B--Team building, C--Decision making, D--Operations supervisor seminar, E--Performance evaluation, F--Managerial skills, G--Setting priorities, H--Time management, I--Total quality management, J--Employee empowerment, K--Bus operator selection, L--Quantifying performance, M--Resource allocation (scheduling)
[b]A--Sexual harassment, B--Communication, C--Diversity/Sensitivity, D--Affirmative action/EEO/civil rights, E--Conflict resolution, F--Customer service, G--Co-worker relationships, H--Difficult customer, I--Negotiation skills, J--Self defense, K--Arrest/Search and seizure/Ticket writing.
[C]A--Dispatching/Scheduling, B--Performance monitoring/reporting, C--Telephone systems, D--Word processing, E--Electronic messaging, F--Office systems computer skills, G--Spreadsheets, H--Data collection/measurement, I--Networks, J--Graphics programs [d]A--Effective radio communications network, B--Computerized systems for scheduling, runcutting, bidding, or performance monitoring, C--Automated fare collection, D--Alternative fuels, E--Automated passenger counting systems, F--Automated vehicle locating systems (AVLS), G--Electric, low-floor, or carbon composite buses, H--Headway spacing, I--Intermodal transportation, J--New Uses of demand response scheduling, K--Intelligent highway systems (IHS), L--Designed any technologies or equipment to assist field supervisors, M--New uses of short-running buses.

TABLE 7
WHAT SUCCESSFUL ORGANIZATIONS INVEST IN TRAINING *(25)*

Organization	Training Investment
Wallace Company	$2,500 per employee per year
Motorola	2.9% of payroll (excluding fringe benefits
Coming	5.0% of employee time in training
Milliken	$1,900 per employee pet year
Xerox	2.0% of payroll annually

Issues: To help new supervisors acquire skills and to facilitate their social transition.

Results: Supervisors understand the full impacts of what they do, are more independent, and take more initiative. They handle all parts of their decisions, are more productive and proactive, and can deal with a wider variety of issues. Supervisors are better at special service management with improved on-time performance and customer service. As a result, the number of special events customers and riders has increased. Supervisors have become increasingly recognizable to the customers as reliable sources of good information. Organizational communication is much better. They have also established a database on special events and ADA issues in making service decisions.

At Seattle Metro, new supervisors are instructed that their two major responsibilities are to get the job done and to take care of their people. From their selection process, they produce a supervisor eligibility list that anticipates the next 2 year's vacancies. As supervisors are needed, they bring in groups of new supervisors to attend one of the most comprehensive training programs in the transit industry.

The first part of training is spent in orientation, lasting approximately three weeks, familiarizing new supervisors with all of the people with whom they will be interacting. The next four weeks are more specific training on: policy, reporting requirements, budget, METRO policy, minor mechanical troubleshooting, one day of accident investigation and tools, communication coordination (radio), computer skills, and receiving any needed bus and trolley qualifications. Some of their best programs include coaching and basic communications, communicating through stressful situations, critical incident training dealing with the emotions of employees involved in accidents and incidents, and "'The Issue is Respect", training dealing with EEO issues. Training sessions are also devoted to selecting the best leadership style for different types of events, and the different levels of decision making in which new supervisors are involved.

The next 4 to 5 weeks are spent receiving practical experience in on-the-job training with a qualified, permanent supervisor. During this time, they also receive their training and qualifications to work in the transit tunnel. All Metro supervisors are on probation for one year during which time they must qualify as Service Supervisors and Base Dispatcher/Planners.

While the program has had several lasting effects, it is not without its concerns. The cost and time involved is high, and sometimes they have had issues with consistency due to different presenters. Because supervisors bid to train new supervisors, levels of teaching skills are not always consistent.

On-the-Job Training

Edward Deming, often called the father of the total quality movement, has written of on-the-job-training, "It resembles a game everyone knows about. A number of people sit in a circle. Someone whispers words to the next person, who whispers it onward. By the time the words make the first circle, they may be distorted beyond recognition. The meaning takes a random walk as it goes around. That's what you get when worker trains worker." *(14)*

When someone is put into a situation to learn "on the job," they will inevitably learn some things right and some things wrong. They may never discover the "best ways" or the organization's ways of performing processes if on-the-job training is their only learning opportunity. If the trainee is put with a senior person, the senior person will pass on what they have taught themselves, which may or may not be correct.

This is not to say that some forms of on-the-job training aren't beneficial. In fact, formal types of mentoring systems are becoming increasingly popular. According to a recent survey conducted in eight countries, over 18 percent of companies indicated they had a formal mentoring program (27). In "Using Mentoring for Professional Development," Cunningham describes the process of establishing a formal program, from design to implementation. In his work with mentors and proteges, he has learned that a mentoring relationship is best cultivated under conditions of shared responsibility, mutual respect, regular and structured contact, and with challenging and substantive issues and projects for the protege *(28).*

Informal mentoring arrangements seem to be fairly common among survey respondents, especially in pairing the trainee with a more experienced supervisor. At Laidlaw Transit Services BART Express in Pleasanton, California, Lead Supervisors have been placed in the mentor role. During probation, new supervisors have been able to go to the Lead to find out answers to policy and procedure questions. Between the Lead and other supervisors in regular meetings, new supervisors can learn from hearing about real situational experiences and from feedback about their encounters.

At Metropolitan Council Transit Operations (MCTO) in Minneapolis, mentoring relationships have been effective in developing many necessary job skills. In the "Super Prep" program, candidates who passed a rigorous selection process were able to enter into a structured 1-year mentor arrangement. Proteges were given a variety of opportunities with their mentor for development toward their career goals. New radio or street operations supervisor training also incorporates on-the-job training with current incumbents along with other types of training.

While some transit agencies use on-the-job training almost exclusively to prepare new supervisors, many agencies have developed a variety of learning opportunities. The majority of training efforts reported in the survey were developed internally. North San Diego County Transit District developed a supervisor training program divided into 10 modules requiring 48 hours over 6 weeks. Alameda-Contra Costa Transit District, also in California, offers a 10-week training program that includes refreshers in all departmental operations including: accident investigation, fare structure review, dispatching review, ADA rules and regulations review, district rules and regulations, and labor contract review.

Accident Investigation Training

The majority of transit systems are doing about the same things to train supervisors in accident investigation. One

common strategy is to send one or more supervisors to the Transportation Safety Institute (TSI) safety training in Oklahoma City (for a partial listing of NTI and TSI supervisor training courses, see Appendix C). Those people return and conduct training for the remaining supervisors. Many transit systems have a training relationship with their local police departments or higher education institutions who are conducting investigation classes for their people. Risk departments in some agencies have internal accident reconstructionists or staff specializing in accidents who conduct the investigations for serious accidents, and train supervisors on what they need in terms of measurements, diagrams, pictures, witnesses, etc.

Safety Programs

California law requires all transit agencies in the state to provide 8 hours of classroom safety training per year to anyone who is going to operate a coach in service. Since implementation, miles between preventable accidents at North San Diego County Transit District have improved by 66 percent (from 75,000 to 125,000). This reduction of accidents has been reported by other California agencies that also believe that the required safety training, in conjunction with mandatory testing, is reducing their accident rates.

The Bi-State Development Agency in St. Louis, Missouri has just begun using the Dupont Safety Training Observation Program. It is a prepackaged program, developed by Dupont, designed to sensitize people to working safely. While it is really for maintenance employees, Bi-State is working on a way to better use it for bus operators. The program teaches employees how to recognize situations that may cause injury. It helps people to become more cognizant of their surroundings and of what they need to do to work more cautiously. The training teaches that accidents are caused by people working unsafely. Supervisors have been trained in how to encourage safe work behavior.

Other Training and Educational Opportunities

Because survey respondents identified communication skills as an important area for supervisor improvement and development, the following training programs and organizational approaches are offered as examples of successful and interesting efforts. The Toronto Transit Commission has approached its communications challenge by adding a staff person designated to be the agency's communication specialist. This individual is responsible for designing and implementing effective organizational communications systems and procedures.

Communication and Information Systems Training

Agency: Toronto Transit Commission, Ontario, Canada
Duration: 7--8 months
Issues: Front line employees did not always hear about new programs or decisions that impacted them, nor about company philosophy or future plans.
Results: A stronger commitment to communicate has improved the level of communication so that front line employees are more consistently receiving appropriate information. Toronto also learned that many of the hourly employees preferred messages that were short and simple as opposed to lengthy elaborations.

A position was created to design a communications system. That person is charged with determining how communications will be made, what things should be communicated, and where redundant systems exist. The best ways to communicate within the branch, between branches, between different employee groups, and between the company and the customer are being identified. So far, the new person has been involved in a series of different projects and initiatives. One of the customer projects has been to advise customers of their rights and responsibilities. All types of communications are being addressed, including correspondence, E-Mail, radio, television, telephone, answering machines, posters, and bulletin boards.

Communication training at Long Beach Transit in California has taken one of the most fundamental yet progressive approaches reported by survey respondents. Their "Process Communications Model" training begins with a basic and practical model for understanding the needs of everyone involved in or impacted by communications. In it's simplest form, the model teaches that the most productive and effective communications come from an awareness of one another's needs.

Process Communication Model Training

Agency: Long Beach Transit, California
Duration: 5 years
Issues: Needed tools to move away from the "cop/ enforcer" attitude. Communication was determined to be one of the best vehicles for change.
Results: Supervisors take more responsibility for the types of responses they get by better understanding how their role in communication can elicit different kinds of information. As a result of the training and by practicing the concepts, many supervisors have made positive changes in their behavior. Interviewing skills have also improved, with some supervisors recognizing that they have a predisposition toward selecting a certain type of applicant, and not necessarily the best qualified.

At Long Beach Transit, process communication training has been administered organizationally. Process communications management begins with a basic and practical model for recognizing one's own and other's needs. It is founded on the belief that everyone has needs that they work very hard to meet, When people are cognizant of one another's needs, their communication can be significantly more productive. Miscommunications can be reduced, and nonproductive behavioral patterns can be interrupted. The training can also be used to more effectively match supervisors with compatible employee personality type(s) and to assess and improve communication in areas where problems are identified.

Supervisor communication skills were indirectly addressed at the Toronto Transit Commission through the introduction of an attendance management policy. Under this new policy, supervisors were required to increase communications with bus operators about attendance concerns. This policy has helped to open the lines of communication while positively impacting bus operator attendance.

Attendance Management Training

Agency: Toronto Transit Commission, Ontario, Canada
Duration: Implemented January 1993 Issues: Needed an effective and uniform vehicle for dealing with absenteeism. There was little accountability and responsibility, and different types of absences were not uniformly classified or handled.
Results: Absences are more uniformly and consistently classified and handled, supervisor/operator communication has improved, and there is increased accountability. Toronto has seen a decrease in absenteeism from about 60 transit operators per day to about 40 per day (about 4 percent of the operator group). Because of improved consistency in reporting, positive effects of the Performance Partner quality process (see Chapter 2), and a decrease in Canadian sick leave benefits, it is difficult to quantify the relative effect of this program.

When employees are not able to work as scheduled, they are required to notify their supervisor or designated contact prior to, or immediately following the start of their regular shift. At the time of the contact, the supervisor (or designated contact) acknowledges the employee's reasons for absence and discusses the approximate time of the employee's return to work. If the timeframe is unknown, they arrange a time to follow up. It is up to employees to update their supervisors on their health status and whereabouts during an absence.

Problem absenteeism is determined on a case-by-case basis by an employee's supervisor. It can include absences that are repetitive and/or follow a pattern, those that have a significant impact on effective work performance, or absences exceeding the normal expected recovery period. Supervisors are assisted in their tracking by a monthly report identifying employees exceeding a "flagging level" reflective of their unit's recent absence experience.

An informal consultation is the first step in dealing with problem absenteeism. Its purpose is to open communication and confirm whether a problem actually exists. Perhaps most importantly, it lets employees know that someone is aware and concerned about their absenteeism, and is available to help should any problems exist. Employees may be referred to the employee assistance program, to take a health assessment, or in cases where problem absenteeism is not corrected, referred to a "Peer Support Team."

The Peer Support Team consists of one supervisor (outside of the employee's "chain of command") and one front-line employee. It exists to help find mutually beneficial solutions. Peer Support Representatives listen to the concerns of both the employee and the supervisor, suggest possible solutions, and document the agreed on course of action.

In cases where absenteeism problems are still not corrected, more formal steps may be taken. They include developing a written agreement or "compact", attending a case conference with a representative of the Employee Relations Unit and other relevant representatives, and termination.

The program was initially communicated through correspondence to all employees. There was a half-day training program that was later expanded to a one-day session for all supervisors, relief supervisors, and employees responsible for recording attendance. That information was further shared organizationally through word-of-mouth. Training was a combination of lecture and group discussions. Many of the discussions centered around employee related circumstances. Several supervisors also went through the Peer Support Program training, which included role playing to increase comfort levels with how the role was supposed to function.

CHAPTER FIVE

IMPACT OF NEW OR REVISED REGULATIONS

CONCERNS

Transit managers cite drug and alcohol testing and the Americans with Disabilities Act (ADA) as the new regulations that have impacted field supervisors (Table 8). Some transit agencies have used these regulations as a vehicle for addressing supervisor skill development. In fact, the majority of survey respondents indicated that improved or increased training was their most common response to the changes. Almost as many responses concerned supervisors' increased job responsibilities and skills. The concerns were divided almost equally between drug and alcohol testing and ADA, with most pertaining to transporting operators for testing, recognizing drug and alcohol abuse symptoms, and increased awareness of the needs of customers with disabilities. Several agencies also reported an increased effort to educate their organizations about employee benefits as with employee assistance programs (EAPs). In at least one case, at the Peninsula Transportation District Commission in Hampton, Virginia, the detection of drugs and alcohol was conducted for supervisory personnel by an employee assistance program representative.

When asked about their agency's most effective efforts regarding regulatory impacts, several comments about training efforts included some other positive and interesting outcomes. At the Dallas Area Rapid Transit Authority (DART), the organizational training necessitated by these new regulations was largely conducted by field supervisors. This resulted in placing supervisors in the role of instructors, in a leadership position, and helped to improve their leadership skills and increase their contacts with the bus operator group. For Long Beach Transit, the new drug and alcohol regulations provided an opportunity to target not only drug policy issues, but also issues of authority, responsibility, and job knowledge. They were able to develop training that focused on the policy revision and addressed improved supervisor communication and decision-making skills. At Laidlaw Transit in Pleasanton, California, sensitivity training seeks to inform and enlighten supervisors and drivers by putting them in the position of a passenger with a disability. Employees are blindfolded or placed in wheelchairs at a bus stop and given a destination. From all reports, Laidlaw employees have enjoyed the whole experience and end up with an entirely new perspective. At RTD in Denver, new and revised regulations have helped to expand street supervisor job knowledge and skills. As a result, route and time checks, which used to account for about 60 percent of their supervisor's duties have been reduced by about half. At Gary Public Transportation Corporation in Indiana, ADA requirements have helped to get supervisors more involved with operators, interacting with them to activate and expedite operation of bus wheelchair lifts, tie downs, and fare collection.

DRUG AND ALCOHOL TESTING

As of January 1, 1995, transit agencies serving communities with populations equal to or exceeding 200,000 have been required to comply with new U.S. Department of Transportation (DOT) drug and alcohol testing rules. The same rules were applied to agencies serving smaller populations as of January 1, 1996. Under the rules, transit employees in safety-sensitive positions will be tested for marijuana, cocaine, amphetamines, opiates, phencyclidine (PCP), and alcohol. While drug and alcohol testing requirements are not new to the transit industry, these rules do add a level of random and post-incident testing guidelines that have been a challenge for many agencies *(29)*.

Of the most commonly cited comments about the impacts of drug and alcohol regulations on field supervisors, most had to do with the increased responsibility for transporting bus

TABLE 8
IMPACT OF NEW REGULATIONS ON SUPERVISORS

Type of Impact	Number
Required More Training--especially drug symptom awareness, federal requirements, some sensitivity training	27
Increased Responsibilities/Skills--transporting operators for testing, backup for ADA transports, time-consuming protocols, better customer and interpersonal skills	26
Equipment-cycling equipment, helping lift boardings, increased monitoring, late buses due to lift problems	9
Changed Policy/Procedures	9
Minimal or No Impact	8
Productivity Concerns-Less Field Time	3
Operators Making ADA Announcements	3

operators for random drug testing. While some agencies, like the Charlotte Transit System in North Carolina, have found that the procedure has not made a significant impact on supervisor productivity, the majority of survey respondents, including the Duluth Transit Authority, San Diego Transit, and Transit Management of Southeast Louisiana, Inc./RTA have found that transporting has increased their supervisor's responsibilities or taken away from the time to complete other duties. One agency also reported that administering the tests had fallen on their field supervisors and like transporting, was consuming precious supervisor time.

Agencies such as VIA Metropolitan Transit in San Antonio, Texas, reported that their field supervisors used to normally handle only post-accident drug testing. Since the drug and alcohol testing revisions, their supervisors, as with supervisors at most transit agencies that were surveyed, have undergone training to detect probable cause cases.

Several agencies also indicated that the drug and alcohol testing requirements were sometimes confusing for field supervisors. The Utah Transit Authority has approached this concern by developing one-page decision models to assist operations supervisors in dealing with testing requirements.

D&A Testing Decision Model

Agency: Utah Transit Authority
Duration: Implemented January 1995
Issues: Guidelines were confusing and difficult to use in making split-second types of decisions. UTA needed a way of both enabling and training supervisors on how to independently respond to all contingencies.
Results: The decision model has become a reference tool for supervisors and UTA's drug testers because it is easy to use and understand. Since the model was introduced, there has been a large reduction in the need for administrative assistance. Improvements were demonstrated in process consistency, response time, and in supervisor confidence and empowerment.

The DOT drug and alcohol testing guidelines and additional organizational drug testing requirements were used to develop a model for post-accident drug testing decisions by operations supervisors. The model was first introduced during organizational training, where operations supervisors further refined it to account for 99 percent of their real experiences. The end product was a flow chart of activities, stemming from relevant aspects of the accident investigation (Figure 7). A similar decision model was also generated for reasonable suspicion testing, and a question-and-answer sheet was created for the most commonly asked questions.

Another impact of the requirements has been the training of supervisors to administer breath alcohol tests. North San Diego County Transit District (NCTD) has purchased three alcohol breath testers. The breathalyzer manufacturer trained and certified nine operations supervisors and two maintenance supervisors in the operation of the testing equipment. While supervisors can perform the breath tests, they can only perform tests on employees who are not on their team.

Breath alcohol testers are likely to become standard supervisor equipment at a number of larger agencies. The new drug and alcohol testing requirements have mandated six different types of breath tests (random, which effects 25 percent of safety-sensitive employees per year, post-accident, reasonable suspicion, pre-employment, return to work, and followup). The requirement of all of these tests has increased costs not only in testing, but in operator and supervisor downtime, making the purchase of a breath tester (approximately $2,000) a cost-effective option for many agencies. Additionally, unlike other forms of drug testing, breath testers are non-invasive and do not require laboratory follow-up. They are virtually tamperproof and have been shown to be highly accurate by a number of blood-to-breath correlational studies. While the DOT does require that a "Breath Alcohol Technician" perform each test, the certification process can be accomplished with a minimum of effort *(30).*

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) became a new federal law on July 26, 1992. Its purpose is to prohibit discrimination against persons with disabilities, and it has had a broad range of impacts on the transit industry. Among survey respondents, ADA has most often impacted agencies when things go wrong. Supervisors have become a back-up system for equipment malfunctions and missed buses (that may have also been late because of lift troubles). One way that some agencies have dealt with this problem has been to incorporate simple mechanical repairs or equipment testing into the supervisor's job responsibilities. At AC Transit in Oakland, California, supervisors have been trained in how to troubleshoot stalled buses, nonfunctional wheelchair lifts, and nonfunctional headsigns. At Phoenix Transit System, supervisors have received intensive training on bus wheelchair mechanical systems so that they can repair broken lifts in the field to minimize bus changes and trip delays caused by frequent wheelchair lift breakdowns. Supervisors at Bi-State Development Agency in St. Louis now watch the daily cycling of lifts prior to pull out. Their efforts have been effective in wheelchair lift equipment reliability. The improvements have been extremely satisfying, especially to customers with disabilities and to all passengers who had previously been delayed because of equipment failures. In addition to the time it takes to observe wheelchair lift equipment cycling, supervisors also assist disabled customers with boarding/alighting problems, and wait with customers when alternative transportation is necessary.

At Capital Metro in Austin, Texas, stand-by buses are placed in a supervisor's control so they can work closely with the paratransit division for service recovery and transporting. Mass Transit Administration in Baltimore has developed a system between supervisors and operators that enables them to provide reliable service to customers with disabilities. Their wheelchair log-in program enables them to record the time, location, and direction of travel at the time of the pick-up.

Some transit agencies have had difficulty ensuring that reliable and good quality stop announcements are made. While operator awareness and training are necessary, another option has been to automate stop announcements.

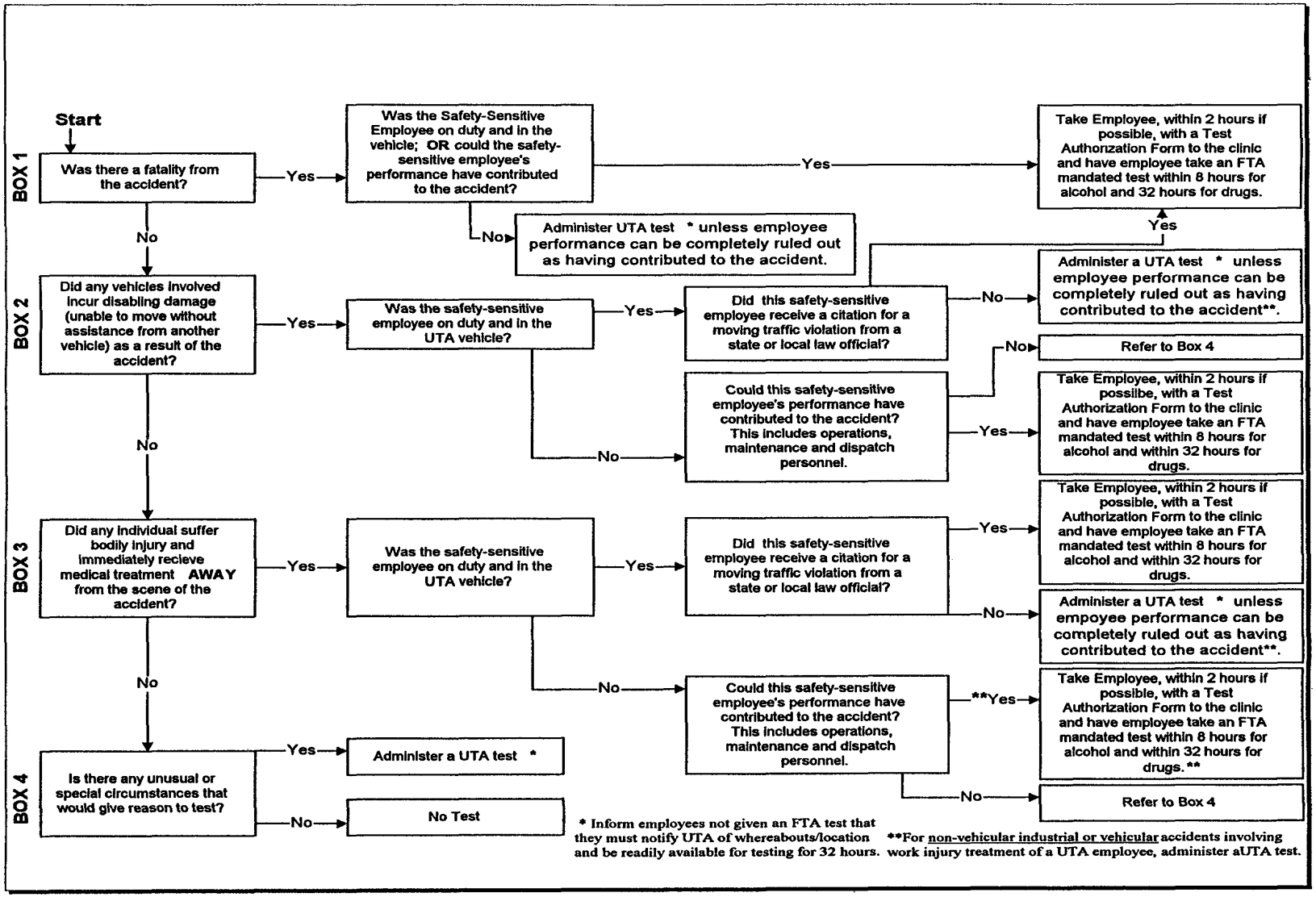


FIGURE 7 UTA's post-accident decision model for D&A testing.

Talking Bus

Agency: Salem Area Transit, Oregon
Duration: 2 Years
Issues: Operators were sometimes forgetful or resistant to calling out stops and calls were inconsistent or not heard throughout the bus.
Results: Stops that are called out are done more reliably, are described in a consistent manner, and are of a consistently high quality. Customer comments are generally positive in that they like the Talking Bus and have come to rely on it.

Salem was the first test site for the "Talking Bus," a small unit consisting of a key pad and a display that interfaces with the bus's PA system. While considerable troubleshooting was required to make the entire system compatible with the buses, the system now works quite well. All of the route information is contained on a small card that is plugged into the unit. The operator simply indicates which route he or she will be driving, and then pushes a button to initiate a call. The programmed calls include transfer points, intersections, and frequented destinations. Salem has also considered having messages available to remind passengers of particular rules, service change information, and promotional activities.

From their experience, Salem suggests that other agencies considering a Talking Bus think about using someone experienced in professional voice mixing to record the actual calls. Talking Buses have also been tested in Philadelphia at the Southeast Pennsylvania Transportation Authority (SEPTA), where a computerized voice and video screen have made the announcements, and also at the Maryland Mass Transit Administration (MTA) in Baltimore *(31).*

CHAPTER SIX

IMPACT OF NEW TECHNOLOGIES

Many of the new technologies being considered by transit agencies were initially developed for other industries or applications. In this way, technology has been driving applications that the transit industry is just beginning to appreciate, instead of responding to specific transit needs. While most of the new technologies are being directed toward improving customer service and service delivery, some may influence supervisor job responsibilities and work loads in positive or negative ways. The benefits of technologies to supervisors and bus operators will be better use of resources and the ability to more effectively monitor larger service areas. Whether technology is directly helpful to field supervisors in the performance of their job remains unclear. While several agencies are still in mostly a troubleshooting mode with their technological systems, a few were able to share some interesting experiences.

OVERVIEW OF NEW TECHNOLOGIES

In comparison to other industries, transit in the United States has been criticized for its conservatism with regard to new technologies. Some say this has been caused by lack of competition, others point to limited operating budgets, and some say the U.S. government hasn't made transit (and hence related technological advances) a priority. Now this trend seems to be changing, and there are a number of new technologies being tested and used in U.S. transit agencies that will have an impact on delivering public transit services (Table 6). In an eight-part strategic plan, the Federal Transit Administration's (ETA) vision strategies include a desire to "foster industry adaptability to enable the industry to respond to changes in transportation patterns, technologies, and needs" *(32).*

One of the most interesting new technologies that has already had a significant impact on the ability of Field Supervisors to more effectively perform their responsibilities and efficiently communicate was reported by San Diego Transit. Their auto computers give supervisors direct access to information and a communications link with their fleet.

Auto Computers

Agency: San Diego Transit, California
Duration: 6 Years
Issues: Needed to provide reliable and timely employee and system information to supervisors while keeping supervisors in the field and productive.
Results: Increased supervisor's field time by 20 percent and improved radio dispatch efficiency by providing supervisors with direct access to information, without requiring dispatcher intervention.

Each supervisor vehicle is equipped with a mobile data terminal (MDT) that is connected to the central computer that supports the Motorola Metrocom III radio system. The MDT gives supervisors complete remote access to all information contained in the computer's database including: operators, routes, public schedules, block sheets, time tables, incidents, accidents, employee information, etc. In addition to information access, supervisors can record notes and other typically paper-generated data to be recalled for later use. They can also enter detours and supporting information, and send data transmissions to a bus, a group of buses, or the whole fleet of buses. The MDT automatically maintains the supervisor's daily log of activities and can be used to generate management reports from radio information.

The benefits of auto computers at San Diego have included keeping supervisors in the field, the ability to send data transmissions to buses, and the ability to take over "voice only" dispatching from a vehicle in the field. The disadvantages have included needing a direct voice link capability instead of going through the radio dispatch, needing more room to accommodate full reports, software controlled by the vendor and not by San Diego, and the need for supervisor training to use the system.

Several transit agencies have or are considering the benefits of automated vehicle locating systems (AVLS). Among the attractions are a desire to reduce field supervisor monitoring and time check requirements, to improve system efficiency and communication, and to better serve customers. While some of these achievements are being realized, most survey respondents indicated that it was still too early to judge results. AVLS use global positioning system (GPS) (sign post) technology as well as other, nonsatellite technologies. Both types of systems seem to promise benefits for street supervisors.

Of the respondents who shared their AVLS experiences, VIA Metropolitan Transit is using a non-GPS technology and has found some reduction in supervisor responsibilities.

Non-GPS AVLS

Agency: VIA Metropolitan Transit, San Antonio, Texas
Duration: 10 Years
Issues: Automate route and schedule adherence monitoring and improve on-time performance.
Results: Schedule and route adherence are electronically monitored and supervisors are not spending as much time having to make manual system checks.

VIA uses a non-GPS to feed schedule and route adherence information to dispatchers. Dispatchers can then use this information to conduct conversations with bus operators or supervisors if supervisor intervention is needed. While the

system is accurate, it is not as specific on early arrivals as VIA would prefer, so they do have some supervisors and route checkers who spot-check schedules, especially for early arrivals and also for passenger counts. One of the challenges VIA has faced in implementing its AVLS was to select pertinent data from the tremendous amount collected by the system.

Milwaukee County Transit System is using a global positioning system (GPS) and also has found some reduction in supervisor responsibilities and improvement in system performance.

GPS AVLS

Agency:	Milwaukee County Transit System (MCTS), Wisconsin
Duration:	1 Year
Issues:	Relieve field supervisors from monitoring schedule adherence and improve on-time system performance.
Results:	Too early to tell, but should be able to eliminate manual schedule adherence monitoring, make re-routing decisions, and be able to tell others about the precise location of a particular vehicle.

Milwaukee's GPS AVLS includes a communications network, software for computer-aided dispatch, and automatic vehicle location. The system is able to provide up-to-the-minute vehicle status information for system dispatchers and route supervisors through transmissions to a video screen map of bus routes. According to MCTS managing director, Thomas Kujawa, "On our end, we will be able to provide the most reliable service to our customers with an enhanced degree of safety" *(33).*

While their AVLS is not yet tracking schedule adherence, MCTS is optimistic that it will relieve supervisors from having to do manual time checks. When that happens, schedule adherence instructions to bus operators will come from radio dispatchers instead of supervisors.

TECHNIQUES FOR INTRODUCING NEW TECHNOLOGIES

At Pace Suburban Bus Division of RTA in Arlington Heights, Illinois, new technologies have been introduced with a core group of supervisors working with a system "technical expert" who expanded the new information to the rest of the supervisory group. This mentoring by individual or team is the most popular new technique for introducing supervisors to new technologies. While a number of agencies have taken a one-on-one approach, about 20 percent of respondents have opted for team or quality circle processes, generally between peers or with a mix of employees. At VIA Metropolitan Transit in San Antonio, Texas, electronic fareboxes were introduced, using small training classes where bus operators and supervisory personnel learned together.

Video tapes are the most frequently used method for training on new technologies at Gary Public Transportation Corporation in Indiana. Another popular method of introducing new technologies is computer based training. Computer skills and knowledge of computer applications, such as word processing packages and performance tracking systems like the Transportation Operating System (TOS), are generally learned by working on the computer. At San Diego Transit in California, new technology information can also be shared over the auto computers.

CHAPTER SEVEN

CONCLUSIONS

The conclusions presented here should be viewed as broad generalizations. There are some notable exceptions (some of which are presented in the body of the synthesis) to each of these generalized conclusions. While these conclusions are drawn from survey responses, they may not reflect the perceptions and objectives of transit systems that did not participate.

Better understanding of jobs, roles, and organizational plans is an increasingly important organizational requirement because work environments and organizations are changing at a faster rate than ever before. Work environments are becoming more fluid, and relationships among superiors, peers, and subordinate roles are becoming more complex. According to "Why Job and Role Planning is Critical to the Future," operational roles are going to decrease in the upcoming years, and service organizations will find that "Management becomes more of a coordinating and liaison function and less of a monitoring and control function" *(34).*

The transit industry has not uniformly, clearly defined the field supervisor's responsibilities for successful performance of the job. Organizational and customer expectations, training by coworkers, and environmental expectations surrounding the supervisor's role can create substantial ambiguity and conflict among the different responsibilities supervisors are expected to perform. For a transit agency to maximize its investment in supervisory human resources, this ambiguity needs to be removed.

A second effect of the ambiguity regarding responsibilities is the lack of identified job success criteria necessary for successful recruitment and selection of supervisors. Failure to identify success criteria for field supervisors prohibits the development of sophisticated selection techniques that could better predict future successful supervisors. It is perhaps a lack of these tools that has resulted in transit agencies using interviews (one of the weakest and least reliable selection devices) to choose future supervisors.

A related concern for transit is the almost total reliance on one port of entry into the field supervisor position. Transit supervisors are hired almost exclusively from the ranks of bus operators. This one source may be the only "practical" source of candidates, but it may not be the best source of candidates. While system experience will facilitate transition into a supervisor's system administration duties, there is little in the job of a bus operator that prepares a person for the supervisory and leadership responsibilities of the job.

Transit agencies rely heavily on workers training workers and on-the-job training. While it may be one of the least expensive training options in the short term, much of this training may not match up with the "most important needs" identified by transit managers. It could, in fact, be perpetuating miscommunications and unenlightened performance.

Survey respondents have identified where their supervisors are weak and in need of improvement, yet have not developed or established measurement techniques to apply to these weak areas. In the absence of measurements, management will not be certain that they can improve the skills and performance, or be able to discern the results of training or other interventions.

The recent ADA and drug testing regulations have created some opportunities for increased positive interaction and training. At the same time, they have further increased the workload of supervisors, the reactionary nature of their jobs, and the impression of supervisors as "cops" at some agencies. These new regulations and their effects are demonstrative of what has been happening to field supervisor job responsibilities for several decades.

The survey data in conjunction with the conclusions drawn from them and from interaction with various public transit officials suggest there are multiple opportunities for further study that may enhance supervisor job performance. Just a few of those suggestions are listed below:

- Performance could be compared between transit systems in which supervisors lead, coach, and counsel teams of operators and transit systems in which supervisors primarily function as monitors and controllers.
- Different supervisory styles in transit organizations could be identified and the organizational results of the differing styles compared.
- The core group of success criteria for field supervisors could be identified and developed along with valid selection predictors (a supervisor test) for those criteria Organizational performance measures could be developed for supervisor success criteria.
- The impact of flattening the organization on the relationship between management and supervision could be investigated.
- The feasibility of using recruitment sources other than bus operators for hiring field supervisors could be investigated.
- The supervision costs (including negative interactions between supervisor and bus operators) of the ADA and drug testing regulations could be assessed.
- Training programs that are most effective at meeting the identified needs of transit field supervisors could be identified.
- New technologies or tools to assist supervisors in better utilizing dwindling resources could help to keep the system moving.
- The effect of the relationship between organized labor and management on the performance and productivity of field supervisors could be studied.

The relationship between supervisors and managers could be explored to better understand productive and supportive behaviors and systems that help facilitate supervisor's in the performance of their duties and in their professional development.

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APPENDIX A

Questionnaire

APPENDIX A
SURVEY

Questionnaire
FIELD SUPERVISOR* "CONTROL PRACTICES"
(*Road Supervisor, Street Supervisor, Bus Operator Supervisor)

Your Name_____
Your Title_____
Organization_____
Telephone_____ Address _____

Did you design your Field Supervisor jobs or did they evolve? Do they add value to organizational performance and are they effective? To hear about Supervisor innovations and improved work designs at other transit properties, take a few minutes and fill out this survey. Your confidential results will be synthesized into a report to be available from the Transportation Research Board. In the intenm, if you choose to participate, we will mail you our preliminary findings in the next 90 days. Thank you for your contribution.

General Information

1. Number of Bus Operators (excluding Paratransit Operators) at your transit agency …….[_____]

2. Number of Field Supervisors at your transit agency ……..…. [_____]

3. Does your agency have organizational documents with language or information specifically pertaining to Field Supervisors? *Check all that apply.*
❑ Mission/Vision Statement ❑ Organizational Goals ❑ Strategic Plan ❑ Other_____

4. What is the pay rate of a senior level Bus Operator? ……..……..[_____]

5. What is the average pay rate or pay range of a Field Supervisor? ……..…….[_____]

6. What other job titles are in the same pay range (i.e., pay scale or lane) as Field Supervisor?

7. Are there special pay programs for Field Supervisors (like bonuses, skill-based pay, career/technical ladders, etc.)?

8. Beginning with Director of Operations and ending with Bus Operators (or others subordinate to Field Supervisors), roughly create an organization chart here: ➪

Field Supervisor Work Responsibilities

9. Do Field Supervisors directly supervise(hire, fire, evaluate) any other employees? ..... ❑ No ❑ Yes, Titles: _____

10. If Field Supervisors are directly responsible for Bus Operators or other employees, what is the average number? ……..…[_____]

11. Does your agency have documents specifically pertaining to Field Supervisors or their subordinates? *Check all that apply.*
❑ Job Description
❑ erformance Plan
❑ Performance Criteria
❑ Supervisor Policy/Procedure Manual
❑ Super. Performance Evaluation Form/Procedures
❑ Other_____
❑ Internal Job Posting/Announcement
❑ External Recruitment Ad
❑ Customer Service Plan
❑ Bus Operator Policy/Procedure Manual
❑ Bus Op. Performance Evaluation Form/Procedures

12. Now look at the documents you just checked in Question II.
a) Circle any that are Innovative or especially effective.
b) We will ask for some samples of your documents at the end of this survey.

13. Rank the following Supervisor Success Criteria, writing the number "1" next to the most important criteria, a "2" next to the second most important criteria, and so on, until you have ranked all relevant Criteria. *Please feel free to add to this list and to skip any criteria as you see fit.*
_____ Planning -- Organizes work productively and efficiently
_____ Interpersonal Working Relationships -- Assists, supports, and encourages
_____ Decision Making -- Identifies and solves problems; understands consequences
_____ Initiative -- Requires minimal direction, accepts responsibility, continually improves performance
_____ Communication -- Verbal and written, speaks clearly, listens actively
_____ Leadership Skill -- Influences others to get tasks done, advocates, persuades
_____ Creativity & Adaptability -- Develops ideas, uses imagination, adaptive
_____ Performance Feedback -- Has productive discussions with employees
_____ Delegates Authority -- Encourages employees to solve problems and make decisions
_____ Work habits - Including attendance, punctuality, other (Describe: _____)
_____ Other (Describe:_____)

14. Now look at the Success Criteria you ranked in Question 13.
a) Which ones do you measure (keep statistics on)?……. [_____]
b) If you could improve Field Supervisor performance on just 3 criteria, which ones would you choose?…….. [_____]

15. What are the work responsibilities of your Field Supervisors? *Check all that apply.*
❑ Staffing-Selection
❑ Staffing-Termination
❑ Performance Evaluations
❑ Discipline/Grievance
❑ Coaching/Counseling
❑ Team Building
❑ Facilitating Training
❑ Recognition Programs
❑ Dispatching
❑ Short Term Planning
❑ Problem Solving
❑ Writing Policy/Procedures
❑ Radio Dispatching
❑ Reliability/Spacing
❑ Safety Programs
❑ Detours
❑ Identifying Customer Needs
❑ Customer Complaints
❑ Accident/Incident Investigations
❑ Industrial Accident Investigations
❑ Operator Vacation/Run Bidding
❑ Directing Work Activities of Others
❑ Monitoring Bus Operator Activities
❑ Interface Bus/Rail Operations
❑ Coordinating Special Bus Service
❑ Starting (buses begin route on time)
❑ Special Committees: _____
❑ Other _____

16. How are Field Supervisors viewed in your organization? Mark "I" if the perspective is "Supervisor as a Facilitator or Helper", "2" if the perspective is "Supervisor as mostly a facilitator, but a little bit 'Cop'", and so on, for each of the three following groups of employees.

	Facilitator/ Helper				*"Cop "/ Enforcer*
	1	*2*	*3*	*4*	*5*
a) Management's view of the role of Field Supervisors within management?	❑	❑	❑	❑	❑
b) A "typical" Field Supervisor's view of their role within management?	❑	❑	❑	❑	❑
c) A "typical" Bus Operator's view of the role of Field Supervisors within management?	❑	❑	❑	❑	❑

17. In just a sentence or two, describe your most effective efforts in the area of Field Supervisor Work Responsibilities.

Recruitment and Selection

18. Which of the following groups were your current Field Supervisors hired from? *Check all that apply.*
_____❑ Internal-Bus Operator _____❑ External-Other Transit Agency _____❑ Other _____
_____❑ Internal-Other Dept. _____❑ External-No Transit Experience _____

19. Estimate the percentages of applicants that come from each of the above groups, then write that number to the left of each classification in Question 18, making sure that the sum equals 100%.

20. What are some of the techniques and processes used in Field Supervisor selection?
❑ Application ❑ Psychological Testing ❑ Behavioral Testing ("In Box", Role Play, Simulated Work Performance, etc.)
❑ Job Announcement ❑ Mental Ability Testing
❑ Employment References ❑ Management Technique/ Skills Testing ❑ Unstructured, Spontaneous Interview
❑ Performance Record Check ❑ Criterion-Referenced (Behavioral) Interview
❑ Court Record Check ❑ Behavioral Inventory ❑ Structured (from written items) Interview
❑ Industrial Record Check ❑ Other _____

21. In just a sentence or two, describe your most effective efforts in Recruitment and Selection of Field Supervisors.

Training

22. Have Field Supervisors received Leadership Skills training? *Check all that apply.*
❑ Decision Making ❑ Employee Empowerment ❑ Resource-Allocation (Scheduling)
❑ Bus Operator Selection ❑ Team Building ❑ Time Management
❑ Quantifying Performance ❑ Managerial Skills ❑ Setting Priorities
❑ Performance Evaluations ❑ Supervisory Skills ❑ Finance/Budgeting
❑ Total Quality Management ❑ Operations Supervisor Seminar _____
❑ Other _____

23. Have Field Supervisors received Interpersonal Relationships training? *Check all that apply.*
❑ Communication ❑ Conflict Resolution ❑ Affirmative Action/EEO/Civil Rights
❑ Customer Service ❑ Difficult Customer ❑ Arrest/Search & Seizure/Ticket Writing
❑ Coworker Relationships ❑ Sexual Harassment ❑ Self Defense (Mace, etc.)
❑ Negotiation Skills ❑ Diversity/Sensitivity ❑ Other _____

24. Have Field Supervisors received Information Processing training? *Check all that apply.*
❑ Telephone Systems ❑ Electronic Messaging ❑ Dispatching/Scheduling
❑ Word Processing ❑ Data Collection/Measurement ❑ Performance Monitoring/Reporting
❑ Spreadsheets ❑ Networks (Internet, Bulletin Boards, etc.)
❑ Graphics Programs ❑ "Office System" Computer Skills (i.e., MS Office, Smart Suite, etc.)
❑ Other _____

25. What other training or educational opportunities are available to Field Supervisors?

26. In just a sentence or two, describe your most effective efforts in Field Supervisor Training:

Techniques for Introducing New Technology

27. Please indicate if you have tested or implemented any new technologies that are going to or will impact Field Supervisor Work Responsibilities.
❑ Automated Vehicle Locating Systems (AVLS) ❑ Effective Radio Communications Network
❑ Intelligent Highway Systems (IHS) ❑ Headway Spacing
❑ Automated Fare Collection ❑ New uses of Short-Running Buses
❑ Automated Passenger Counting System ❑ New uses of Demand Response Scheduling
❑ Intermodal Transportation ❑ Alternative Fuels
❑ Electric, Low Floor, or Carbon Composite Buses
❑ Computerized Systems for Scheduling, Runcutting, Bidding, and/or Performance Monitoring
❑ Designed any Technologies or Equipment to Assist Field Supervisors
❑ Other _____

28. What techniques (like computer based training, mentoring, teams, etc.) have you used in introducing these new technologies

29. In a sentence or two, describe your most effective efforts related to New Technologies that have impacted Field Supervisor Work Responsibilities:

40

Impact of New or Revised Regulations

30. How have new or revised transit regulations (like ADA, Drug and Alcohol Testing, etc.) impacted Field Supervisors?

31. In just a sentence or two, describe your most effective efforts with New or Revised Regulations that have impacted Field Supervisor Work Responsibilities.

Innovative Management Practices

32. Please describe any recent concerns, problems or needs of your Field Supervisors.

33. Describe the successful, innovative management programs or practices you have implemented or are considering.

You're Almost Done

Please enclose copies of any items checked in Questions 3 and 11. If there are several versions of any document, select one that you feel is most representative, or feel free to include multiple examples.

Return this survey and all documents by May 1, 1995, to:

Gayland Moffat Consulting
P.O. Box *57784*
Salt Lake City, UT 84157

Thank you for your help!

APPENDIX B

SURVEY RESPONDENTS

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(3)
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Calgary Transit
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(4)
Superintendent of Field Operations
Capital Metro
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(5)
Director of Operations
Champaign-Urbana Mass Transit District
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Charlotte Transit System
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(7)
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Transportation Operations
City of Detroit, Dept. of Transportation
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City of El Paso-Sun Metro
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Greater Cleveland Regional Transit Authority
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Greater Richmond Transit Company
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Intercity Transit
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Olympia, WA 98507

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Transportation Authority-LANTA
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METRO
1014 Vine St. Ste 2000
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(47)
Chef De Division
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Manager-Transit District 1-Service Delivery Branch
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Utah Transit Authority
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Salt Lake City, UT 84130

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VIA Metropolitan Transit
800 W Myrtle--P.O. Box 12489
San Antonio, TX 78212

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Washington Metropolitian Area
Transit Authority
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APPENDIX C

FRONT LINE SUPERVISOR TRAINING PROGRAMS

The following tables are partial listings of national, standardized training programs that may be of interest to front line bus transit supervisors.

National Transit Institute (NTI)

MANAGEMENT DEVELOPMENT PROGRAM

Target Audience	Course	Duration
First Level	Changing to Supervision	1 Day
	Effective Supervision in Transit	3 Days
Mid Level Management	Changing to Middle Managment	1 Day
	Effective Management in Transit	3 Days
	Technical/Non-Technical Modules	Varies
Senior Level Management	Transit Leadership	5 Days
	Senior Management Modules	Varies

Transportation Safety Institute (TSI)

MASS TRANSIT SAFETY AND SECURITY TRAINING

Classification	Course	Duration
Mass Transit Bus Safety Program	Mass Transit Instructor Orientation and Training	4 1/2 Days
	Operational Bus System Safety Awareness	4 1/2 Days
	Bus Accident Investigation	4 1/2 Days
	Bus Accident Investigation Seminar	2 Days
	Advanced Problems in Bus Accident Investigation	9 1/2 Days
	Prevention of Passenger and Bus Accidents Seminar	2 Days
	Instructors Course in Alternative Fuels Safety	3 Days
Mass Transit Security Program	Mass Transit System Security	4 1/2 Days
	Mass Transit Explosives Incident Management Seminar	1/2 Day
Multi-Modal Safety Program	System Safety Planning Seminar	1 Day

THE TRANSPORTATION RESEARCH BOARD is a unit of the National Research Council, which serves the National Academy of Sciences and the National Academy of Engineering It evolved in 1974 from the Highway Research Board, which was established in 1920. The TRB incorporates all former HRB activities and also performs additional functions under a broader scope involving all modes of transportation and the interactions of transportation with society. The Board's purpose is to stimulate research concerning the nature and performance of transportation systems, to disseminate information that the research produces, and to encourage the application of appropriate research findings. The Board's program is carried out by more than 270 committees, task forces, and panels composed of more than 3,300 administrators, engineers, social scientists, attorneys, educators, and others concerned with transportation; they serve without compensation. The program is supported by state transportation and highway departments, the modal administrations of the U.S. Department of Transportation, the Association of American Railroads, the National Highway Traffic Safety Administration, and other organizations and individuals interested in the development of transportation.

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. Upon 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 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. Robert M.White 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, upon its own initiative, to identify issues of medical care, research, and education. Dr. Kenneth
I. Shine 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 Alberts and Dr. Robert M. White are chairman and vice chairman, respectively, of the National Research Council.