

Guidebook for Recruiting, Developing, and Retaining Transit Managers for Fixed-Route Bus and Paratransit Systems

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TCRP REPORT 139

**Guidebook for Recruiting,
Developing, and Retaining
Transit Managers for Fixed-Route
Bus and Paratransit Systems**

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TRANSIT COOPERATIVE RESEARCH PROGRAM

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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 Urban Mass Transportation Administration—now the Federal Transit Administration (FTA). A report by the American Public Transportation 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 TCRP includes a variety of transit research fields including planning, service configuration, equipment, facilities, operations, human resources, maintenance, policy, and administrative practices.

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FOREWORD

By Dianne S. Schwager

Staff Officer

Transportation Research Board

TCRP Report 139: Guidebook for Recruiting, Developing, and Retaining Transit Managers for Fixed-Route Bus and Paratransit Systems provides fixed-route bus, general public demand response, and ADA paratransit systems resources to assist in the recruitment, development, and retention of managers. The *Guidebook* is accompanied by CRP-CD-77 that provides Model Job Descriptions for 32 broad job titles that indicate the structure and content for job descriptions for manager jobs. This Guidebook will be of interest to transit providers and their governing boards.

The *Guidebook* is designed primarily to address the needs of rural and smaller urban bus transit systems; however, large and mid-sized urban bus and rail transit providers may find suggestions in this *Guidebook* helpful and are welcome to modify guidance to meet their needs. Brief descriptions of related practices within transportation and other industries are also included.

The *Guidebook* is organized into three major sections: Recruitment Recommendations; Training and Development Recommendations; and Retention Recommendations. Each section provides strategies that have been effective in transit agencies and other types of organizations. Effective implementation of the strategies assumes skill and knowledge in human resources management and will require adjustment to unique organizational circumstances.

There are four appendices to the *Guidebook*. Appendix A contains figures which support *Guidebook* recommendations. Appendix B is a checklist for transit manager recruitment, training and retention excellence. Appendix C contains summaries for 20 case studies of transit systems that provide examples of practices. Appendix D includes a glossary of commonly used acronyms from the *Guidebook*.

The accompanying CRP-CD-77 is a useful tool for the development of job descriptions. It provides information on what should be included in job descriptions to ensure legal defensibility of hiring practices and to promote retention of managers. A job matching matrix has been created to help transit systems select the Model Job Description Guide that best suits their needs. Five sample job descriptions are provided as well. These job descriptions were created for transit systems and provide real-world examples of how final job descriptions should appear once the Model Job Description Guides have been utilized.

A separate report presenting the research methodology, the results of a literature review, and the results from focus groups held with 15 other non-transit public and private sector organizations is available on the TRB website at www.TRB.org.



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Introduction

This research project was initiated to provide fixed-route bus, general public demand response, and Americans with Disabilities Act (ADA) paratransit systems with resources to assist in the recruitment, development, and retention of managers. Creative new approaches to human resource management are needed because public transportation system challenges are changing and evolving, and many managers in transit systems are “Baby Boomers” who will retire during the next 10 years.

This Guidebook provides practical, strategic recommendations that will enhance existing transit system human resource management practices or provide guidance for adopting new practices. The Guidebook is designed to serve transit systems that have found it difficult to fill management positions and have limited human resource management resources. While the Guidebook was designed primarily to address the needs of rural and smaller urban transit systems, large and mid-sized urban bus and rail transit providers may find suggestions in this Guidebook helpful and are welcome to modify guidance to meet their specific needs. Brief descriptions of parallel practices within transportation and other industries are also included.

Supporting materials have been provided in the form of the following documents.

CRP-CD-77: Model Job Description Guides. These documents include 32 Model Job Description Guides and one file with Employer Information. These documents provide information on what should be included in job descriptions to ensure legal defensibility of hiring practices and to promote retention of managers. A job matching matrix has been created to help managers select the Model Job Description Guide that best suits their needs. Five sample job descriptions have been provided as well. These job descriptions were created for transit systems and provide examples of how final job descriptions should appear once the Model Job Description Guides have been utilized.

Research Report. The research report provides a brief overview of the research methodology used to collect information and program examples used in developing the Guidebook. The research report also includes results and guidance from the literature review conducted on behalf of this project, all article references for literature reviewed, and documents created to conduct the study (e.g., interview protocols). Finally, the research report includes the results of focus groups conducted with 15 other industry (other than bus transit) public and private sector organizations. The organizations included local government agencies (e.g., Charleston County Government), communications organizations (e.g., Time Warner), package delivery services (e.g., FedEx Express), utility companies (e.g., Sempra Energy), and other transportation organizations (e.g., Metro-North Commuter Railroad). These files can be accessed via the TRB website, www.TRB.org.

The Guidebook is organized into three major sections: Recruitment Recommendations; Training and Development Recommendations; and Retention Recommendations. There are four appendices to the Guidebook. Appendix A contains figures that support Guidebook recommendations.

Appendix B is a checklist for transit manager recruitment, training, and retention excellence. Appendix C contains summaries for 20 case studies of transit systems. Transit system case study participants ranged in size and type with a special emphasis placed on small and medium-sized systems. It is important to remember that the case studies are examples of practices, specific to the context within each transit system. Appendix D includes a glossary of commonly used acronyms from the Guidebook.

Users of the Guidebook are first encouraged to conduct a thorough review of their current recruitment, training and development, and retention practices as well as an organizational analysis of their existing resources, staffing, and strategic direction prior to implementing any one specific practice. Figure 1 in Appendix A is an example of the framework transit systems should institute prior to selecting the workforce strategy appropriate for their system. While the Guidebook is designed to serve all types and sizes of transit systems, one size does not fit all and thus systems may need to implement the alternate approaches provided or some variation of the recommendations.

This Guidebook provides an overview of human resource management strategies that have been effective in transit agencies and other types of organizations. For each strategy, this document provides an outline of broad steps rather than detailed instructions. As such, the Guidebook is likely to be an effective aid in selecting a strategy, but not sufficient to fully implement a strategy. Effective implementation of these strategies assumes skill and knowledge in human resources management. Each strategy will need to be adjusted to the unique organizational circumstances, so an analysis of the organization is critical. Entire textbooks have been devoted to many of the strategies discussed in this Guidebook [e.g., *Assessment, Measurement and Prediction for Personnel Decisions* (Guion 1998); *Applied Measurement Methods in Industrial Psychology* (Whetzel and Wheaton 1997); *Understanding Performance Appraisal: Social, Organizational, and Goal-Oriented Perspectives* (Murphy and Cleveland 1995); *Creating, Implementing, and Managing Effective Training and Development* (Kraiger, 2002); and *Online Recruiting and Selection: Innovations in Talent Acquisition* (Reynolds & Weiner, 2009)]. The authors of this Guidebook recommend that organizations consult these textbooks and/or human resources professionals prior to implementing a strategy listed in this Guidebook.

Recruitment Recommendations

2.0 Recruitment Overview

Fixed-route bus, general public demand response, and ADA paratransit systems are finding it challenging to fill managerial positions with individuals who have the appropriate combination of transit experience and leadership skills. This challenge is only expected to increase with impending Baby Boomer retirements.

This section provides strategic recommendations in the area of recruitment. While these recommendations focus on recruitment techniques and enhancements, the extent to which recruitment efforts are strategic and targeted impacts not only the quality of managers selected but also the extent of training and development new hires will require and the ease with which these managers will be retained. The influence of recruitment on training and development as well as retention should be considered in implementing any of the recommendations presented in this Guidebook. In determining managerial recruitment strategies to be undertaken, it is critical for the transit system to decide whether specific transit or general leadership experience is more important to managerial success, especially when candidates with both strong transit backgrounds and leadership skills cannot be found. Recruitment strategies may vary greatly based on the outcome of this decision making process.

While many of the recommendations presented in this Guidebook can be effective for bus transit systems of all sizes and types, prioritizing the recommendations will be based on the transit system's specific needs and organizational model. In recruitment, one size does not fit all so transit systems are advised to thoroughly analyze their existing resources, competency and skill gaps, and internal talent pool prior to modifying their recruitment strategy (see Figure 1 in Appendix A for the analysis that should be conducted prior to the selection of a human resource management strategy).

The recruitment strategic recommendations are presented in the following tables:

- 2.1: Advertise Job Openings through Transit-Specific Channels
- 2.2: Use Online Recruitment Techniques
- 2.3: Match Recruitment Source to the Type of Candidate Desired
- 2.4: Conduct a Compensation Study
- 2.5: Highlight Employee Benefits
- 2.6: Recruit Internally for Management Positions
- 2.7: Recruit Nontraditional Applicants
- 2.8: Use a Panel or Multiple Interviewers
- 2.9: Utilize Structured, Behavioral-based Job Relevant Interview Protocols
- 2.10: Incorporate Realistic Job Previews (RJPs)

Table 2.1: Advertise Job Openings Through Transit-Specific Channels

Description: Some transit agencies use transit-specific publications and websites in addition to, or instead of, using general, non transit-specific methods and mass job sites for posting manager job openings.

How to Implement this Recommendation

- Advertising via transit-only publications and websites allows agencies to focus on the applicants with relevant experience who may require less post-hire training with respect to the transit aspects of the job.
 - Consider how broad the applicant pool needs to be. The broader the applicant pool, the more resources that will have to be applied to screening applicants.
 - For instance, if a system believes there is significant transit talent within its state, advertising openings with the state’s transit association or the system’s own website may suit recruitment needs.
 - However, if the system seeks experience from a broader applicant pool, advertising via a nationally circulated transit magazine or website may prove more effective (e.g., *APTA Passenger Transport* and *CTAA Community Transportation* magazines).
 - Systems typically use national publications to recruit for upper level manager jobs, but often use more local resources to fill bus operator/driver, maintenance, dispatcher, and supervisor positions.
 - Many transit systems receive assistance from State Departments of Transportation (DOTs) in spreading the word about managerial vacancies.
 - Some transit systems mail out managerial job announcement recruitment letters to peer transit systems, either nationally or regionally, as a way of soliciting candidate response.
-

Examples of Innovative and Effective Transit Practices

- **The Port Authority of Allegheny County, Jefferson Transit, Golden Empire Transit, and Capital Transit** all use *Passenger Transport* to advertise manager job openings. *Passenger Transport* is a bi-weekly magazine published by American Public Transportation Association (APTA) that offers classified advertising and display advertising (e.g., full page, ¼ page). Classified ads are published in the print and online versions of the magazine.
- **Capital Transit and Transfort** advertise openings via *Community Transportation* (CT) magazine which is published bi-monthly by the Community Transportation Association of America (CTAA). CT offers classified and display advertising; classified ads also are posted to the CTAA website.
- Many transit systems advertise job openings through their state’s transit organization. **The Port Authority of Allegheny County** has used the Pennsylvania Public Transit Association’s (PPTA) website (www.ppta.net) to recruit managers. Similarly, **Transfort** has advertised manager jobs via the Colorado Association of Transit Agencies (CASTA). CASTA features employment opportunities on its website (www.coloradotransit.com) and in its quarterly newsletter *CASTA Connection*. In addition, **Jefferson Transit** uses the Washington State Transit Association website (www.watransit.com) and **Atomic City Transit** makes use of the New Mexico Passenger Transportation Association website (www.nmpta.com) to recruit managers.

- Transit agencies also make use of their own transit websites to advertise job openings and recruit applicants. As part of a municipality, **Capital Transit's** jobs are posted directly to the city's job listings webpage (www.juneau.org/personnel/jobs.php). **Jefferson Transit** posts job openings directly on the front page of its website (www.jeffersontransit.com). This high visibility location ensures that site visitors see the postings. **OATS, Inc.** advertises job opportunities along with a video about the services that **OATS, Inc.** provides on its website at www.oatstransit.org/job_opportunities.php.

Potential Barriers

- Cost is one barrier some agencies face when advertising job openings.

Potential Facilitators

- Leverage city, state, and regional resources to advertise job openings.
- Communicate with system administrators about how to use transit resources to advertise managerial jobs to recruit the type of applicants the system wants to hire.

Alternative Approaches to Practice

Alternative Approach 1: A classified advertisement in a widely circulated publication could be costly while advertising via the system or city website can be much more cost effective. Other agencies may be willing to post job vacancy information on their internal intranet site.

Alternative Approach 2: Larger transportation associations often offer advertising discounts for members, so ask about any discounts a system may be eligible to receive.

Impact of the Practice

- Advertising jobs solely to the transit community allows for a narrower applicant pool consisting of individuals interested in transit and likely with some transit-related skills and experience. Research has found that applicants are more attracted to jobs that have a website that provides interactive information to help potential applicants identify how well they will “fit” with the organization (Breaugh, 2008). For example, websites may include employee profiles where an existing employee participates in an interview and describes the type of job he/she performs and the advantages and challenges of the job.

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Determine the importance of transit-specific experience in filling managerial job openings.
 2. Determine the practicality of and need for national versus regional or local advertising for managerial candidates.
 3. Based on the above two determinations, advertise in transit-specific media such as CTAA and APTA magazines, through the state transit association and state DOT, or any appropriate transit websites.
 4. Consider alternate means of advertising managerial job openings, such as mailing recruitment letters to peer transit systems.
-

Table 2.2: Use Online Recruitment Techniques

Description: Most organizations and a majority of the general public use the Internet as a part of their daily activities. Use of the Internet also extends to recruitment strategies. Transit systems are leveraging job search sites of various types to reach a broader audience including those located in other regions of the country. Some transit systems also are using their own websites to post job openings, submit resumes and/or applications online, provide videos that showcase specific jobs, conduct Question and Answer sessions for interested applicants, host chat-rooms where applicants can join conversations with managers, and communicate the organization's mission, goals and accomplishments.

How to Implement this Recommendation

There are many different online websites that transit systems can use to recruit managers, such as:

- *Job Search Websites.* These are websites that allow applicants to search for open positions that are posted to the sites by employers. Typically, job seekers are able to post resumes to the website which allows employers to search among those potential applicants. Job Search websites range in size and may be industry specific. Some popular industry and non-industry specific job search sites include:
 - Monster.com
 - CareerBuilder.com
 - HotJobs.Yahoo.com
 - Craigslist.org (This site is free and allows systems to advertise to individuals located in specific regions of the country.)
 - TransitJobFinder.com (This is a transit specific job search website.)
- *Job Aggregator Websites.* Job Aggregator Websites collect job postings from other websites and aggregate them into one database. Job aggregators often include jobs from popular job search websites (e.g., Monster.com, CareerBuilder.com) as well as other large and smaller job sites, and may even include unadvertised jobs from employer websites. Employers can often submit job postings directly to job aggregator websites. Some examples are:
 - Indeed.com
 - SimplyHired.com
 - TheLadders.com
 - LinkUp.com
- *Social Networking Websites.* A growing trend in recruiting is using social networking websites to recruit managers and employees. While mainly used to facilitate connections and interact with friends, family and colleagues, many social networking websites allow employers to advertise open positions on their sites. In addition, sites that cater to professionals (e.g., LinkedIn.com) allow users to type keywords into a search engine to find highly qualified job seekers and passive candidates (individuals who are not actively seeking a new job).
- The following are some popular social networking sites in the United States:
 - MySpace.com
 - Facebook.com
 - Twitter.com
 - LinkedIn.com
- *Intranets/System Websites.* The intranet is a private network, typically limited to employees of an organization, that allows administrators and employees to securely share information

within the organization. Intranets can be used to collaborate on projects, share policies, and advertise job openings internally. Intranets typically operate separately from organization websites, which can be used to advertise open positions externally since these are accessible to people outside the organization. Employee referrals are one of the most effective means of recruitment and the intranet allows employees to be easily informed of job vacancies.

- *Transit-Specific Websites.* Many transit organizations and associations allow transit systems to advertise job openings on their websites. These are discussed in Table 2.1.
- Some transit systems advertise through a variety of other media to attempt to reach managerial candidates who do not have transit experience but who have strong leadership skills. These include non-transit industry publications, non-transit industry associations, contacts through the local business community, and word-of-mouth communications involving other public agencies, non-profits, and the private sector.

Examples of Innovative and Effective Transit Practices

- **OCCK, Inc.** OCCK, Inc. uses a popular local radio station's website to publicize system job openings within the Salina, Kansas region. RadioWorksJobLink.com allows the system and other local organizations to post job notices for a low weekly fee.
- **Pee Dee Regional Transportation Authority.** Pee Dee Regional Transportation Authority utilizes www2.scnw.com/scp/jobs to advertise job openings, which is Florence, South Carolina's local newspaper website and is linked with Yahoo's HotJobs. The system also uses the South Carolina State Job Board via www.jobs.sc.gov to post job vacancies.
- **Mass Transportation Authority.** Mass Transportation Authority uses Monster.com to recruit applicants for some of its vacant management positions. After posting vacancies internally, the Port Authority of Allegheny County uses its own website, job search websites, and social networking sites to recruit external applicants. The authority's website, www.portauthority.org/PAAC/CompanyInfo/JobOpportunities/tabid/70/Default.aspx, provides available positions and job descriptions with job requirements and preferred qualifications. When the authority advertises via local Pittsburgh newspapers, the advertisements are also sent to Monster.com. CareerBuilder.com is another job search website used to recruit applicants. The system uses LinkedIn to advertise open positions and has also advertised via Twitter tweets for hard-to-fill positions in addition to providing service and route updates.
- **South Lane Wheels.** South Lane Wheels has a very limited recruitment budget and uses Craigslist as one of its primary recruiting sources because the system can post job openings on the website for free. For one recent vacancy, the system received nine applicants within 24 hours of posting the advertisement on Craigslist, despite having the one of the lowest compensation and benefits packages among competitors in the area.
- **Capital Transit.** To fill manager positions at Capital Transit, the system uses the Juneau City website to recruit applicants. Because the system is part of the City of Juneau, Alaska, Capital Transit and other city departments advertise job openings on www.juneau.org/personnel/jobs.php.
- **Coast Transit Authority.** Coast Transit also uses its website, www.coasttransit.com, to recruit applicants. The site lists open positions along with brief descriptions of the jobs, information about where and when to apply, and a contact for additional information.
- **Cache Valley Transit District.** Cache Valley uses several Internet based recruitment strategies. The system uses its own website, www.cvtdbus.org/aboutus/careeropportunities.php, to provide information about job openings, where and when to apply for positions, and to provide a contact for more information about openings.

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Table 2.2: Use Online Recruitment Techniques (Continued)

Examples of Innovative and Effective Non-Transit Practices	
<ul style="list-style-type: none"> • Focus group participants from the utilities and package delivery industries stated they use social networking websites to recruit managers. One organization uses both LinkedIn and Craigslist to recruit for many positions, including management jobs. Another organization is currently working to establish a larger presence on the Internet with an emphasis on social networking websites. The participant stated that the organization signed up and posted director positions on LinkedIn in March 2009. The next day they had 23 candidates for the director jobs. • Online social networks could also be used internally, as with one organization that was part of the focus group. The participant stated that his organization established an internal social network to increase the visibility of opportunities to move within the organization. Employees voluntarily describe their career interests, geographical interests, and other factors, and a forum facilitates communication between employees and the organization about internal opportunities. 	
Potential Barriers	Potential Facilitators
<ul style="list-style-type: none"> • Inexperience with job search and social networking websites. • Not enough staff, time, or resources to use all of these recruitment strategies. 	<ul style="list-style-type: none"> • Basic knowledge of the Internet and websites that can be used for recruitment of managers. • Personnel available to screen many potential applications and resumes.
Alternative Approaches to Practice	
<p>Alternative Approach 1: Systems that are inexperienced in using online recruitment tools should visit a few of these websites to become acquainted with them. Most have an explanation of how the service works and a range of service fees. Once different websites have been explored, systems can choose the website or websites that best suit their recruitment needs.</p> <p>Alternative Approach 2: If a system is uncomfortable advertising on job search websites directly, many newspapers also post job openings to these websites for free with a paid advertisement in their newspaper.</p> <p>Alternative Approach 3: Start by using only one or two of the online recruitment strategies. Then systems can gauge the personnel, time, or resources required to maintain those techniques and also if they will need to use additional online recruitment tools. A system may find that one online tool is all they need to recruit qualified management applicants.</p>	
Impact of the Practice	
<ul style="list-style-type: none"> • The benefit of online recruitment tools for transit systems is that they can easily reach a large audience at a relatively low cost. Further, social networking may be especially useful for agencies that are having trouble recruiting because they can target job postings to specific industries, job functions, and geographic areas. 	

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Determine if the transit system will view candidates as acceptable for future vacancies if these candidates were previously managers and have strong leadership skills but do not have transit-specific experience.
 2. If it is determined that the transit system desires to recruit candidates with no transit experience but with strong leadership skills, consider utilizing general, non transit-specific job search, job aggregator and social networking websites to advertise managerial vacancies.
 3. In addition to using general job websites to reach potential candidates, consider using other media as well as involving local or regional government, nonprofit, and private sector organizations.
-

Table 2.3: Match Recruitment Source to the Type of Candidate Desired

Description: Utilizing a wide variety of different recruiting techniques is an important element in building a deep and diverse applicant pool. Both traditional (e.g., newspaper advertisements, job fairs) and nontraditional (e.g., transit-specific websites, social networking websites) recruitment techniques are used to provide transit systems with qualified and diverse managerial candidates. The sources used for recruiting potential candidates can be tailored to the type of applicants sought.

How to Implement this Recommendation

- The type of recruitment efforts a transit system should use depends upon the position it is recruiting for and the kind of managers they wish to attract.
 - *Minorities.* If the transit system wishes to have a greater representation of minorities in the workforce, marketing job opportunities to minority-represented associations and partnering with community organizations that have a connection with minority groups would be strategic recruitment approaches.
 - *Long-Term Managers.* If a transit system is part of a city, municipality, or county, they could consider promoting this relationship. Since many local and state governments are perceived as stable and good places to work, it may be advantageous to promote a system's link to these entities. This is likely to attract individuals to the system who are looking for a stable and long-term career.
 - *Candidates' Educational Background.* Transit systems seeking candidates with a particular educational background could advertise job openings at technical schools, colleges, or universities that offer related programs. Advertising at academic institutions can attract new graduates as well as more experienced alumni. Alumni often search for new opportunities at their alma mater when seeking a career move, and many schools have an active alumni network to facilitate communication with graduates about news, events, and opportunities.
 - *Retirees/Seniors.* Some workers retire from their career but would still like to work after retirement. Transit systems can recruit retirees and seniors by advertising job openings via organizations for retired persons (e.g., AARP), senior centers, retirement communities, and job fairs that target this population.
 - *Transit Experience.* Transit systems seeking applicants with transit experience can recruit via several transit sources including magazines (e.g., *Community Transportation*, *Passenger Transport*), transit-specific websites (e.g., *transittalent.com*), national transit associations (e.g., CTAA, APTA), state transit organizations, and systems' own websites. This will ensure that individuals who see the advertisement are interested in transit, and are more likely to have transit experience.
 - *Leadership Skills.* Transit systems seeking applicants who may not have transit experience but have demonstrated strong leadership skills can recruit via general, or non transit-specific sources (e.g. newspapers, social websites, Chambers of Commerce, local management associations and groups, local business and industry, local or state government entities, local or regional nonprofit agencies).
- For all types of candidates desired, transit systems can tailor recruitment materials to describe a successful person or job that would interest potential applicants.
- Transit systems can also sponsor career orientation activities for individuals from particular populations. This can help individuals understand how they would fit in a transit career.

- Develop messages about how certain populations fit within transit systems. Using retirees and seniors as an example, messages could include:
 - Our transit system has retirees/seniors as managers
 - Our transit system wants retirees/seniors to enrich our workforce
 - Our transit system welcomes retirees/seniors
 - Retirees/Seniors are leaders in our transit system

Examples of Innovative and Effective Transit Practices

- **Palace Transit.** Palace Transit partners with other city departments to participate in job fairs and career expos. This increases the visibility of transit to potential applicants who are interested in working for the city and also promotes the transit system to job fair participants.
- Transit systems including **The Port Authority of Allegheny County, Capital Transit, Transfort, and Jefferson Transit** use transit-specific sources to recruit managers from the transit industry.

Examples of Innovative and Effective Non-Transit Practices

- Several benchmarking focus group participants target minority conferences and other minority organizations to diversify their recruitment of managers. One participant from an energy company noted that his organization has partnered with the National Black MBA Association to recruit its members at the association's annual conference. The energy company also collaborated with the Black MBA Association to host an industry panel discussion.

Potential Barriers

- Transit systems may be unable to revise recruitment materials due to cost or other restrictions.
- The applicant pool in a system's region does not include individuals from a particular demographic (e.g., few minorities in the region).

Potential Facilitators

- Transit systems that are willing to put extra effort into recruiting the applicants their system is missing.

Alternative Approaches to Practice

Alternative Approach 1: If a transit system is unable to change their job postings to target specific populations for recruitment, they could consider adding descriptions of successful employees who are from the population the system would like target (e.g., graduates from a particular university or with a certain certification, individuals who retired then came to work for the system).

Alternative Approach 2: Transit systems that lack a diverse local applicant pool could benefit from using Internet-based recruitment strategies to target specific groups, as well as nationally distributed magazines and newsletters from organizations that cater to certain populations.

Impact of the Practice

- Using job fairs, employment centers and workforce development programs, community bulletin boards and local newspapers geared toward special populations (e.g., seniors or retirees) to advertise positions have been successful recruitment strategies in transit systems (KFH Group, Inc. 2008; TCRP RRD 88 2008).

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Table 2.3: Match Recruitment Source to the Type of Candidate Desired (Continued)

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Consider utilizing a wide variety of different recruiting techniques to build a deep and diverse applicant pool.
 2. Initiate diverse recruiting in order to fill managerial vacancies using both traditional and non-traditional recruitment techniques.
 3. Target recruitment efforts to the kind of manager the transit system wishes to attract, be that based on woman or minority status, educational background, transit experience, or leadership skills.
 4. Consider incorporating into recruitment materials any aspect of transit system employment that promotes the possibility of a stable and long-term career, such as the system's relationship with city or county government.
-

Table 2.4: Conduct a Compensation Study

Description: Compensation surveys (salary surveys) allow agencies to determine how the salary and benefits they offer compare to other organizations (determining external equity).

How to Implement this Recommendation

- To determine external equity, a job’s worth is compared to the external market (e.g., other transit systems or organizations) (Aamodt 2004). External equity is important for agencies to attract and retain managers.
 - Transit systems can conduct a benchmarking study through the use of a compensation survey to determine external equity; the surveys can be conducted in various ways:
 - A system can send a survey to other transit systems and organizations. This survey could ask how the system or organization compensates staff in various positions, and may include questions about benefits.
 - A transit system could also use the results of a salary survey conducted by a trade group or other firm. These survey results are often available for a fee.
 - The Bureau of Labor Statistics conducts the National Compensation Survey, which provides measures of wages, cost trends, and benefits rates. The survey provides data for localities, broad geographic regions, and the nation for civilian workers, those in private industry, and state and local government employees.
 - Once the transit system has obtained compensation information, the system can choose how to evaluate its own compensation practices with respect to the benchmarks.
 - For example, a transit system might choose to offer compensation at the high end of the market range to attract the best applicants and retain current managers.
 - Another system could choose to offer the “going rate” (i.e., the average) for a position to remain in the competition, though they may miss out on the best candidates (Aamodt 2004).
 - If pay is adjusted for external manager recruits, make sure that it is comparable to current managers’ compensation rates. If the rates are not comparable, current managers may feel slighted and decide to leave.
 - Research indicates that improving compensation practices such as the structure and timing of wages can increase employee retention (KFH Group, Inc. 2008).
 - Peterson (2007) suggests that transportation systems should, where possible, adopt a grade and salary structure. This includes a grade structure, salary ranges for each grade, and a system for advancing employees through the salary range based on their increased value to the organization.
-

Examples of Innovative and Effective Transit Practices

- **Port Authority of Allegheny County.** In order to remain competitive, the Port Authority of Allegheny County conducted a benchmarking survey of compensation practices. Operationally related jobs were benchmarked with other transit systems for compensation comparison, and jobs in non-transit specific disciplines were compared to the local market and existing internal positions. Based on the study’s results, the Authority’s compensation package for external candidates was revised and internal manager compensation was reviewed for salary compression and internal equity and appropriate adjustments were made. This initiative was conducted using reputable salary survey instruments, total rewards trends, and a point factor to determine fair and equitable offers.

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Table 2.4: Conduct a Compensation Study (Continued)

- **Transfort.** Before posting job ads for its Assistant General Manager position, Transfort conducted a salary survey. The system used a job analysis questionnaire consisting of 12 questions about responsibilities and authority in the position and Transfort’s compensation manager produced a pay range that the position should fall within. This led to a competitive salary when compared with comparable systems.
- **Atomic City Transit.** Atomic City Transit is in the middle of a market survey to assess the competitiveness of their salary and benefits package. The study is assessing the salaries of similar management positions locally and nationally.
- **Golden Empire Transit.** Golden Empire Transit conducted a salary and benefits survey in 2007 to ensure competitiveness with other transit systems. As a result, salary and benefits are not a challenge to recruitment as their compensation package is comparable to the industry and the local area.

Examples of Innovative and Effective Non-Transit Practices

- One benchmarking participant from a large state DOT acknowledged that engineers, especially at management levels, are often enticed away by private sector organizations. The agency frequently conducts external market salary surveys to ensure they remain aware of what competitors are paying engineers. The agency then uses this information in combination with internal statistics that show which jobs are suffering the greatest losses to identify where salary increases or other forms of compensation enhancements (e.g., benefits) are needed. The agency also extends the survey to surrounding counties since much of their competition comes from counties that offer \$5,000–10,000/yr more.

Potential Barriers

- Agencies may not have formal connections with other agencies to facilitate a home-grown salary survey.
- Other agencies may not be willing to provide compensation information to a “competitor.”
- The cost of conducting a salary survey or purchasing the results of a trade group’s survey may be too high for some transit systems.

Potential Facilitators

- Established relationships and contacts with other transit agencies will help facilitate a system-driven salary survey.
- Gaining support from top management and administrators that determining and providing equitable compensation for jobs is an important recruitment and retention strategy.

Alternative Approaches to Practice

Alternative Approach 1: If agencies do not currently have connections with transit systems locally or nationally, they can contact their state transit/transportation association for contact information of other systems.

Alternative Approach 2: As incentive for other transit systems’ participation in a salary survey, offer participants the results of the salary survey. The system may be more willing to share compensation information if they receive the final study report.

Alternative Approach 3: Instead of conducting a large-scale survey, agencies can focus on the local or regional labor market for its survey. Asking a few agencies in the surrounding area about their compensation rates and benefits would take much less time, and could still glean important information.

Impact of the Practice

- The results of these surveys inform transit systems about the competitiveness of their compensation so the system can consider making changes. Competitive compensation can help manager recruitment efforts and retention. For example, wage progression that is tied to longevity creates an incentive for employees to stay with a system since their wages can increase over time (KFH Group, Inc. 2008) and the opportunity to earn more with increased tenure could be a significant attractor for job applicants.

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Conduct a formal or informal salary and benefits survey to compare how the compensation your system offers to managerial candidates compares to other organizations.
 2. Survey peer transit systems, either nationally and/or regionally, along with other local non-transit public and private organizations.
 3. Evaluate how your transit system's compensation practices compare to surveyed organizations.
 4. If possible and necessary, adjust your transit system's compensation rates to ensure managerial recruitment competitiveness.
-

Table 2.5: Highlight Employee Benefits

Description: Discussing and promoting transit system benefits packages in job advertisements may make potential applicants more motivated to apply for the job. Emphasizing benefits in recruitment literature can give potential applicants a better idea of the total compensation they will receive if they are hired.

How to Implement this Recommendation

- Transit systems could conduct a compensation study, as outlined in Table 2.4, to determine which benefits are standard in similar systems and industries or the local area.
 - Agencies should then review their benefits packages and choose the benefits they would like to highlight in recruitment materials. For example, these benefits could be annual or sick leave amounts, whether insurance is provided and how much the system pays, retirement plans, training opportunities, employee development programs, tuition reimbursement, on-site child care, and commuter benefits. Benefits should include anything that is of most value and addresses the needs of applicants the system wishes to attract.
 - Think about all the ways a system could advertise its job openings. Review all current job posting material including advertisements, website content, brochures, posters, etc., for benefits information.
 - Where recruitment material is lacking key benefits information or missing benefits data altogether, include the benefits highlights.
 - Add a paragraph or sentence or two to job advertisements and other materials (e.g., classified advertisements in newspapers, advertisements on popular job search websites) to feature key benefits.
 - Update the transit system website to include current benefits information.
-

Examples of Innovative and Effective Transit Practices

- **Atomic City Transit.** Atomic City Transit’s managerial candidates report that the transit system’s benefits package is a major draw for them. Atomic City offers: health insurance with no deductible; dental and vision care; 2 mandatory pension plans (Los Alamos County and Public Employee Retirement Association) and an optional 457 plan in which employees defer compensation on a pre-tax basis; up to 3 weeks of annual leave that begins to accrue from work start; life insurance; long-term disability; and an employee program where the county subsidizes YMCA and fitness center costs, offers reduced prices for a golf course, and an outdoor skating rink free to employees.
- **Pee Dee Regional Transit Authority.** Pee Dee Regional Transit Authority in Florence, South Carolina is able to offer job candidates a benefits package that is consistent with what is offered by the state of South Carolina. This makes the system very competitive with regard to its retirement plan, 401(k), and health insurance.
- **Souris Basin Transportation.** Souris Basin Transportation mitigates its recruitment challenges (e.g., competitors offer higher salaries, low unemployment in the area) by offering a very competitive benefit package. Transit system benefits follow state guidelines and include 100% employer paid health care, dental and vision premiums for employee coverage, and a smaller percentage paid for family coverage.

Examples of Innovative and Effective Non-Transit Practices

- One benchmarking participant from the telecommunications industry reported that his organization studies the types of benefits offered by local and state government agencies and offers benefits that rival those (e.g., health comprehensive, pension plan, 401k matching, education reimbursement, robust life insurance (short and long), employee discount program through relationship with retail travel and other industries). Every manager in the organization is also offered a base salary and the opportunity to receive short term incentives (annual bonus) based on the organization's performance. Other benefits offered include split of cash and stock options (stock options accrue over a 3-year cycle but employees must hold for a year before viable).

Potential Barriers

- Transit systems have established advertisements, brochures, and posters, and it would be too costly to replace them.
- Systems have a limited advertising budget and cannot afford extensive job advertisements.

Potential Facilitators

- Knowing what benefits attract the kind of candidates the transit system wants to hire is important.
- Current management could help define the benefits that they perceive as most important to highlight in order to attract applicants.

Alternative Approaches to Practice

Alternative Approach 1: Always make sure recruitment materials list the transit system website for further information about things that may change from time to time, such as benefits packages. This way, recruitment materials do not need to be revised each time benefits change; the transit system can simply make the changes to its website.

Alternative Approach 2: If, for example, a classified advertisement is short on space, make sure to provide a website where potential applicants can learn more about the transit system's benefits package and the job itself.

Alternative Approach 3: Transit agencies could use their managers to determine which benefits should be highlighted in advertising materials if conducting a compensation survey is not possible.

Impact of the Practice

- Highlighting benefits, flexible scheduling, and working with special need populations can motivate potential applicants to apply for positions in transit agencies (KFH Group, Inc. 2008).

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Identify the target applicant pool for manager jobs and determine what personal needs those individuals are likely to have which might otherwise deter them from the jobs due to perceived work-life conflict.
 2. Review your transit system's benefit package in order to identify those benefits that would be most attractive in recruiting these managerial candidates.
 3. Highlight the benefits that have been determined to be attractive recruitment tools in all modes of advertising for managerial job openings.
-

Table 2.6: Recruit Internally for Management Positions

Description: Internal recruitment is the process of filling vacancies in transit systems with current employees who have the knowledge, skills, and abilities and relevant experience to perform the job.

How to Implement this Recommendation

The reasoning behind hiring internal applicants within a transit system is that employees will have risen through the ranks and, as a result, they understand many facets of their organization and their new position. Internal hiring also saves the system money that is usually associated with the training and orientation process for new hires.

- Research notes that internal career paths should be fair with only qualified applicants considered for vacant positions, and in-house applicants should not expect or receive special considerations over external applicants (KFH Group, Inc. 2008).
 - Even if an internal candidate is not immediately apparent, post manager job openings that list minimum qualifications within the system or as appropriate in city government. This will ensure that all employees are aware of the opening and can apply if they believe they are qualified.
 - Job openings can be posted on system bulletin boards, websites or intranets as well as advertised in employee newsletters, staff meetings, or emails. It is important that the postings are available to everyone.
 - If a manager position will soon be available (e.g., a current manager is retiring), systems can take steps to develop high potential employees who are interested in the position, but who may not yet be qualified to be a manager.
 - Systems can also make use of succession plans to identify employees to fill future vacancies for manager jobs.
 - Implementing an organizationwide competency model with competency profiles by job will allow hiring managers to easily move individuals from one job into another based on an assessment of employee competencies and the match between the competency profile of an employee's current job and the competency profile of the vacant manager job. Competency profiles state the level of proficiency and relative importance of each competency for the specific job. Thus, while the competencies may be the same across jobs, the profiles will differ. (See Appendix A Figure 2 for an illustration of competencies.)
-

Examples of Innovative and Effective Transit Practices

- **Virginia Regional Transit.** Virginia Regional Transit proactively recruits internal candidates for management jobs. The system identifies high potential employees and supervisors and offers them training and development opportunities to increase their likelihood of promotion into management positions. Training often includes Certified Community Transit Supervisory (CCTS) and Manager (CCTM) Training through the CTAA.
- **Altoona Metro Transit.** Altoona Metro Transit has had success with a program where it promotes high potential employees to supervisory positions in transportation and maintenance. Individuals are able to step down without penalty if the position does not work out.
- **OCCK, Inc.** OCCK, Inc. recruits managers from other departments within the agency (transit is one agency component) who have strong leadership skills but who lack technical transit skills.

- **Pee Dee Regional Transportation Authority.** Pee Dee Regional Transportation Authority posts all job openings internally in order to offer upward mobility opportunities for those who might be qualified and interested. The system often does hire in-house applicants.
- **Mass Transportation Authority.** Mass Transportation Authority encourages its employees to apply when positions open within the system. The system first seeks internal applicants and if there is no response internally, the Authority recruits external applicants.
- **Coast Transit.** Coast Transit posts its open positions internally for two weeks. If the system receives applications from qualified candidates the system will interview them and make a hiring selection. However, if internal candidates for the position are not strong, or if there are no internal applicants, Coast Transit will also recruit externally.
- **The Port Authority of Allegheny County.** The Port Authority is committed to promoting employees from within the system and all position vacancies are posted internally. Employees interested in open positions submit a Career Opportunity Application (COA). COAs are then reviewed for qualifications and matched to the minimum qualifications of the open position. Successful applicants then begin the selection process starting with a behavioral-based interview. In instances that Authority employees do not have the skill set required for the position, they will post the position externally.

Examples of Innovative and Effective Non-Transit Practices

- Some focus group participants noted that as many as 85% to 95% of their senior management and directors were promoted from positions within the organization.
- One organization sets hiring targets (e.g., 50% internal promotions, 50% external hires) in order to have a mix of new talent with strong leadership skills and internal promotions with strong technical skills.

Potential Barriers

- Systems might not have employees with the right skill sets to fill manager jobs internally.
- Some agencies may find it difficult to afford formal training costs in managerial development.

Potential Facilitators

- Encourage managers to identify high potential employees and supervisors who could be future managerial candidates.

Alternative Approach to Practice

Alternative Approach 1: If external training programs are out of reach, agencies can use internal or informal training approaches to develop high potential personnel. For example, managers may task a high potential employee or supervisor with increased responsibilities to prepare for a manager position. Job rotations also expose high potentials to work across the organization which allows for a broader understanding of operations and helps to prepare high potentials for management.

Impact of the Practice

- Identifying qualified employees and hiring managers from within a system's ranks can have benefits for agencies, including limited training to get up-to-speed, and increased retention by keeping employees who may have considered leaving the system to move ahead in their career. Recruiting internally can also decrease the cost of external recruitment through advertisements and training costs to familiarize an external hire with the transit system operation.

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Table 2.6: Recruit Internally for Management Positions (Continued)

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Always consider advertising any managerial vacancy internally either before or parallel to outside recruitment efforts.
 2. If internal transit staff applies for a managerial position, evaluate their knowledge, skills, ability and relevant experience to determine whether they are appropriate for the position and respond accordingly.
 3. Consider implementing an organizationwide competency model that allows for comparison of competencies required for each transit staff position and provides upward mobility information to employees and recruitment and selection information for system executives when considering internal applicants.
-

Table 2.7: Recruit Nontraditional Applicants

Description: Utilizing a wide variety of recruiting techniques is an important element in building a deep and diverse applicant pool. Nontraditional applicants, such as students, retirees, and military personnel, could prove to be viable managerial candidates. Often retirees have a wealth of knowledge and desire to return to the workforce in some fashion. Transit systems should consider how to leverage the experience and expertise of retirees while keeping in mind retirees might not want to maintain a traditional work schedule; hence, their initial decision to retire. Military personnel also often show exemplary leadership skills based on the discipline and training they gained from being in the military. Students can be brought into the system at little cost using internship programs and other developmental opportunities. The students may be groomed to take over leadership positions very early by engaging in aggressive job rotation programs during their internship or apprenticeship period.

How to Implement this Recommendation

- There are several ways to recruit nontraditional applicants, including:
- *Advertising with Nontraditional Applicants in Mind.*
 - Transit agencies could make use of local community colleges or trade schools that offer related programs (KFH Group, Inc. 2008). Agencies that identify schools with programs that are related to transit could recruit graduates by advertising jobs in the school newspaper, website, and career center. Agencies could also contact the program directly to establish a partnership.
 - Transit systems that would like to tap the knowledge, skills, and abilities of retirees could advertise jobs via senior and retiree newsletters, publications, and organizations. For example, companies such as Wal-Mart have begun targeting seniors and retirees as potential applicants by recruiting through the American Association for Retired Persons (AARP) (Breagh 2008).
 - Likewise, agencies that would like to recruit leadership and mission-oriented individuals may find success in focusing advertisements on military retirees and veterans. Advertisements could be posted in military retiree or veteran publications or newsletters from organizations with strong former military membership (e.g., the Military Officers Association of America’s website (www.moaa.org) where employers can post jobs targeting retired officers for free).
- *Participating in Job and Career Fairs for Targeted Recruits.* Hosting or attending community job fairs can be an effective means for transit agencies to discuss with students, retirees, and military personnel about how their experience and skills fit with the positions available in the system. Many high schools, colleges, and universities hold job fairs where employers can meet potential student applicants. In addition, military related organizations, such as the Military Officers Association of America, also hold job fairs for retired military personnel. Job fairs targeting seniors and retirees are also common throughout the United States, and are typically held by senior centers or organizations and community groups.
- *Developing an Internship or Apprenticeship Program.* A recent report has stated that positions with high turnover are good candidates for the development of internship or apprentice programs (KFH Group Inc., 2008). Transit systems can partner with trade schools, community colleges and universities to provide hands-on training for students, perhaps for course credit. Implementing these programs will not guarantee students will stay with the system once the program is complete, but students will have a more accurate perception of the system, and the system will have a good understanding of the student’s skills and abilities (KFH Group, Inc. 2008).

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Table 2.7: Recruit Nontraditional Applicants (Continued)

- *Forming Partnerships with Student-run Transit Systems.* Student-run bus systems equip students with not only relevant driving experience but also the opportunity to be a leader amongst their peers and resolve challenging situations that might arise among other student passengers. Many of these systems do not provide management opportunities for the students and thus, would be willing to partner with other systems that could. Unitrans at UC Davis in California, Off Campus College Transport (OCCT) at Binghamton University in New York, University of Dayton in Ohio, and University of Massachusetts Transit are examples of student-run bus systems.

Examples of Innovative and Effective Transit Practices

- **Coast Transit.** Coast Transit often hires military retirees with operations experience to direct its Operations department. The Gulfport, Mississippi area where Coast Transit operates attracts many military retirees.
- **Atomic City Transit.** Atomic City Transit in Los Alamos, New Mexico recruits people who are specifically looking to move to the Southwest or to a small town like Los Alamos. This is how they hired their current Transit Manager. The system encourages applicants to move to the city by emphasizing how working in a more remote area can result in having a slower, more peaceful and enjoyable pace of life.
- **Jefferson Transit.** Jefferson Transit uses many recruitment techniques in the Washington state region. The system often receives applications from individuals who are semi-retired or who want to “slow down” later in their careers by working in a more rural setting than large cities like Seattle.
- **Capital Transit.** Capital Transit has seen a trend in which more people are returning to the workforce after retirement. The system noticed that about 50% of its recent manager recruits were retired individuals. Further, retired applicants were typically from other fields, rather than transit or transportation. Although the system has not hired retirees, other city departments have and found them to be effective managers.
- **Cache Valley Transit District.** Cache Valley takes an innovative approach to training the next generation of transit professionals. The system provides internship opportunities for students at Utah State University, which has undergraduate and graduate programs through the university’s Utah Transportation Center. At the system, interns are exposed to different aspects of transit including maintenance, dispatching, scheduling, administrative issues such as budgeting, and other areas of student interest. Another system program invites senior students from the Utah Transportation Center to develop their senior project at the system. For example, one student developed a database for compiling passenger complaints and recommendations. Students receive credit from the university for their work on projects. Cache Valley Transit works to maintain its contacts with university transportation professors in order to continue the internship and senior project partnerships.
- **University of Massachusetts Transit.** UMass Transit drivers are primarily university students. Managers are not students, but there is one Driver Supervisor position reserved for a veteran student driver. Success in this position leads to a sub-management job where the student contributes directly to department work. This creates a significant opportunity for students who are interested in a transit career. However, the system rarely has a management position available due to a high retention rate. Thus, when students are interested in pursuing a career in transit, the system refers them to First Transit in Hartford, Connecticut.

Examples of Innovative and Effective Non-Transit Practices

- A focus group participant from the commuter rail industry has developed a relationship with the military and a consulting firm to recruit high potential applicants. The organization partners with a consulting firm to discover high potential candidates retiring from the military. They work closely with a transition assistant program at one military base to recruit soldiers and officers who are completing their commitment. Along with the program, the organization provides coaching in basic interview skills and discusses how military experience can be translated to civilian work. In addition, the organization works with West Point which holds employer panel discussions for its students. They also conduct mock interviews and discuss with the students how their military experience relates to positions in the organization. (Note: To encourage participation, confidentiality was promised which is why the participant is not named).
- Several focus group participants stated that they partner with other organizations in the same industry to market their industry and organizations at professional conferences. This could be an especially useful way to attract applicants if a system is recruiting from a specific field (e.g., engineering or accounting).
- Other participants noted the usefulness of partnering with minority associations and conferences (e.g., the National Black MBA Association) to increase the diversity of applicants.

Potential Barriers

- Limited funds to recruit from traditional and nontraditional sources.
- Some transit systems are uncomfortable recruiting and hiring nontraditional employees and managers due to beliefs that managers must have specific transit experience.
- Systems that do not have the resources to train individuals without transit experience.

Potential Facilitators

- Systems with established relationships at schools, senior centers, or within the military community.
- Agencies whose management and employees are willing to teach individuals with limited or no transit experience (but strong leadership skills) what they need to know about transit operations.

Alternative Approaches to Practice

Alternative Approach 1: Although many publications and websites require employers to pay for job advertisements, many allow employers to post free of charge. Seek out these sources to recruit for both nontraditional and traditional applicants if funding for management recruitment is low. These sources may include transit association and non-transit association publications.

Alternative Approach 2: Transit systems that are uncomfortable recruiting and hiring nontraditional applicants could start with short-term hiring commitments. For example, hiring a part-time employee, temporary employee, or student intern with non-transit backgrounds can give systems a better idea about how the knowledge, skills, and abilities of hires from non-transit backgrounds can fit within the system.

Impact of the Practice

- Job fairs, employment centers, and workforce development programs, community bulletin boards, and local newspapers geared toward special populations (e.g., seniors or retirees) have been successful means of identifying managers for transit systems (KFH Group, Inc. 2008; *TCRP RRD 88* 2008).

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Table 2.7: Recruit Nontraditional Applicants (Continued)

**Basic Steps for Transit Implementation
of this Strategic Recommendation**

1. Identify categories of potential nontraditional candidates that lend themselves to success in transit system managerial roles, such as military personnel, seniors and retirees, and part-time students.
 2. Use advertising and media that effectively target the demographic of interest.
 3. Participate in job and career fairs to reach targeted nontraditional applicants.
 4. Consider developing an internship or apprenticeship program that facilitates bringing nontraditional applicants into the transit environment and prepares them for managerial positions.
-

Table 2.8: Use a Panel or Multiple Interviewers

Description: Panel interviews consist of more than one interviewer at a time. They are often used to assess the interpersonal skills of the candidate, in addition to covering interview questions. Another option is to use multiple interviewers in sequence where a candidate is interviewed by one interviewer, then another, and another as appropriate.

How to Implement this Recommendation

- After selecting which candidates to interview and choosing which questions to ask candidates, select the interviewers. When using panels or multiple interviewers to interview managers, they typically consist of:
 - A CEO, General Manager, or Transit Manager
 - A peer(s), such as an Operations Manager, or Human Resources Manager
 - A stakeholder, but not someone who would interact with the person daily, such as a manager from another system or city department, or an active board member
 - A subordinate of the position, such as a supervisor, dispatcher or driver
 - If using a panel interview format, decide which interviewers will ask which questions, or if one interviewer will be the primary interviewer.
 - Make sure all interviewers are familiar with the questions and allow them to ask questions if they are uncertain.
 - If the interviews are structured, make sure all interviewers have a copy of the questions to be asked with space available to record candidate responses.
 - If the interviews will be unstructured, make sure interviewers are aware of the types of questions that are considered illegal, primarily questions that are not job related (e.g., race, nationality, religion, marital/family status).
-

Examples of Innovative and Effective Transit Practices

- **Jefferson Transit.** Jefferson Transit typically uses a panel consisting of the General Manager, a manager at the same level as the open position, and a potential subordinate to conduct interviews using structured interview questions. The peer manager takes part in order to determine how the candidate will get along with fellow managers, and the supervisor is involved to get the perspective of how the candidate will be as a supervisor. Interviews last 40 to 60 minutes.
- **Pee Dee Regional Transportation Authority.** At Pee Dee Regional Transportation Authority, interviews with qualified candidates are often held using a team interview approach. The team usually consists of the Human Resources Director, the Executive Director, and the Director of Operations and the interviews last 30 to 45 minutes. Pee Dee sometimes uses a multiple interviewer approach as well, with the three directors interviewing the candidate separately.
- **Transfort.** Panel interviews for manager and supervisor positions at Transfort last between 1 and 2 hours with a set of structured questions. The panel consists of a cross-section of Transfort staff representing managers and front-line staff.
- **The Port Authority of Allegheny County.** The Port Authority uses a one-hour structured interview with at least two people interviewing all candidates. Interviewers are typically the hiring manager (generally the position's manager) and a person from Human Resources.
- **Atomic City Transit.** After an initial phone interview to screen manager candidates, Atomic City Transit uses a half-day interview with multiple interviewers. Candidates have two scored interviews with other managers and an unscored meal and tour of the town and facility. Atomic City's managers say that the interview serves two purposes: the interviewers want to know if they can work with the individual; and the candidate wants to know if he or she can work with the current managers and employees.

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Table 2.8: Use a Panel or Multiple Interviewers (Continued)

- **Golden Empire Transit.** Golden Empire Transit uses a unique approach to panel interviewing. After a formal structured interview with the Human Resources Manager and CEO, the candidate has another panel interview with all other managers. Although the second interview is informal and not scored, the Human Resources Manager is present to ensure that all questions are legal and pertinent to the job. This system allows the managers to see how the candidate interacts and get a feel for how he/she may be as a manager. The CEO and Human Resources Manager ask the other managers to express their views about the candidate, and then make their decision. Interviews last about an hour each.
- **Mass Transportation Authority.** Mass Transportation Authority's panel interview consists of three interviewers and screens candidates by asking the same set of questions of all candidates. Responses are scored and based on these scores the system schedules follow-up interviews with the General Manager.
- **Capital Transit.** As part of a municipality, Capital Transit is accountable to the community. Thus, when hiring for a Transit Superintendent, the system includes a Human Resources staff person as well as a member of the public (typically someone who is active in the city or on a board or assembly). These interviews last 4 to 6 hours and include direct and situational questions. When manager jobs are posted externally, the Transit Superintendent screens all candidates, chooses three candidates, and chooses two others to help interview candidates. A human resources professional, someone from another city department (e.g., public works), and the Transit Superintendent conduct the panel interviews. The person from another city department is involved to increase objectivity. The interviews are structured with preset questions and last approximately 1.5 hours.
- **Havasu Area Transit.** Havasu Area Transit's Transit Services Manager reviews all applications and chooses which applicants to interview. Normally there are three people on the interview panel including the Transit Services Manager, a representative from city Human Resources, and the Community Services Director, to whom Transit reports.

Potential Barriers

- A system may not be able to get a group of managers or employees to conduct an interview together at one time.

Potential Facilitators

- If system management and administrators believe in a more objective interview process, the use of panel or multiple interviewers will likely be permitted.
- System employees interested in their potential coworker or manager will probably be willing to take part in a panel or multiple interview process.

Alternative Approaches to Practice

Alternative Approach 1: If a system is unable to get a group of managers or employees together at one time, consider using a multiple interview approach over the course of a morning, afternoon, or full day.

Alternative Approach 2: If system managers are geographically dispersed, a teleconference format could be used for panel interviews or multiple interviews.

Impact of the Practice

- Using at least two interviewers should reduce subjectivity in evaluating candidates (Cook and Lawrie 2004). This makes it more likely that a system will hire a candidate based on his or her job-related experience and knowledge rather than the candidate's personality or other traits not related to the position job function.

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Identify both the positive and negative aspects of managerial job positions that your system is planning to fill.
 2. Highlight these positive and negative aspects of managerial jobs in all recruitment materials and efforts.
 3. Emphasize positive aspects of the job to be filled without downplaying negative aspects and use innovative techniques to present this information, such as written job ads, website postings, videos, brochures, workplace tours, and job fair presentations.
-

Table 2.9: Utilize Structured, Behavioral-based Job Relevant Interview Protocols

Description: In structured interviews, the same interview questions are utilized for all candidates by all interviewers. Job analysis information should be the foundational basis for the content of interview questions to ensure job relevance of the interview. Job analysis information may also be used to create a standardized system for scoring responses to each question (Aamodt 2004). Behavioral-based, job-relevant interview questions allow interviewers to make candidate selection decisions based on objective factors that predict job performance as opposed to interviewer personal preference and other subjective factors which may have little to no bearing on actual job performance. The use of structured interview protocols and standardized scoring systems provides consistency across interviewers and a fair comparison of candidates.

How to Implement this Recommendation

- A job analysis should be used to create a structured interview. Interview questions should be designed to measure the extent to which the candidate’s knowledge, skills, and abilities (KSAs) match the KSAs necessary to perform successfully in the job, as outlined in the job analysis.
 - Research recommends using behavioral-based interviews that rely on candidate past behaviors as opposed to traditional interviewing that asks about hypothetical situations (Cook and Laurie 2004). This approach is based on the theory that past behavior is the best predictor of future behavior. Interview questions that ask candidates to respond to scenarios by providing specific examples of behaviors they have exhibited in those situations in the past allows for assessment of past performance. The scenarios included in the interview should represent the KSAs deemed critical for the job and necessary at entry.
 - Behavioral-based interviews ask candidates to describe observable behaviors using action-oriented verbs.
 - Several approaches can be taken to score question responses.
 - First, some responses can be scored as being right or wrong if there is a definitive answer.
 - Another method is to create a list of possible answers to the interview questions. Then subject matter experts review the list and rate possible responses to serve as benchmarks on a scoring scale.
 - Finally, an approach that considers the key issues that subject matter experts think should be included in an ideal question response could be used. Interviewees could then receive points based on the number of issues they include in their responses (Aamodt 2004).
 - All hiring assessments, including interview questions, should be pilot tested and validated to ensure they measure intended applicant job-related characteristics (Cook and Laurie 2004).
-

Examples of Innovative and Effective Transit Practices

- **The Port Authority of Allegheny County.** The Port Authority uses a competency-based interview model for all interviewees. This model was purchased from a vendor who also trains system interviewers to use the model. Individuals at the Port Authority cannot interview a job candidate without competency-based interviewer training. Questions are based on a job analysis and the model forces interviewees to give real life examples of skills that would be applied to the position for which they are interviewing. A structured interview guide is used and interviewers select from a pool of possible questions. The model has been researched and validation studies have been performed on the assessment to ensure it is defensible in court. Interviews take at least one hour and are typically conducted by a representative from HR along with the hiring manager.

- **Havasu Area Transit, Capital Transit, Mass Transportation Authority, Cache Valley Transit District, and Transfort** all conduct structured interviews to emphasize consistency across interviewers as well as for ease of scoring responses.

Examples of Innovative and Effective Non-Transit Practices

- One benchmarking participant from a utilities company stated they conduct psychological, cognitive, and behavioral assessments to determine how the candidate makes decisions and assess their civility in leadership positions.

Potential Barriers

- Transit agencies may not have job analysis data to use to create the interview questions.
- Some hiring managers or interviewers may think that a structured interview is too rigid.

Potential Facilitators

- Subject matter experts/consultants/organizational psychologists willing to assist in developing a structured interview protocol and process.

Alternative Approaches to Practice

Alternative Approach 1: Short of a comprehensive job analysis, agencies could use the job description to pull out information about required KSAs and duties performed on the job. Then interview questions can be formed based on this information. (*Note:* For legal defensibility of the selection process, we suggest caution when using this approach as job descriptions may be based on out-dated or person-specific information if the job descriptions were created without first conducting job analyses.)

Alternative Approach 2: Transit agencies could also utilize their internal subject matter experts (e.g., job incumbents, the manager or supervisor of the job for which selection is taking place) to help develop interview content. These subject matter experts could identify the necessary KSAs and typical job responsibilities and build questions that assess if the interviewees' KSAs match the position requirements.

Alternative Approach 3: With large numbers of applicants and limited resources, systems may choose to use an off-the-shelf multiple choice assessment and then ask follow-up questions of interviewees who pass the initial hurdle of the multiple choice assessment. These follow-up questions could be as simple as "Please provide 1–2 examples of times when you conducted the activity described in Question 2 of the multiple choice exam."

Impact of the Practice

- Using structured interviews increases the reliability of interviews. Structured interviews that have been validated (through content or criterion validation) are more legally defensible than unstructured interviews (Aamodt 2004).

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Review job descriptions that apply to managerial vacancies to ensure they are up-to-date and accurately reflect major job task requirements and successful job behaviors.
2. Based on an updated job description and a job analysis, create a structured interview questionnaire designed to measure how a managerial candidate's KSAs match those necessary for job success.

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Table 2.9: Utilize Structured, Behavioral-based Job Relevant Interview Protocols (Continued)

3. Include, in the structured interview questionnaire, questions that will illuminate managerial candidate's past behaviors in response to transit system specific scenarios.
 4. Create an acceptable scoring system to measure managerial candidate response to the structured interview questions.
 5. Orient all interviewers on use of this structured questionnaire, including scoring and note taking of interviewee responses.
 6. After all candidates have been interviewed, utilize the interviewer scoring and notes to determine which candidate should be offered the position and keep all paperwork of interviews on file.
-

Table 2.10: Incorporate Realistic Job Previews (RJPs)

Description: RJPs provide applicants with an accurate description of both the positive and negative aspects of a job during the recruitment process, thus discouraging uninterested applicants and encouraging those truly interested. RJPs should be incorporated into all recruitment sources, job postings, and advertisements.

How to Implement this Recommendation

- Realistic job previews should be provided early in the recruitment process because they have little effectiveness if provided after hiring (Breaugh 2008).
 - The information provided in RJPs should cover what applicants can expect to provide the organization (e.g., hours, number of days worked, amount of stress, degree of urgency, duties performed) and what the organization will provide to the applicant if hired (e.g., pay, benefits, amount of flexibility, workplace environment, system mission, training opportunities, the chance to make a positive difference in customer quality of life, the advantage of working on a value based team).
 - RJPs can take a number of formats, including:
 - *Description in a job advertisement or system website.* Write the job ad or information on a system website from the perspective of a manager and include work duties, opportunities, and challenges. Use a manager who has the skills the system wishes to attract.
 - *Videos.* Can include employees, managers, and customers and discuss the nature of work in the system and how service affects the community. Videos could be in documentary form or interview format. Agencies can show the video before interviews, post it to their website, or even on YouTube or other social networking websites.
 - *Brochures.* Reinforce information provided in the job ad or video with a brochure. These give applicants a portable version of the RJP and can be provided to prospective applicants at job fairs, career expos, and industry conferences.
 - *Workplace tours.* Before or during the interview process, bring candidates on a tour of the system and perhaps the community served as well.
 - *Verbal presentations.* During the interview process or at job fairs/career expos, managers in similar positions and employees can present applicants with their experiences at work. This could also include a question and answer session.
 - *Work simulations.* Put an applicant in a situation in which you can assess how they would perform on the job, or assess certain job tasks (e.g., in-basket assessment, pre-trip inspections).
 - However, consider that one-way RJP approaches (e.g., booklets, videos) may be less effective than two-way approaches that allow applicants to discuss and ask questions about the job (Breaugh 2008).
-

Examples of Innovative and Effective Transit Practices

- **Jefferson Transit.** Jefferson Transit takes a bold but realistic approach to advertising manager jobs. For instance, in the job ad the system states, “This is the hardest, most underappreciated job you’ll ever love.” This type of ad draws attention and applicants appreciate the honesty. In turn, Jefferson Transit does not waste time on applicants and candidates who are not willing to tolerate the work conditions.
- **OCCK, Inc.** OCCK, Inc. includes employee videos on their website where an employee describes the typical day-to-day of his/her job as well as some of the challenges.

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Table 2.10: Incorporate Realistic Job Previews (RJPs) (Continued)

- **OATS, Inc.** OATS, Inc. presents a video about providing transportation in rural Missouri directly on its job opportunities portion of the website. The video includes customer testimonials, employee insights, and provides an overview of the types of services that OATS provides.
 - **Souris Basin Transportation.** Souris Basin Transportation requires candidates to ride in their vehicles. This gives the candidates the opportunity either to embrace the system’s mission, or to remove themselves as candidates because of lack of comfort with the job.
 - **Atomic City Transit.** Atomic City Transit typically has candidates from out of state, so the system encourages candidates to spend some time touring the town, riding their buses, and seeing how things operate. The system also includes meeting other managers as part of their half-day interview.
 - **Golden Empire Transit.** Golden Empire Transit gives each candidate a tour of the facility during the interview process, which allows candidates to see how the system operates.
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Examples of Innovative and Effective Non-Transit Practices

- One benchmarking participant from the utilities industry noted that candidates often gather critical information about the nature of the organization during initial interviews. Thus, candidates seek RFP information during the interview process. The participant noted the importance of managers being well-versed in facts about their organization and its culture. To do this, he keeps a checklist that features key organizational information (a fact sheet) and the latest news to convey to candidates.
-

Potential Barriers

- It is costly to change current ads and job postings or hire professionals to create new recruitment materials.
- Lack of technology and equipment to prepare videos.
- Lack of expertise to create a video in-house.
- The job is currently changing due to a shift in demands so a realistic requirement today may not be one tomorrow.

Potential Facilitators

- Gaining buy-in from administrators and employees about the importance of sharing realistic information about the job and the organization.
 - Encourage employers and managers with 5–10 years experience with the system to assist with RJP development. These staff members are new enough to understand the current labor market, but also seasoned enough to understand the unique factors of the job and system.
-

Alternative Approaches to Practice

Alternative Approach 1: While incorporating RJPs into all recruitment efforts is ideal, agencies with barriers to implementation could choose one or a few of the RJP approaches. For example, if a system is unable to create an RJP video, they could add a brief description of the job’s challenges and opportunities to a job advertisement.

Alternative Approach 2: Agencies that find changing current job postings too costly could include a workplace tour, bus ride-along, or verbal presentation as part of their interview process.

Impact of the Practice

- Although RJPs may deter some prospective applicants from applying for or accepting a position, research shows that RJPs reduce turnover for applicants who receive them and accept a job offer (Reinach and Viale 2007) and improve accuracy of applicants' expectations regarding the job (Breugh 2008).

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Identify positive and negative aspects of managerial job positions that your system is planning to fill.
 2. Include a balance of positive and negative aspects of jobs in all recruitment materials and efforts.
 3. Emphasize positive aspects of the job to be filled without downplaying negative aspects and use innovative techniques to present this information, such as written job ads, website postings, videos, brochures, workplace tours, and job fair presentations.
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CHAPTER 3

Training and Development Recommendations

3.0 Training and Development Overview

Transit systems must train and develop their managers. To better understand the approach that should be taken to train and develop managers, it is important to differentiate between the terms. Training is typically a structured seminar, course, or online instruction that occurs over a finite period of time to teach a specific skill, skill set, or competency. Training may occur in a classroom or on-the-job, offsite or onsite, or virtually. Development refers to a broader approach to helping employees grow professionally. Training is often one means of development. Job rotations, coaching, formal and informal mentoring are all types of development. The decision about whether to train an employee or encourage the employee to participate in some other type of developmental activity should be based upon the desired outcome and need of the employee. For example, for a manager who needs to learn about how to use a specific software program, a single training course may prove most beneficial. However, a new manager who has significant experience in leadership roles, but has yet to work in transit, may benefit from a developmental job rotation as well as a mentorship relationship with a seasoned transit manager. Examples of general and transit-specific skills for transit managers are included in Figure 3, located in Appendix A.

One of the greatest challenges transit systems are facing in training and development is lack of funding. Traditionally training dollars are the first to be cut when organizations face budget restrictions. Transit agencies facing training budget restrictions tend to prioritize technical skills training (see Figure 4 in Appendix A for a list of safety and security curricula topics) over leadership training and often will cut leadership and personal effectiveness training completely if the cost of that training is perceived as excessive or as negatively impacting funding for training on operational and technical skills.

The concern with reducing or cutting leadership training, in terms of management and supervisory development, is that the impact of restricting leadership and personal effectiveness training for managers has a snowball effect; not only do managers start feeling undervalued but they convey that same sense to their subordinates. In other words, managers begin to believe their personal growth means little to their organization since the organization will not invest in it. These managers then lack the skills and resources to develop their subordinates appropriately. Thus, failure to adequately train and further develop managers can lead to poor morale, reduced organizational commitment, low job satisfaction and ultimately result in retention issues. In essence, the costs of not training and developing managers can significantly outweigh the savings of cutting training and development initiatives.

In recognition of the challenges many transit systems face, especially small systems that have limited resources, this section outlines strategic training and development recommendations that can be applied by agencies with limited resources. As highlighted in the following recommendations, many transit systems have begun to leverage the programs provided by state and

local agencies as well as resources provided by transit and transportation associations to obtain low or no cost training and development guidance.

The Training and Development strategic recommendations are presented in the following tables:

- 3.1: Leverage Existing Training and Development Opportunities
- 3.2: Explore Available Funding for Training
- 3.3: Identify Online Training Resources
- 3.4: Make Training Easy to Access
- 3.5: Institute Mandatory Training for Managers
- 3.6: Address Training Needs in Conjunction with Performance Appraisals
- 3.7: Offer Tuition Reimbursement
- 3.8: Emphasize Ongoing Professional Development at All Levels
- 3.9: Implement Succession Planning

Table 3.1: Leverage Existing Training and Development Opportunities

Description: Several national and state industry associations offer training and development courses that are available to transit systems. Identify the opportunities that fit the knowledge and skills needed to do the work, and consider sending staff to participate in these training opportunities.

How to Implement this Recommendation

Contact the organizations below for more information about the training and development opportunities they offer transit systems. Some courses are for members only while others are free.

- Community Transportation Association of America (CTAA)
 - *Certified Community Transit Manager (CCTM) Training.* A training and certification program for managers available to members and nonmembers that prepares individuals for the CCTM exam. Courses are arranged at any location where there is substantial interest. (See Appendix A—Figure 5 for an overview of the CCTM Curriculum)
 - *Certified Community Transit Supervisor (CCTS) Training.* A 3-day training and certification program for front-line supervisors that covers the following training topics: effective leadership, employee management, training and record keeping, and safety and risk management.
 - *Certified Safety and Security Manager (CSSM) Training.* A new CTAA certification program.
 - *Vehicle Maintenance Management and Inspection (VMMI).* Uniquely for maintenance managers and staff, this workshop was designed to give a greater understanding of maintenance activities to those who manage transit fleets and maintain transit vehicles.
 - *The PASS Driver Certification Program.* A 3-day train-the-trainer workshop to certify trainers who can then train drivers, or a 2-day driver training direct delivery program.
 - *CTAA EXPO.* Annual conference offers intensive training sessions on the above and other transit topics including safety, security and emergency preparedness.
 - CTAA can also help systems develop customized training courses or help transit systems identify additional training resources available to them.
- American Public Transportation Association (APTA)
 - *Leadership APTA.* This is a “professional development program designed to develop and support the next generation of transit leaders and future leaders of APTA.” Selected individuals participate in workshops, leadership projects, teleconferences and online events and conferences, all designed to develop and refine the skills and competencies of transit leaders.
 - *Online training* for members
 - *Annual meeting and conferences*
 - *Specialized workshops, seminars, and programs*
- National Transit Institute (NTI)
 - *Management and Professional Development Courses.* Courses are for public transit supervisors, mid-level managers, and senior managers. Courses include: Fundamentals of Transit Supervision, Project Management for Transit Professionals, and Senior Leadership. NTI also offers an extensive array of training programs in the arena of Workplace Safety and Security.
 - *Federal Compliance courses*
 - *T-classes.* Classes offered via teleconference.
 - *Webinars*

- The U.S. Department of Transportation’s Transportation Safety Institute (TSI)
 - Offers an extensive safety-oriented course catalog with many transit-specific safety and security courses, including: Effectively Managing Transit Emergencies, Substance Abuse Management and Program Compliance, and an Instructor’s Course in Bus Operator Training.
 - Custom training based on a system’s needs can be delivered at TSI, the system’s location, or online.
- The U.S. Department of Transportation’s Federal Transit Administration (FTA)
 - FTA offers on-line training in specific managerial skill areas such as Drug and Alcohol Programs
 - The FTA Bus Safety and Security Program presently offers State Orientation Seminars on safety, security and emergency preparedness for transit managers. Future on-line training is in the works.
- The U.S. Department of Transportation’s FTA offers transit safety and security classroom and train-the-trainer courses through NTI and TSI.
- CTAA and APTA offer a wide range of management training and development experiences.
- State Departments of Transportation and State Transit Associations often offer extensive training for managers and supervisors. (A strong example of this opportunity is the Penn-TRAIN “Professional Supervisor” Program offered to transit system staff in Pennsylvania and elsewhere.)

Examples of Innovative and Effective Transit Practices

- CTAA conferences. **Capital Transit** and **Golden Empire Transit** attend CTAA EXPO. **OATS, Inc.** also encourages all managers to attend and **Delmarva Transit** sends managers each year.
- CTAA PASS. **Capital Transit** sends management to this program.
- CCTM. **OATS, Inc.**, **Souris Basin Transportation**, and **Havasu Area Transit** send managers to CCTM training. **Capital Transit** has scheduled CCTM training for their system and other systems in Alaska. **Virginia Regional Transit** requires all managers to earn a CCTM within their first 3 years. **Atomic City Transit** routinely sends managers to this training and **Delmarva Transit** sent eight managers to CCTM training.
- CCTS. **Virginia Regional Transit** strongly suggests all supervisors earn this certification and **Souris Basin** has sent supervisors to this program.
- APTA. **The Port Authority of Allegheny County** has had several managers attend Leadership APTA, **Atomic City Transit** has attended APTA conferences, and **Golden Empire Transit** utilizes APTA training resources.
- NTI. **Cache Valley Transit District** used NTI resources, **Havasu Area Transit** has participated in technical programs online, **Mass Transportation Authority** has utilized NTI and TSI training resources including accident investigation and front line management training, and both the **Port Authority of Allegheny County** and **Transfort** have or will soon host NTI training and receive free seats for their personnel.
- TSI. **Capital Transit** has shared a course with other transit agencies in Alaska. **Atomic City Transit** sent all managers to TSI’s two-week bus operator training.
- FTA. **Cache Valley Transit District** participated in grants management and procurement training. **Coast Transit** participated in courses in regulatory compliance, finance, and project management. **OATS, Inc.** has used FTA’s online training.
- FTA. **Virginia Regional Transit** has hosted an FTA Bus Safety and Security Program Orientation Seminar and Onsite Review at its location.

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Table 3.1: Leverage Existing Training and Development Opportunities (Continued)

Potential Barriers	Potential Facilitators
<ul style="list-style-type: none"> • Systems may be too busy or too overloaded to attend training conducted out of town or off-site. • Agencies may find it difficult to build a business case for leadership training when the payoff is not always immediately seen and challenging to quantify. • Budget cuts often result in a narrow and “nonfuture-oriented” focus including the reduction of attendance at training. 	<ul style="list-style-type: none"> • Agencies that receive Rural Transit Assistance Program (RTAP) or similar funding are encouraged to attend training courses such as those offered by national and state industry organizations. • Encouraging managers to attend industry sponsored training and development will help gain buy-in from the managers so they will be more likely to encourage their employees to seek opportunities.

Alternative Approaches to Practice

Alternative Approach 1: Although some of the training and development programs can be costly, some are free or free to an organization’s members. Seek out opportunities that fit a system’s budget.

Alternative Approach 2: Agencies could consider hosting training programs in their communities, which may allow them a number of free seats for the training program.

Alternative Approach 3: Transit systems that are too overloaded to attend training off-site should consider online training that can be completed during a workday at the system or on a manager’s own time.

Alternative Approach 4: Partner with other transit agencies to spread training costs, facilitate discussion of transit issues outside of one specific system, and encourage networking.

Impact of the Practice

- External transit-specific training resources are organized to provide training to large audiences and have the experience and expertise to deliver curricula and training materials to meet system knowledge or skills needs. Partnering with external training providers leads to more efficient and effective training programs (*Special Report 275*).
-

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Identify national and state transit association training offerings that the transit system feels are appropriate for enhancing the development of its managers.
 2. Based on available time, money, and resources, consider sending transit managers to attend CTAA or APTA training workshops and certification programs.
 3. Utilize, as is reasonable and practical, FTA, NTI, and TSI training offerings for the development of managerial skills.
 4. Evaluate and utilize, as appropriate, in-state managerial training opportunities provided through the state DOT and the state transit association.
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Table 3.2: Explore Available Funding for Training

Description: Small community and rural transit agencies often require assistance to meet their employee and manager training needs. There are opportunities through State DOTs, State Transit Associations, the FTA, the NTI, and other entities to obtain training funding and resources at little or no cost to the individual transit system. For example, RTAP provides funding for community and rural transit systems that allows them to participate in training opportunities.

How to Implement this Recommendation

- RTAP is a national program that was created to provide transit employees and managers with the knowledge and skills needed to serve their customers. RTAP provides transit systems serving populations under 50,000 with training materials, technical assistance, reports, best practices, scholarships and more in order to help small urban, rural, and tribal transit systems thrive.
 - Each state has an RTAP Manager who acts as a transit system’s point of contact for materials, scholarships, and RTAP support. Transit systems can find their state’s RTAP Manager by visiting the following website: <http://www.nationalrtap.org/state>.
 - RTAP provides several training and development opportunities for systems and their personnel, including:
 - A list of RTAP provided training modules that cover subjects from safety and security concerns to preventative maintenance to skills for trainers to “Tap into RTAP” which describes the services and products that national RTAP offers. Many modules are offered in multiple formats, such as DVDs, CD-ROMs, workbooks, books, and portable document format (PDF).
 - Rural Technical Resource and Communication Center (R-TRAC) which is a physical and virtual community housing archived RTAP training modules, best practice briefs, reports, brochures, and primers.
 - RTAP’s Peer-to-Peer Program, which is a free service consisting of a network of transit professionals who offer their experience to help transit systems succeed. Peers have experience in a range of technical areas and many have professional backgrounds as transit providers.
 - RTAP monies are often used to reimburse transit systems for travel and lodging when transit managers attend national and state transit association meetings and individual specialized training workshops.
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Examples of Innovative and Effective Transit Practices

- **Jefferson Transit.** Jefferson Transit makes extensive use of RTAP grants. Their budget for training and development is based on this funding. The system applies for RTAP scholarships through the Washington State Department of Transportation that help to defray the costs of travel to approved training and conferences.
- **Capital Transit.** Capital Transit believes that RTAP funds play a significant role in helping to provide training the system needs. The Alaska Department of Transportation distributes the funds for in-house, in-state, or out-of-state transit training and development opportunities. The system uses much of its funds for courses provided by the University of Alaska, Juneau. The system also includes other transit agencies in Alaska such as Fairbanks North Star Borough Bus System in training classes it schedules. Recently, the system used RTAP funds for a Transportation Safety Institute Transit Supervisory Course in Anchorage.
- **South Lane Wheels.** South Lane Wheels highly values training and relies on RTAP funds to support the training it provides its personnel. The system uses RTAP funding to reimburse offsite transit training and travel to those training opportunities.

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Table 3.2: Explore Available Funding for Training (Continued)

- **Souris Basin Transportation.** Souris Basin has found RTAP assistance from the state of North Dakota to be extremely helpful in supporting the system’s training needs. The system does not need to worry about having funds for transit training because of RTAP support.
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Potential Barriers	Potential Facilitators
<ul style="list-style-type: none"> • RTAP may not provide the specific training that is needed by a particular transit system particularly in the area of management development. • A transit system does not qualify for RTAP assistance. 	<ul style="list-style-type: none"> • Working with the state’s Department of Transportation or with the state RTAP Manager to gain access to funds for managerial training support.

Alternative Approaches to Practice

Alternative Approach 1: If a transit system is not eligible for RTAP funds to support its managerial training efforts, it may have other sources of training support available to it. For example, some human service agencies provide free training opportunities and subsidize attendance at specific human service related training events.

Alternative Approach 2: FTA offers in person and online training workshops and NTI often will provide free onsite training in safety- and security-related topic areas. There also may be scholarships available, independent of RTAP, through national and state transit associations that can be used for training attendance.

Impact of the Practice

- Utilizing RTAP funds and other free training resources has allowed many transit systems to meet their training and development needs.
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Basic Steps for Transit Implementation of this Strategic Recommendation

1. Identify the mechanism within your state that manages the RTAP and determine whether your transit system is eligible to receive funding from this program.
 2. Identify, procure, and utilize national RTAP training modules that are appropriate tools to assist in developing the knowledge, skills, and abilities of transit managers and supervisors.
 3. If eligible, request RTAP reimbursement for attendance at national and state transit association meetings and individual specialized training workshops.
-

Table 3.3: Identify Online Training Resources

Description: Many organizations and transit systems use online training (also called e-learning or web-based training) to offer employees and managers training tools and webinars (web-based seminars) that employees can access, go through at their own pace, and often cost the company less than traditional classroom training.

How to Implement this Recommendation

- Based on a training needs analysis, transit systems can decide if any of their needs can be met through an online training approach with web-based training tools purchased from a vendor or developed in-house.
 - *In-house Development.* Some current training courses that are offered to transit employees via classroom training could be adapted to web-based training. This will require the assistance of a trainer to make sure material is presented correctly and a web developer to make the online tool functional.
 - *Web-Based Training Vendors.* Vendors of online training often have extensive lists of courses that systems can choose to purchase. Alternately, vendors can help systems modify classroom-based training to an online training platform.
 - *Transit-Specific Online Training.* Many transit-specific training and development opportunities are offered through national transit associations and the federal government, including some that are web-based. These training and development tools are typically low-cost or free of charge to association members or transit employees.
 - Transit systems can choose several ways to store online training resources to restrict or permit access to those tools.
 - *Special Computer Stations.* Transit systems could provide a special computer or computer stations for training that supports web-based training tools. This would be one way to offer online training onsite to employees and managers who do not typically use computers or the Internet in their jobs.
 - *System Intranet or Internet.* Online training can also be offered via transit systems' intranets (system-only Internet) or the Internet. This would allow employees and managers with intranet or Internet access to take training courses at their own pace. Trainees may also be able to take training courses while at home or while traveling for work.
-

Examples of Innovative and Effective Transit Practices

- **Coast Transit Authority.** Coast Transit uses webinars (web-based seminars) to develop managers' leadership skills. The Authority has used webinars to develop managers in such areas as coaching, personnel management, conflict resolution, motivation, and disciplinary action. webinars are presented to all supervisors and managers at one time. The system uses webinars to provide transit system managers with professional development opportunities without the expense of sending them to training off-site.
- **Transfort.** Like many transit systems, Transfort has a limited training budget. To maximize their training dollars, the system uses many low cost or free training resources. As part of the municipality of Fort Collins, transit managers and employees have access to some online training opportunities. The system also uses online courses offered by the NTI. NTI provides webinars, CD-ROM training, and courses free of charge for transit system employees.
- **OATS, Inc.** OATS does not use many webinars or online training, but the system does use the FTA's online resources. For instance, OATS uses FTA's online Drug and Alcohol Training to train supervisors.

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Table 3.3: Identify Online Training Resources (Continued)

- **Mass Transportation Authority.** Mass Transportation Authority has found that offering webinars is particularly helpful for its traveling staff. Managers that travel frequently can participate in webinars wherever they have an Internet connection, rather than traveling to a central meeting place for traditional classroom training.
- **The Port Authority of Allegheny County.** The Port Authority uses two external vendors to provide employees with online training. Both vendors offer extensive non-transit-specific training courses. For example, managers can take a course that trains them on how to conduct performance appraisals. The Authority feels positive about this training resource, and once employees and managers have taken the training they take a quiz which, if passed, they must print and present to human resources to document that training has been completed.

Examples of Innovative and Effective Non-Transit Practices

- Benchmarking focus group participants from the government, communications and utilities industries have all used online training to reduce the expense of classroom training and increase the availability of training to dispersed employees and those with nontraditional schedules. These participants also tend to post online courses to their websites or intranets so that employees can access training tools whenever it is convenient for them.

Potential Barriers

- Limited access to the Internet during traditional work hours.
- Systems may not be able to access a full array of online training tools.
- Lack of internal skills required to develop in-house online training.

Potential Facilitators

- Systems that are open to offering training via nontraditional methods.

Alternative Approaches to Practice

Alternative Approach 1: Some supervisors or managers may not spend much time at a computer during a typical workday. Transit systems could provide these leaders with a special training computer that they could use to take online training or to view webinars.

Alternative Approach 2: Many transit systems are able to use free city, state, or federal online training resources. Since web-based training provided by vendors can be expensive for systems on a limited budget, the use of free governmental online training tools can be an effective and inexpensive approach to meeting training needs.

Impact of the Practice

- Advancing technology offers an opportunity to increase the efficiency and effectiveness of training while also better engaging trainees. Using multiple technologies can help to engage more managers. For example, onsite instruction, live web-based seminars, and stored web-based content can help to reach a broader audience (Paul 2008).

**Basic Steps for Transit Implementation
of this Strategic Recommendation**

1. When possible, consider increasing managerial training opportunities through the in-house development of web-based training.
 2. Explore the possibility of purchasing online training programs from vendors.
 3. Identify and utilize transit-specific online training offered through transit associations and government related institutions.
-

Table 3.4: Make Training Easy to Access

Description: Managers are more likely to attend training and development programs that align with their schedules and interests. Managers may also have personal conflicts that preclude them from attending off-site or after-hours trainings. Systems should also identify the training content this is most applicable to the workplace situations faced by the managers. Managers are less likely to participate in trainings or developmental opportunities that seem irrelevant to the managers' day-to-day job duties.

How to Implement this Recommendation

There are several steps to provide training for managers at times that are convenient to increase the likelihood that managers will attend.

1. The first step is determining convenient times for managers.
 - Ask managers what times are convenient for them and synchronize this with the trainer's schedule.
 - Managers can be formally surveyed, or asked via an email or at a managers meeting about their availability.
 - Keep track of all responses and pick the dates and times that are most suitable to the greatest number of managers.
2. Once convenient times are established, and training has been scheduled, clearly communicate the training schedule with respect to dates, times, and location.
3. Set expectations about attendance.
 - Will training attendance be voluntary, suggested, mandatory, or linked to performance appraisals or rewards programs? Make sure managers know what is expected of them and any consequences for absence.
4. Make sure training times are predictable.
 - Make every attempt not to cancel training once it has been scheduled and managers have been notified. Managers may lose confidence that the training is important to attend if it is continually canceled.
 - If the system is implementing a training program or a series of training events or courses, try to have training at regular intervals (e.g., weekly, monthly, or quarterly). This will help individuals remember when training will take place.
 - Of course, emergencies arise. If a system does need to cancel training or development events, notify all participants immediately and attempt to reschedule as soon as possible.
5. Utilize existing regularly scheduled management or safety meetings as an opportunity to present formal or informal managerial and supervisory training. This training can be built into the meeting agenda and provided by the appropriate subject matter experts. Obviously, this approach may require an expansion of meeting time allotted and breaking the training on a given topic into small modules delivered over a span of more than one meeting. This approach has the positive impact of allowing for the institutionalization of ongoing, regularly scheduled training into the transit system organizational culture.
 - Explore opportunities for online training of managers and supervisors. Online training does not require travel and can be managed consistent with the demands of trainee work schedules. Both leadership training and transit-specific management and skill training is offered online. General training opportunities can be identified through Internet searches and contacts in the local business community while online training can be identified through a wide variety of entities including FTA, APTA, CTAA, NTI, and TSI.

Examples of Innovative and Effective Transit Practices

- **Mass Transportation Authority** provides a monthly management training luncheon. The program serves to focus managers and provides skill sets that will help them in the changing economy. Some topics that have been presented include: front-line supervision, sexual harassment policies, team building exercises, and total quality management.
- **OATS, Inc.** is a very large, yet mostly rural system with managers spread over the state of Missouri. Every month the system gathers all managers for a meeting at their headquarters in Columbia. The meeting takes place over an afternoon and the following morning. Training has been built into this meeting and allows dispersed managers to receive the same training at the same time.
- **OCCK, Inc.** offers all staff, including managers, monthly and quarterly training sessions. Attendance is voluntary; however, most employees and many managers attend. Training is held from 11:30 a.m. to 1:30 p.m. which coincides with the traditional lunch hour and lunch is provided as an incentive for participation.
- **Coast Transit Authority** makes extensive use of online management training including leadership and human resource management courses offered through private vendors as well as transit-specific courses offered through FTA and other entities.

Examples of Innovative and Effective Non-Transit Practices

- Benchmarking focus group participants from a telecommunications and a package delivery company reported offering managers training resources through the Harvard Business Review (HBR). The package delivery company has obtained an HBR online subscription for all management staff. This subscription allows staff to participate at their convenience in the Harvard Managerial Program through a link on the company website. Examples of HBR managerial tutorials include: feedback, coaching, and how to hold a difficult discussion with an employee.

Potential Barriers

- Many agencies cannot afford to take time from the workweek to conduct a training or development program.
- Managers or administrators may be reluctant to set aside time during work hours to conduct training events.

Potential Facilitators

- Create an organizational culture that promotes the development and training of its employees.
- Gain acceptance regarding the importance of setting aside time for training from administrators and managers.
- Utilize existing scheduled meetings and online opportunities for management training delivery.

Alternative Approaches to Practice

Alternative Approach 1: If the workweek is far too busy to conduct training during regular business hours, consider providing training and development at other times, such as over the weekend or after regular work hours. If after hours, allow managers to provide their feedback about what times outside of working hours best suit their schedules.

Alternative Approach 2: Weekly training events or meetings may be too frequent for some agencies that cannot take that much time away from regular transit duties. If this is the case, training events can take place less frequently such as on a monthly or quarterly basis.

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Table 3.4: Make Training Easy to Access (Continued)

Alternative Approach 3: Training or development programs for managers can also be held when managers are gathered for state-wide or regional transit association meetings. This could also allow managers from several transit systems to participate in training together, which could lower the overall cost of the training and provide diverse perspectives.

Impact of the Practice

- By providing training when managers will already be gathered for another purpose, or when managers have set aside time for training, agencies ensure that managers will attend and can benefit from the opportunity.

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Survey all transit system managers and supervisors for workload concerns and for dates and times when attending training would be most convenient to determine their availability to attend training.
 2. Establish schedules for attendance at both in-house and external training for managers/supervisors based on availability survey data.
 3. Inform managers and supervisors on expectations about training attendance including whether it is voluntary, suggested, mandatory, or linked to performance appraisal and awards programs.
 4. Utilize existing regularly scheduled management or safety meetings as an opportunity to present formal or informal managerial/supervisory training.
 5. Explore both transit-specific and non-transit-specific opportunities for online training of managers and supervisors.
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Table 3.5: Institute Mandatory Training for Managers

Description: Implementing a mandatory training policy ensures that managers and employees participate in the training that the transit system deems important or necessary to success on the job. Having all managers participate in the same fundamental/core training programs ensures consistency across managers in the basic aspects of transit management that benefit from a unified approach.

How to Implement this Recommendation

- Many organizations require new supervisor training or orientations (*TCRP RRD 88 2008*).
- Before instituting mandatory training for managers, a system must decide what training is needed, which typically involves a needs analysis. A needs analysis is composed of three parts (Noe 2008):
 - *Organizational analysis* which involves determining the overall training needs of an organization, and what skills, knowledge, and abilities employees should have.
 - *Task analysis*, which involves identifying what skills, knowledge, and abilities are needed to perform specific tasks. (See Appendix A—Figure 3 for a matrix of basic required transit manager leadership skills and transit-specific skills).
 - *Person analysis* which involves determining which employees require training based on the organizational and task analyses.
- All levels of staff should be involved in the needs analysis process, as managers, trainers, and employees all have different perspectives on the training that is important to mandate.
- Once training needs are known, the system should develop a systemwide general training plan for all manager and supervisory positions and decide how to implement its training policy.
 - This training plan should address training requirements at hire and on an ongoing basis.
 - The system can set a calendar of mandatory in-house and/or external management training courses or it can allow managers to choose from a list of training course offerings scheduled in-house or through outside resources.
- While all managers should be required to attend training that is core or fundamental to the transit system operations, additional training should be linked to the manager’s Individual Development Plan (IDP) which is aligned with the strategic direction of the organization and competencies identified as critical to job and organizational success.
- External mandatory management training can include attendance at national or state transit association offerings, local university or community college courses, or private vendor delivered short one or two day workshops offered in the area.
- Mandatory in-house management training can include both formal classes offered to a wide range of transit employees and informal orientations on a specific topic presented by a technical subject matter expert.
 - Operational managers and supervisors can be mandated to attend training that bus operators/drivers must attend, such as defensive driving, passenger assistance and emergency response training since the managers and supervisors must oversee front line employee performance in these areas.

Examples of Innovative and Effective Transit Practices

- **Golden Empire Transit** periodically holds mandatory safety meetings for all employees and managers. Attendance is documented to further encourage participation.
- **OATS, Inc.** encourages all of its managers to become CTAA CCTM or to obtain a relevant certification that relates to their field. Over half of OATS’ managers are CCTMs. Managers receive special bonuses if they earn and maintain certification.

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Table 3.5: Institute Mandatory Training for Managers (Continued)

- **Virginia Regional Transit (VRT)** has two mandatory training programs: one for all staff and one exclusive to managers.
 - VRT requires 32 hours of training per year for all employees and managers. The training is offered once per month on Saturdays for 4 hours, for 8 months. Some of the courses are offered by VRT employees, while others are provided by external sources (e.g., transit consultants). Training topics include:
 - Leadership,
 - Passenger assistance,
 - Fire extinguisher operation,
 - Lift operation,
 - Accident investigation, and
 - Safety and security.
 - All VRT managers are required to become CCTM within their first 3 years in the position.
 - Though it is not a formal requirement, all managers are expected to go to TransitSCORE training.
 - VRT also strongly suggests that its supervisors become CCTS in order to prepare them for potential advancement.
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Examples of Innovative and Effective Non-Transit Practices

- A telecommunications benchmarking participant noted that while training is often developed at the corporate level, business units are given discretion as to whether the training should be mandatory; thus, allowing the business units to evaluate the relevance of the leadership training for their line of business.
 - A participant from a package delivery freight company indicated the company offers four structured leadership development programs, each designated for a specific level of management regardless of function. For example, for director level, the company offers a leadership academy. For senior staff and above, the program is called Executive Counsel. The training in the four programs is developed mostly in house and taught by senior level managers who are selected each year through a nomination process to be facilitators.
-

Potential Barriers

- Mandatory supervisory training, due to collective bargaining agreements, may not be an option for some agencies.
- Restrictions on training budgets often prevent systems from requiring specific management trainings.
- Management workloads often preclude their attendance at mandatory training opportunities.

Potential Facilitators

- Management that values training and development opportunities will be more likely to permit and require training.
- Mandatory management training has the ultimate impact of increased transit system effectiveness and efficiency.

Alternative Approaches to Practice

Alternative Approach 1: If agencies are not able to implement mandatory training for managers, they could strongly suggest training opportunities and highlight training programs or courses that are most closely linked to the career track of interest to the manager.

Alternative Approach 2: Training does not have to occur onsite or in a classroom. Some training, including transit-related courses, is available online. Further, national transit organizations offer many training opportunities for interested systems and managers.

Impact of the Practice

- Research suggests that successful private sector and federal agencies spend about 2 percent of salaries on training. This is four times more than the average transportation agency (*Special Report 275*). Formally recognizing the importance of training within an agency is critical to training success. For example, the Louisiana Department of Transportation and Development created a policy in 2001 that asserts training is key to developing qualified personnel and is crucial to the effective management of the transportation system (Paul 2008).

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Conduct a management/supervisory training needs analysis, which includes an organizational analysis of overall training needs; a task analysis identifying skills, knowledge, and abilities needed to perform specific tasks; and a person analysis that involves determining individual employee training requirements.
 2. Based on the training needs analysis, develop a systemwide general training plan that addresses training requirements for managers and supervisors at hire and on an ongoing basis.
 3. Create IDPs for all managers and supervisors that are aligned with the strategic direction of the transit system.
 4. Mandate manager and supervisor attendance at appropriate external and in-house training offerings that are consistent with each person's individual development plan.
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Table 3.6: Address Training Needs in Conjunction with Performance Appraisals

Description: Performance appraisals evaluate the job performance of employees. Typically, performance appraisals give employees performance feedback, identify training and development needs, identify a development plan including goals and strategies for meeting goals, and can affect salary and promotion decisions and the allocation of rewards. Performance is generally assessed using a number of objectives or quantitative and qualitative standards.

How to Implement this Recommendation

- In order to conduct formal performance evaluations that will impact administrative decisions (e.g., salary, promotion), agencies must identify the specific success factors against which manager performance will be measured (Moffat et al. 2001).
 - Agencies must ensure that the appraisal is valid, meaning that the success factors are linked to critical competencies that are required for successful performance of the job's requirements. This is particularly true if the appraisal is linked to personnel decisions (e.g., salary, promotion).
 - Performance appraisals can be executed in several ways.
 - An employee's supervisor performs the appraisal.
 - An employee's supervisor and the employee perform the appraisal (this is called a 180-degree appraisal).
 - An employee's supervisor, plus the employee, peers, subordinates, and possibly clients/customers performs the appraisal (this is referred to as a 360-degree appraisal). Since there are multiple, valuable perspectives on an individual's performance, 360-degree appraisals can be highly effective at capturing those multiple perspectives.
 - Appraisals should be performed at regular intervals.
 - Annual performance appraisals are typical for most organizations, but there may be value in more frequent appraisals (e.g., quarterly, every six months).
 - More frequent appraisals allow employees and managers to track progress and discuss the challenges they face and ways to overcome those challenges in order to meet appraisal goals.
 - The performance factors on which individuals are assessed should be consistent from mid-level to senior managers in order to ensure seamless promotions (TRB 2001).
 - Training and development methods should be closely aligned with system recruitment and retention strategies (Moffat et al. 2001).
 - A clear distinction should be made between the use of performance appraisals for administrative decisions and the use of IDPs. Systems often make the mistake of using performance appraisals for both evaluation purposes (e.g., to make a promotion decision and for development purposes). Evaluating a manager's performance should focus solely on his/her performance with regard to the work requirements of the job. Developmental discussions should encourage candor and may be broader in scope by focusing on larger professional development goals. It is inappropriate (and potentially legally compromising) to evaluate individuals on factors that are not directly relevant to the current job being performed. Combining development with administrative evaluation can be confusing to the individual being evaluated.
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Examples of Innovative and Effective Transit Practices

- **Atomic City Transit.** Atomic City Transit conducts annual performance appraisals. The appraisals link the position's job description with factors for evaluation. As part of the appraisal, managers discuss what they would like to do in the following year and then set goals (e.g., for upward mobility). The system's appraisal process is also a part of succession planning.

- **Pee Dee Regional Transit Authority (PDRTA)** performs initial appraisals for managers 6 months after hire or promotion, then after another 6 months, and annually thereafter. The manager performance appraisal system is structured and scored on 15 factors: 1) job skills and knowledge; 2) responsibility; 3) management skills; 4) organization; 5) budgetary controls; 6) safety and health; 7) customer service; 8) problem solving; 9) initiative; 10) leadership qualities; 11) disciplinary measures; 12) attendance and punctuality; 13) communication; 14) interaction with supervisor; and 15) organizational development. For each factor, reviewers give a rating of exceeds performance requirements (2 points), meets performance requirements (1 point), or below performance requirements (0 points). The points are added together then divided by 15 to yield an overall rating. Reviewers are required to provide comments when they give the lowest and highest ratings for a factor. Reviewers and the appraised manager can provide overall comments. (See Appendix A—Figure 6 to view the PDRTA management appraisal form.)
- **OCCK, Inc.** also has a formal performance appraisal process for all employees. This includes career planning for newer employees.
- **OATS, Inc.** conducts performance appraisals annually for its employees and managers. Appraisals are performed by immediate supervisors and are tied to a merit-based salary system. The appraisals also outline goals for the coming year.
- **Coast Transit Authority** requires performance appraisals on an annual basis. Managers are evaluated in 10 areas and scored unsatisfactory, satisfactory, good, or excellent. Weaknesses are discussed and goals are set to overcome them.
- **The Port Authority of Allegheny County** is piloting a 360-degree assessment process for managers. The appraised managers select 10 people to assess their performance; this group must include the manager, superiors, subordinates, peers, and possibly vendors. The Authority uses the 360° Feedback: Survey of Leadership Practices™ assessment developed by the Clark Wilson Group. The results of assessments are 50–60 page reports on the manager’s strengths, weaknesses, and leadership skills. The manager can then use the feedback from this report to identify opportunities for future training and development. This assessment is for developmental purposes only, rather than for disciplinary purposes.

Examples of Innovative and Effective Non-Transit Practices

- One communications industry participant indicated his organization requires all managers take classes in how to conduct performance reviews. The organization also offers training in other administrative functions and requires managers to attend courses their subordinates take (e.g., safety, defensive driving skills) since they are responsible for managing employees who perform those functions.

Potential Barriers

- Budgetary restrictions limit purchase of external performance appraisal tools.
- Limited time available to conduct performance appraisals and provide feedback.
- Supervisors may not have the proper training to provide meaningful performance feedback.
- Supervisors may not understand how to properly conduct appraisals and distinguish between administrative and developmental reviews.

Potential Facilitators

- Managers and administrators who recognize the importance of performance feedback for the health of the system overall.
- Training that teaches leaders how to develop performance appraisals, evaluate the performance of managers and provide meaningful, constructive feedback.
- Goal-setting training to aid in the conduct of developmental plan discussions.

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Table 3.6: Address Training Needs in Conjunction with Performance Appraisals (Continued)

Alternative Approaches to Practice

Alternative Approach 1: Instead of hiring a firm to develop an appraisal or buying an off-the-shelf tool, agencies can use their manager job description to develop a manager performance appraisal tool. Linking appraisal factors to job-relevant criteria will allow agencies to develop tools that are unique to each management position. However, agencies must make sure that both the job description and performance appraisal are valid tools that relate to required competencies needed to perform the work requirements.

Alternative Approach 2: Although frequent performance appraisals are ideal, yearly performance appraisals are sufficient for most organizations. If it is not possible to formally appraise performance more than once per year, consider holding 1 or 2 brief, informal meetings to discuss manager progress toward goals, concerns about meeting goals, and performance expectations.

Impact of the Practice

- Performance feedback is useful in developing managers in several ways: 1) Allows agencies to assess individual as well as overall performance of staff; 2) Developmental feedback can be used for self-improvement efforts; and 3) Allows the system to target training efforts.

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Based on an analysis of job descriptions and transit system goals and objectives, identify specific success factors against which manager performance will be measured.
 2. Based on manager performance success factors, develop a formal appraisal tool and methodology that is valid and linked to critical competencies.
 3. Implement on an ongoing basis a periodic and at least annual performance appraisal process for all managers and supervisors.
-

Table 3.7: Offer Tuition Reimbursement

Description: Tuition reimbursement programs are an arrangement between an employee and an employer that outline the terms under which the employer pays for the employee's continuing education or development. Some transit systems offer tuition reimbursement that allows employees to take courses for enrichment or for college-degree programs and/or an in-house management training program (TRB 2008). Management and supervisory training can be provided by a combination of internal and external resources. Colleges and universities typically offer a variety of subjects, whether technical in nature or more focused on leadership development. Courses and training offered at a local university may be more affordable than offsite training because there are no travel expenses and the prevalence of night courses at many colleges allows managers to take a class outside of work hours.

How to Implement this Recommendation

- Transit systems often establish guidelines for how tuition is to be reimbursed. Some examples include:
 - Reimbursement that relies on how job related the course or training is (e.g., directly job related courses are 100% reimbursed, potentially related courses are 75% reimbursed). This could also apply to future jobs if a promotion is imminent, or the employee is training for a possible promotion. Transit systems can use the course description or speak with the course instructor in conjunction with reviewing the employee's job description to verify the job relatedness of a course.
 - Tuition paid based on established criteria (e.g., grades of B- or better are eligible for full tuition reimbursement).
 - Transit systems reimburse employees a certain percentage depending upon the grade earned. For instance, a grade of A could get 100% tuition remission, a B could get 75% paid, and a C could get 50% reimbursed.
 - Systems establish a paid tuition or credit limit. For example, each employee could be eligible for up to \$1000 of paid tuition each year, or up to nine paid credits each year.
 - Employees must work for the transit system for a specified time period before becoming eligible for tuition benefits, or the employee must remain with the system for a certain period after tuition is reimbursed.
 - Reimbursement could also rely on whether an employee passes an exam. For example, a system could decide to pay tuition for CCTM exam training if the employee passes the exam.
- Tuition reimbursement policies need to be clearly communicated to all eligible employees and managers to maintain equity.

Examples of Innovative and Effective Transit Practices

- **The Port Authority of Allegheny County.** In addition to providing internal and external training opportunities for employees and managers, the Port Authority provides tuition reimbursements. In order to receive a reimbursement, the course or training must be related in some way to the individual's job.
- **Atomic City Transit.** Atomic City Transit offers tuition remission for its employees who take courses at the University of New Mexico, Los Alamos. Several courses that deal with supervisory or management issues are offered, including:
 - Business Technology 113: Project Management
 - Business Technology 204: Human Relations in Business, which deals with implications of business practices for employees and supervisors.
 - Management 113: Management: An Introduction

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Table 3.7: Offer Tuition Reimbursement (Continued)

- **University of Massachusetts Transit.** Managers at UMass Transit are able to take any classes at the University that they can justify as contributing to their professional development. Managers who take job related or developmental courses receive a tuition waiver from the system.

Examples of Innovative and Effective Non-Transit Practices

- A benchmarking participant from a package delivery organization stated that his company provides full tuition assistance to even part-time employees, which is critical because they have found that 85–90% of their managers started as part-time employees with the company.

Potential Barriers

- Transit systems may be unable to pay the full amount of an employee's tuition expenses.
- Campuses with appropriate courses may not be accessible to systems in more rural areas.

Potential Facilitators

- Transit systems that value continuing education and development of employees and managers.
- Transit systems that have quality colleges and universities close by.
- Establishing connections with campuses will ensure that information about relevant courses and programs is shared with the system.

Alternative Approaches to Practice

Alternative Approach 1: If transit systems are unable to pay the full amount of employee tuition costs, they could offer to pay for required course books, materials, or fees instead.

Alternative Approach 2: Since transit systems are sometimes located in areas where colleges or universities are not accessible, paying for online tuition is another solution. Many colleges, universities, and even national transit associations offer courses online. The same rules could apply to online courses as to courses taught in the classroom (e.g., reimbursement contingent upon grade, a certain amount of tuition remission is available to each employee).

Alternative Approach 3: Transit systems that do not have budgets to provide tuition reimbursement for all employees could offer reimbursement on a case-by-case basis, depending upon the training and development needs of employees.

Alternative Approach 4: Transit systems could establish a tuition scholarship program for high performing employees and managers that is linked to the employee's performance appraisal or based on a manager nomination.

Impact of the Practice

- Providing employees with funding to pursue continued education or training could have significant benefits for transit systems. For instance, the system will likely have a more knowledgeable workforce and one with the skills required to supervise and manage transit systems today. Offering tuition reimbursement can also be a major attractor for potential job applicants and a retention tool for current employees. Investment in managers communicates to those managers they are valued, which in turn positively impacts the manager's organizational

commitment. (Note: Many organizations require a specified length of tenure post-coursework in order for the organization to reimburse the tuition. Otherwise, the employee has to pay back the organization if he/she leaves prior to the designated time period.)

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Based on available budgetary resources, consider implementing a tuition reimbursement program as a tool in facilitating management and supervisory development.
 2. Identify courses and training offered onsite at local colleges or universities, online, or through other venues that are appropriate for managerial development and eligible for tuition reimbursement.
 3. Develop specific guidelines and protocols for how tuition is to be reimbursed and clearly communicate these guidelines to all eligible employees.
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Table 3.8: Emphasize Ongoing Professional Development at All Levels

Description: Professional development is an essential element of developing managerial knowledge, skills and abilities and it can take on many forms throughout a manager’s career. Junior level managers should be exposed to professional development opportunities to help prepare them for higher level jobs.

How to Implement this Recommendation

- In many organizations, new supervisor or manager training is a requirement within the first months of an individual assuming a management role. New supervisor or manager training can include topics such as employment law, coaching, interpersonal skills, performance management, equal employment opportunity, diversity, change management, drug and alcohol programs, and system policies and procedures (*TCRP Research Results Digest 88 2008*).
 - In addition to skill training, transit leaders can participate in the following development activities: the development and implementation of a new mission, creation of vision and values statement, top-level executive management reorganizations, national and regional leadership events, as well as executive retreats to revisit strategic plans and goals (*Special Report 275 2003*). Research suggests that the most frequent professional development activities for paratransit managers include training programs related to the development of interpersonal communication skills, presentation skills, team building skills, and supervisory/management and/or leadership skills (*TCRP Report 77 2002; Special Report 275 2003*).
 - Although it is important to introduce new managers to these skills and activities, training should also be ongoing to keep the knowledge and skills of managers fresh and up-to-date.
 - Implementing ongoing training and development for all levels of management can help employees and managers to recognize the importance of training, which is critical to training success. In addition, providing training at many levels in a system helps to create a natural career progression track for employees.
 - Management and supervisory training priorities can change dramatically as industry needs evolve. Over the past decade, extensive training was required for managers and supervisors in such regulated compliance areas as Drug and Alcohol Program management and the Americans with Disabilities Act. More recent priorities for management and supervisory training include transit system safety, transit system security, and community emergency response. The key is for the transit system to recognize management training needs as they evolve and to identify opportunities to meet these management training needs. (See Appendix A—Figure 4 for a detailed listing of required transit safety, security and emergency preparedness skills.)
 - Ongoing professional development for managers and supervisors need not always be handled through formal training classes. Innovative approaches such as required management readings with discussions after the reading, or facilitated management brain storming sessions on addressing organizational challenges, can be effective and inexpensive development tools.
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Examples of Innovative and Effective Transit Practices

- **Palace Transit.** In 2008, Palace Transit developed its own managerial training to address training topics for supervisors and managers within the city. The training is conducted bi-monthly for about 2 hours. Some training topics include: harassment, attendance, workers compensation, and drug and alcohol policies.

- **The Port Authority of Allegheny County.** The Port Authority offers its supervisors and managers many training and development courses in-house in addition to required management training courses. The Authority has developed or provides courses from external sources that specifically deal with supervisory or managerial soft skills including: “How to Supervise People,” “How to Coach an Effective Team,” “Management’s New Responsibilities,” and “Change Management” for supervisors and managers. In addition, courses are offered in a variety of formats such as computer-based training (either in a classroom or self-paced), Internet, DVD, and instructor-led training that allows flexibility to accommodate manager schedules.
- Many transit systems participate in national manager development courses such as CTAA’s CCTM and CCTS development programs, including **OATS, Inc., Souris Basin Transportation, Havasu Area Transit, Virginia Regional Transit, Capital Transit, and Atomic City Transit.** To earn certification, participants must meet experience, education and development requirements. Further, in order to be recertified every 3 years, individuals must complete additional education and development requirements.
- **Altoona Metro Transit.** The AMTRAN General Manager selects and requires all management staff to read a new management theory book each year. The contents and ideas expressed in the book and their applicability to the AMTRAN environment are discussed throughout the year at frequent management meetings.

Examples of Innovative and Effective Non-Transit Practices

- One focus group participant from the communications industry stated that his organization has formal training for managers that is conducted periodically to refresh managers’ knowledge and skills. Training typically focuses on practices, leadership skills, coaching, mentoring, and organizational procedures and policies. The organization also has an executive coaching course specifically targeted to new executives.
- A focus group participant from the package delivery industry has four structured and formal development programs geared toward specific levels of management through the organization’s corporate university. Managers must recommend candidates to participate in the corporate university’s development programs. Programs are available for front-line supervisors, managers, directors, and senior staff.
- An additional participant in the focus group from the utilities industry stated that her organization is implementing a development course that focuses on specific levels of management. The course is modeled as a “Develop Your Career” course that allows participants to create their own career path and makes sure they have the basic tools and guidance to assist them in developing their career path. The course was started at the director level and a course for management will soon begin, followed by a course for senior staff positions.
- Several participants suggested that organizations should change the traditional management development model in which managers are selected based on technical skills and trained on leadership or management skills. They believe organizations should do the reverse (selecting managers based on leadership skills and training them in the technical skills). This approach would require that transit systems restructure training and development programs as well as the system’s corporate culture, especially in systems where staff are promoted to management positions due to their technical competency.

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Table 3.8: Emphasize Ongoing Professional Development at All Levels (Continued)

- Focus group participants from all industries use mentoring or coaching programs to develop high potential employees. One local government participant developed the Mentor Network Program, a formal mentoring program with an innovative mentor/mentee matching component. Individuals are allowed to choose their own mentors/mentees. They are provided with biographies of potential mentors/mentees and allowed a short window of time to sit and talk one-on-one (similar to speed dating approach). If there is a mentor/mentee match, their relationship begins; if not, individuals can try to participate the next year.
-

Potential Barriers	Potential Facilitators
<ul style="list-style-type: none"> • Transit systems may feel they lack resources to participate in ongoing management development. • Systems may be unable to offer development courses or programs for specific levels of management. • Systems may not have full-time human resource staff to develop or guide new trainings and development programs (e.g., mentoring or coaching programs). 	<ul style="list-style-type: none"> • Administrators and managers willing to provide ongoing professional development. • Managers and supervisors who are motivated to participate in ongoing development opportunities.

Alternative Approaches to Practice

Alternative Approach 1: If transit systems cannot develop and conduct training sessions for their managers, they could consider partnering with other local transit systems to present training and development programs together. Sharing resources such as time, effort, and funding can enable two or three systems that could not provide training on their own to offer a quality development program for their managers. In addition, interacting with managers from other transit systems could provide participants with new ideas, contacts, and partners within the industry.

Alternative Approach 2: Offering development programs for each level of management in a transit system is ideal for targeting training and development opportunities for these groups. However, systems can also combine development opportunities for managers, supervisors and, at times, even frontline employees. Although the program would not be specific to any one organizational level, more junior participants can benefit from interacting with more senior participants in a developmental setting by learning about their experiences, career paths, and development strategies.

Impact of the Practice

- Transit agencies that wish to have quality managers must begin to view training as a business strategy and to focus more on interventions for 1) connecting employee learning to business goals, 2) improving employee performance, and 3) helping trainers acquire and retain skills and capabilities needed to fulfill this changing role (*TCRP RRD 88 2008*). Transit systems that provide managers with ongoing professional development opportunities will have a knowledgeable and skilled workforce to deal with the industry's complex challenges. Further, offering managers such opportunities is likely to be a key point for recruiting and retaining managers.

**Basic Steps for Transit Implementation
of this Strategic Recommendation**

1. Determine requirements for and ensure delivery of training for new managers and supervisors that provides them with the general and transit-specific knowledge, skills, and abilities they need to successfully carry out their job functions.
 2. Involve managers in creating transit system mission, vision and values, strategic plans, and organizational goals and objectives.
 3. Provide ongoing professional development opportunities that facilitate personal and organizational management success.
 4. Ensure that management and supervisory training priorities adjust to industry change and the evolution of industry training needs.
 5. Think outside the box in the presentation of manager and supervisor skill enhancement opportunities and utilize creative and innovative approaches for the development of the management team.
-

Table 3.9: Implement Succession Planning

Description: Succession planning is the process of identifying and preparing qualified employees through mentoring, coaching, training, and job rotation opportunities to replace staff in key management positions as these positions become vacant. Successful succession planning programs integrate management skills with identified organizational goals and provide for seamless management transitions. Communication about the succession plan is essential to create buy-in. Organizations must obtain commitment of top executives to personally mentor successors (Greer and Virick 2008). High potentials should be informed of their inclusion in succession plans and their input should be obtained (Greer and Virick 2008). Succession planning initiatives should identify behavioral competencies for the future while recognizing that these may change (Greer and Virick 2008).

How to Implement this Recommendation

- *Create a Competency Based Succession Plan.* Succession planning methods should include the development of behavioral competencies for training, development planning, and evaluations (Greer and Virick 2008).
 - Research suggests that succession planning efforts should also include the dissemination of specific behavioral competencies required for top positions so potential applicants can hone skills (Greer and Virick 2008).
 - All succession planning programs should be framed as programs with emphasis on developing high potentials (Greer and Virick 2008). For example, the Washington Metropolitan Area Transit Authority has an explicit “Leadership Succession Planning Program” that targets ten key positions. Potential candidates for these positions are rigorously screened to become eligible for training, special projects, and rotational work assignments (Moffat et al. 2001).
 - Objective indicators of performance, competence, and potential are important components of a sound competency-based succession plan (Greer and Virick 2008). Methods should also include valid objective testing where feasible to offset subconscious bias in assessment.
 - Competency based succession planning is a powerful tool in building future leaders who can move into vacated management positions in a seamless fashion and reinforce leadership continuity.
-

Examples of Innovative and Effective Transit Practices

- **Coast Transit Authority.** Coast Transit has an informal succession plan for the Operations Director position and, in general, believes in working up through the system into manager roles. The system recently hired an individual to fill a position that was created in order to develop someone for the director role. Although the employee has responsibilities in his Field Inspector role, including project management, he is also a director in training. The individual came to the Authority without transit-specific knowledge, so the system is training him in this area. The employee is mentored by the Executive Director two days each week and spends the other three days working with the Operations Director. A promotion is not guaranteed for the employee, but he is being groomed for a possible promotion when the Director retires.
- **Cache Valley Transit District.** At Cache Valley, Directors spend 1 day each week working with Managers in a mentoring relationship. The Directors help Managers with personal development, goal setting, and communication issues. Participation from directors is not required, but is encouraged.

- **Mass Transportation Authority.** Mass Transportation Authority is currently working to develop succession planning throughout the system. Currently all of the system's Human Resources and Purchasing personnel are cross-trained. Thus, employees within these departments are able to carry out the job functions of their coworkers in the event of a retirement, turnover, or extended leave. Employees were cross-trained through job rotation and also training courses.
- **Atomic City Transit.** Atomic City Transit has taken steps to include personnel in succession planning. The system offers career planning for operators and dispatchers that with time and good performance could turn into a supervisory position. There are three levels of operator and dispatcher positions, and the level III positions are Leads, which are a stepping stone to supervisory positions. Within one of the system's divisions there will be several retirements in the next 3 to 4 years. To prepare for filling those positions, the system is cross-training high potential employees outside of their functional area. Training is informal and takes place across departments at the supervisory level so that people will be ready to move into management positions within 4 years when managers retire. The system also links its annual performance appraisals and goal setting to succession planning.
- **OATS, Inc.** Individuals close to retirement at OATS generally mentor a potential successor. It is OATS' philosophy to attempt to have a second in command for all top management positions so that a smooth leadership transition can occur. OATS also provides new managers with mentors, in addition to on the job training, to help them develop and succeed in their new role. OATS has 21 managers who are spread over most of Missouri. When new managers are selected, they are informally assigned the closest regional director as a mentor. Although this is an unstructured and informal succession planning process, the system has found that it works well.
- **Pee Dee Regional Transportation Authority.** At PDRTA, newly hired managers receive on the job training as well as informal mentoring by senior staff.

Examples of Innovative and Effective Non-Transit Practices

- Benchmarking focus group participants from the utilities industry, a state transportation system, a delivery services company, and a communications organization noted that they provide high potential employees with rotational assignments to help them prepare for the next level of responsibility. Job rotations often involve allowing employees to move in and out of departments to grow their skills. This is a challenge that many employees find attractive because it means that their job responsibilities are always changing and they are gaining experiences in a variety of positions.
- Focus group participants from government and IT, communications, and utilities industries stated that their organizations implement mentoring and coaching programs. Programs are both formal and informal; however formal programs are typically put in place for more junior managers and employees, while more senior managers often take part in informal mentoring relationships with their mentors.

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Table 3.9: Implement Succession Planning (Continued)

Potential Barriers	Potential Facilitators
<ul style="list-style-type: none"> • Transit systems may think they do not have the time or resources to begin succession planning. • Transit systems may not have managers who can serve as mentors. • The system may recognize they have a highly technical, operations focused workforce making it difficult to identify those with leadership skills. 	<ul style="list-style-type: none"> • Senior managers who are willing and able to mentor more junior managers and supervisors. • Employees, supervisors, and junior managers who are motivated to participate in succession planning.

Alternative Approaches to Practice

Alternative Approach 1: Transit systems that think implementing a full succession plan will be too costly or time intensive for their system can implement one or two opportunities instead of all possible strategies. For instance, a system can cross-train its high potential employees and managers through job rotation where employees teach one another how to do their jobs, rather than purchasing training to cross-train personnel.

Alternative Approach 2: Mentoring programs do not have to be costly or take large amounts of time. Just as mentoring programs can be highly formalized or much less structured, mentors and mentees can meet as often as needed (e.g., weekly, monthly, quarterly) as determined by need. While some organizations compensate mentors, this is not necessary for a successful mentoring program.

Alternative Approach 3: Transit systems that do not have a significant pool of mentors to pull from can partner with other local transit systems. Even if systems are geographically dispersed, the mentors and those they are mentoring can meet over the phone or exchange email to communicate, and meet in person occasionally, if possible, to prepare for significant events such as performance appraisals or promotion interviews.

Impact of the Practice

- Succession planning, when executed correctly, enables transit systems to develop high potential employees, supervisors, and managers to fill positions as they become vacant. By developing and promoting current employees and managers into positions, systems save money on recruitment costs, ensure that their workforces are trained and developed, and likely increase retention by providing employees with a clear career plan with potential for promotion.

Basic Steps for Transit Implementation of this Strategic Recommendation

1. As is reasonable and practical, identify a succession planning protocol that prepares qualified employees to assume management positions as they become vacant.
 2. Align succession planning strategies with organizational goals and develop the skills of upwardly mobile candidates to enhance transit system goal achievement.
 3. Build succession planning efforts with the objective of providing seamless management transitions when one staff member replaces another.
 4. Communicate essential elements of the succession planning process to all impacted employees in order to create buy in.
 5. Create a competency based succession plan that enhances the behavior competency and upward mobility possibilities of high potential employees.
 6. Utilize a mentoring program where successful upper level managers assist lower level managers, supervisors, or other employees in developing the knowledge, abilities and skills that will prepare them for promotion and assuming higher level responsibilities.
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CHAPTER 4

Retention Recommendations

4.0 Retention Overview

This section provides practical recommendations on steps that transit systems may take to enhance retention, especially those systems facing budget constraints that may restrict them from providing monetary increases to managers.

Voluntary turnover and turnover intentions can be predicted by factors such as job satisfaction, organizational commitment (Cooper-Hakim and Viswesvaran 2005), and a person's perceived "fit" with the culture of the organization (Cook and Lawrie 2004). The effectiveness of recruitment, training, and development practices is linked to future satisfaction and commitment to the job. For example, if an individual is brought into the organization who does not "fit" well with the culture of the organization, that individual is more likely to leave that job than someone who "fits" well with the culture. In essence, retention is heavily influenced by the human resource management practices that were part of the selection and development of the managers. Systems that have retention challenges often also face challenges in recruiting for vacant managerial positions, thus recruitment and retention are interlinked. Figure 7 in Appendix A provides additional examples from ICF International's data files that highlight effective practices currently being utilized by transportation agencies (state DOTs) and other industries. These practices were identified in previous or ongoing studies and are incorporated as additional resources for transit systems looking to improve their human resource management practices.

Specific retention strategic recommendations are provided in the following tables:

- 4.1: Offer Competitive Benefits
- 4.2: Offer Flexible Work Schedules
- 4.3: Implement a Rewards Program for High Performers
- 4.4: Spend Time Up Front Hiring High Quality Managers
- 4.5: Establish Person-Organization Fit
- 4.6: Provide Training and Development Opportunities
- 4.7: Engage Managers in Developing and Supporting the Mission
- 4.8: Build a Culture of Ownership
- 4.9: Create a Positive Organizational Culture

Table 4.1: Offer Competitive Benefits

Description: Transit systems should offer competitive benefits to help retain managers. This is especially important since transit systems may be unable to pay managers and employees as much as other government, private sector, and transportation industry competitors can pay. Offering competitive benefits can help transit systems stand out among competitors, which could lead to better retention of managers.

How to Implement this Recommendation

- Transit systems acknowledge they offer lower salaries compared to competitors. They often work to diminish the pay disparity by offering competitive benefits.
 - A market compensation or salary survey can be used to identify which benefits local and industry competitors provide their employees.
 - Conducting a benefits needs assessment to determine the needs of employees and the benefits they value, those they use more and less frequently, and those they wish were offered can give transit systems insight into what employees think of the current benefits package. The adoption of employee benefits and work-life practices should not be based upon a “bandwagon” approach of simply modeling what other systems are providing. Instead, transit systems need to identify what benefits and work-life practices would be most beneficial to their employees in order to ensure those benefits have the greatest impact.
 - Transit systems can then use the information learned about competitors’ benefits packages and employee opinions about current benefits to tailor their own benefits plans. For example:
 - Implement benefits that competitors are not currently providing in order to stand out from the crowd (e.g., part-time benefits, personal leave).
 - Offer more generous benefits than competitors (e.g., 80% employer paid health insurance, rather than the standard 75% in a local area).
 - Realign benefits to include only those that employees consider most important or most useful. This ensures funds are allocated in the most appropriate way.
 - Transit systems can gather information about employee benefits packages from state government agencies. Government agencies often offer generous retirement, leave, and insurance benefits.
-

Examples of Innovative and Effective Transit Practices

- **Delmarva Transit.** Delmarva Transit believes its low manager turnover rate is due to its generous state employee equivalent benefits package. One unique benefit is the system’s 401(k) plan. The system automatically contributes 3% of an employee’s salary, and if the employee elects to contribute 2%, the system will contribute an additional 2%. In addition, Delmarva Transit offers up to four weeks of vacation and sometimes an additional week of vacation is given as a bonus.
- **Palace Transit.** Palace Transit’s benefits are some of the best in the area and this helps increase retention. Because they are part of a municipality, the system can participate in the South Dakota retirement system which is viewed as more stable and secure than 401(k) plans. Palace Transit also offers 100% paid health and dental insurance. Further, the system increases the vacation and sick leave as employees earn tenure (e.g., 80 hours up to 5 years, 120 hours after 12 years, and 160 hours after 15 years) which encourages retention.

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Table 4.1: Offer Competitive Benefits (Continued)

- **Virginia Regional Transit.** VRT credits its retention success to its benefits package. Health and dental insurance are 80% paid by the system for the employee, and 75% paid for a family plan. Paid vacation leave increases with tenure (e.g., 1 week up to 5 years, 2 weeks after 5 years) which promotes retention. The system also offers paid bereavement leave and paid discretionary personal leave.
- **Pee Dee Regional Transportation Authority.** PDRTA considers its benefits package the key to its high retention levels. The system pays for employees' health, dental, and vision insurance for standard plans. Employees can elect to enroll in other plans, but they must pay the difference. Pee Dee also has an escalating sick and vacation leave policy based on years of service, in addition to one paid personal day per year.
- **OCCK, Inc.** OCCK provides benefits to its part-time staff. Employees that work more than 20 hours per week can enroll in the state retirement plan. In addition, with only a minimum of 10 hours per week worked, employees are offered part-time leave benefits.
- **Havasu Area Transit.** Havasu Area Transit's service schedules require its managers to be available 6 days per week. The system mitigates this "on call" requirement by paying supervisors for 2 hours when they are in on call status, regardless of whether they are called, and for 4 hours when they are required to work while on call.
- **Coast Transit Authority.** In addition to 100% employer paid health, dental, and life insurance, and seven holidays per year, Coast Transit offers its employees 4 hours of sick leave per month. Further, the system buys back unused sick leave from employees at the end of each year. Employees can trade in three sick days for two days of pay. Coast Transit has found that this minimizes people taking sick time and most employees take advantage of the buy-back program.

Potential Barriers	Potential Facilitators
<ul style="list-style-type: none"> • The time and resources needed to conduct a compensation survey or employee survey about benefits may be limited. • Transit systems may not be aware of the various types of benefit options and programs available. • Limited funds do not allow systems to offer competitive benefits. • Transit benefits plans that are strictly tied to state plans. 	<ul style="list-style-type: none"> • Connections with other local organizations or transit agencies can help facilitate the collection of benefits data. • Management that is willing to invest time in making sure the system is offering benefits that are competitive. • Employees who feel empowered and free to voice their opinions about their benefits package. • Work-life consultants provide insight into the types of benefits programs available and the return-on-investment for those programs. These consultants can help systems build a business case for their offerings.

Alternative Approach to Practice

Alternative Approach 1: Search job advertisements for similar jobs within transit or similar industries for the types of benefits offered employees and managers. Job ads frequently specify the range of benefits they provide as a recruitment strategy. Transit systems can use this data to benchmark the type and amount of benefits they could provide to help retain their employees and managers.

Impact of the Practice

- Research recommends competitive benefit packages along with the development of materials that describe benefits to encourage employee retention (*TCRP Report 77 2002*). Step progression of accruing benefits such as health insurance and paid vacation and sick leave over time also creates incentive to stay with the transit system (KFH Group, Inc. 2008).

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Conduct a benefits survey to identify what benefits local and industry competitors provide their employees.
 2. Survey employees as to what benefits they most value.
 3. Tailor transit system benefit package to enhance the ability to meet competitor offerings and identified employee desires.
 4. Utilize benefit packages as a recruitment and retention tool.
-

Table 4.2: Offer Flexible Work Schedules

Description: Flexible work schedules (also called alternative work schedules) are an alternative to the typical 8-5, 40 hour work week. Flexible schedules allow employees to vary their work start and end times, or work more hours certain days of the week in order to have an extra day off. Offering flexible work schedules is an important retention technique and can also encourage potential applicants to apply for jobs. Implementing flexible schedules is often very low cost, so it is a tool available to many transit agencies.

How to Implement this Recommendation

- Before deciding how flexible a work schedule a transit system can allow, the system should think about how much flexibility can be afforded. Some questions to consider are:
 - What are normal hours of operation? Do typical work hours ever change (e.g., weekends, seasonally)?
 - How many managers and employees should work during normal hours of operation?
 - When are peak hours of operation?
 - Who needs to be available during peak hours?
 - Which positions may be best suited for a flexible work arrangement?
- Based on the transit system’s flexibility, determine what types of flexible work schedules best fit the system’s needs. The following are examples of flexible schedules:
 - Flextime—Employees are given control of their daily schedule within a 40 hour work week. Flextime is often limited by “core hours” and flexible hours. Core hours are times that everyone must work (e.g., 10 to 2). These are usually the busiest hours for an organization, and flexible hours are at the start and end of the work day (e.g., 6 to 10 and 2 to 6).
 - Variable Day Schedule—Employees can choose the number of hours they work each day, but must work 40 hours per week.
 - Variable Week Schedule—Employees must work 80 hours per biweekly period, but choose the number of hours they work each day.
 - Compressed Work Schedule—Employees work fewer, but longer work days. Two common compressed schedules are:
 - 4/40 Schedule—Employees work four 10-hour days per week.
 - 9/80 Schedule—Nine-hour days are worked Monday through Thursday, 8 hours worked on Friday, with Friday off every two weeks.
- Both administrators and employees must agree on the flexible work arrangement. For example, whether employees can set their own schedule day-to-day or need prior approval from their manager. It is important to make sure the policy is clear.
- To keep discussions about flexible work arrangements focused, it is recommended that transit systems have managers engage in a self assessment of their own readiness for this type of arrangement. For example, the manager should be asked to evaluate whether he/she is comfortable with lack of structure.
- Since management and employees may work slightly differing schedules, it may be beneficial to implement a method for recording hours worked.
- Periodically review how the flexible schedule impacts business, services, and employee satisfaction, performance, and productivity.
 - Job sharing (where two individuals work part-time to substitute for one full-time staff) and periodic telecommuting are other ways to provide flexibility to staff. The key is to ensure the flexible arrangement selected is valued by the manager and helpful to him/her in meeting personal demands that might otherwise conflict with work performance.

Examples of Innovative and Effective Transit Practices

- **Souris Basin Transportation.** Souris Basin has found that employing a flexible work schedule policy, including a 4/40 schedule compressed work week, has helped the transit system alleviate its retention challenges.
- **Coast Transit Authority.** At Coast Transit, managers are not required to work a set amount of hours. As long as managers perform well and get their job done, it is not a major concern how many hours they work any given week. The system discourages managers from working more than 40 hours per week on an ongoing basis. Coast Transit works with people to ensure that they can balance work and personal responsibilities. For example, the system often allows people time off to visit their children's schools, go to events with their children, or take care of a sick spouse.
- **Jefferson Transit.** Jefferson Transit offers work flexibility to exempt positions. Exempt employees and managers can set their own schedule with the General Manager's approval. The transit system has found that this arrangement is mostly self-regulating with managers sticking to the schedule they create.
- **Cache Valley Transit District.** Cache Valley offers flexible scheduling to all employees. With managers, the system needs to make sure they meet their goals but still remain flexible. For instance, if managers need to work 12 hour days for three weeks, they may be able to work only 6 hour days for the next two weeks. For other positions such as drivers, they can take time off when needed with no consequence, as long as they can find a replacement to work for them.
- **University of Massachusetts Transit.** UMass Transit's peak service period is during the fall and spring semesters. During the summer, work is reduced for managers and more flexibility is allowed.
- One focus group participant from a local government agency stated that her organization is beginning to look at providing alternative work schedules in order to remain a viable and competitive employer.

Potential Barriers

- Transit systems do not have the manpower to implement a flexible work schedule for employees and managers.
- Upper management may be unwilling to allow employees to plan their own work schedules.

Potential Facilitators

- Transit systems with current family friendly policies are likely to see the benefit in offering flexible work schedules.
- Managers and employees who find it difficult to balance their work and personal responsibilities and could benefit from work flexibility will probably support implementing flexible work schedules.

Alternative Approaches to Practice

Alternative Approach 1: Instead of implementing a flexible work schedule throughout the year, transit agencies that are unable to do so may be able to offer flexible schedules during certain non-peak periods.

Alternative Approach 2: Alternatively, rather than implementing a full flexible work schedule, transit agencies could be more flexible when personal situations, events, or emergencies come up for managers and employees on a case-by-case basis. For example, if a manager needs to come in a few hours late in order to visit a doctor, perhaps the manager could work those hours at the end of the day.

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Table 4.2: Offer Flexible Work Schedules (Continued)

Alternative Approach 3: Administrators and management can set boundaries for the flexible work schedules. Although these programs could be very liberal and self-regulated, structure and accountability can certainly be built into flexible schedules to ensure that the agencies have ample coverage and that employees work when expected.

Impact of the Practice

- Flexible work schedules can have many benefits for employees and employers. Highlighting the flexible schedule in recruitment materials can also motivate potential applicants to apply for a position (KFH Group, Inc. 2008).
-

**Basic Steps for Transit Implementation
of this Strategic Recommendation**

1. Determine how flexible schedules for transit system managers and supervisors can realistically be offered.
 2. Determine which flexible work schedules best fit both transit system needs and individual manager needs.
 3. Implement a flexible schedule, which may include flextime, variable day schedules, variable week schedules and/or compressed work schedules.
 4. Periodically review how flexible schedules impact transit system effectiveness and employee satisfaction, performance, and productivity.
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Table 4.3: Implement a Rewards Program for High Performers

Description: Recognizing the accomplishments of high performing managers and employees with rewards and public acknowledgment can increase retention. Many transit systems use programs that recognize and reward employees for longevity in the form of increased wages, bonuses, or priority in selecting work or vacation schedules, choosing assignments, and choosing days off (e.g., Cook and Lawrie 2004). Some transit systems also implement *Employee of the Month/Year* and Safety and Customer Service awards programs (KFH Group, Inc. 2008).

How to Implement this Recommendation

There are four key steps to implementing a transit system performance based rewards program (KFH Group 2008):

1. Goals for reward programs must be realistic and achievable.
 - System administrators must determine what is realistic for their system, managers, and staff.
 - Consider current performance levels and barriers to achieving goals.
 2. The process must be fair.
 - Consider implementing separate goals for managers and employees.
 - Ensure that all participants know what the goals are and how they can meet goals.
 - All measures should be objective with quantifiable outcomes.
 - Individually based rewards, rather than team rewards, are important for retaining high performers.
 3. Rewards should be distributed in a timely manner.
 4. Recognition should be public.
 - Individual reward amounts do not have to be announced, but instead agencies could announce the number or percentage of goals met or simply the names of top performers.
-

Examples of Innovative and Effective Transit Practices

- **Virginia Regional Transit.** VRT developed an innovative “Road to Reward Program.” Each year VRT’s managers determine their 15 biggest service problems and then identify corrective measures for each problem with point values for each corrective action taken. All managers and employees are provided with the year’s measures so they know how they can earn points. An individual meets with his/her supervisor to review and discuss the points awarded. The point total is multiplied by the year’s bonus dollar figure (e.g., \$4.00). This figure is then multiplied by the employee’s years of service (up to five years).
- **OATS, Inc.** OATS uses a bonus rewards program for managers that is linked to certifications. Managers who obtain/keep a job-related certification are eligible for an annual bonus. Transit-specific managers can become Certified Community Transit Managers while HR professionals can earn their certification from the Society for Human Resource Management.
- **Mass Transportation Authority.** MTA has used its rewards program for 25 years. Supervisors are given money to immediately reward their employees for good performance (e.g., \$25 gift card, dinner for two). The system also has a White Glove Program that recognizes employees for keeping their vehicles clean. The key success in these programs is immediate recognition for good performance in front of an employee’s peers.
- **Golden Empire Transit.** Golden Empire Transit has implemented a Partners Program incentive plan. If employees meet all criteria in the Program (e.g., attendance record, complaints, number of accidents), their names are entered into a pool and they may be selected to win prizes.

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Table 4.3: Implement a Rewards Program for High Performers (Continued)

Potential Barriers	Potential Facilitators
<ul style="list-style-type: none"> • Transit systems may not have the funds available to reward high performers with cash bonuses. • Highly structured and multi-point measured programs may be too cumbersome for some systems given time and staffing restraints. 	<ul style="list-style-type: none"> • Gain acceptance from transit system administrators and involve them in the process. • Earn buy-in from program participants by ensuring the process is fair and that all rewards earned are received.

Alternative Approaches to Practice

Alternative Approach 1: If cash bonuses are not feasible for a transit system, other rewards may be used. For instance, instead of a dollar figure, hours of personal leave could be substituted in a rewards program.

Alternative Approach 2: To start a rewards program, or if resources to implement an extensive program are restricted, limit the number of program measures to those that are most important for the following year (e.g., reducing the number of preventable accidents by 20% in their region, completing all required system paperwork in an accurate and timely manner). The number of measures can be increased from year to year; however, do not change the measures during an evaluation period.

Impact of the Practice

- Outwardly recognizing employees who perform at a high level can increase employee retention (KFH Group, Inc. 2008). Furthermore, research has shown that individually-based merit reward systems are important for retaining high performers while collective reward programs (i.e., team incentives) lead to turnover among high performers (Griffeth, Hom, and Gaertner 2000).
-

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Establish a rewards program that is realistic and accomplishable.
 2. Ensure the rewards program is implemented with a high level of integrity.
 3. Distribute rewards on time and in a public manner.
-

Table 4.4: Spend Time Up Front Hiring High Quality Managers

Description: Focusing efforts on hiring well qualified managers can ultimately increase manager retention.

How to Implement this Recommendation

- Hiring a manager that does not have the knowledge, skills, or organizational fit to succeed within the system could be more detrimental to a transit system than leaving the position vacant until a qualified applicant emerges.
 - Ensure that hiring assessments are job-relevant, reliable, and valid. When assessments measure their intended applicant characteristics (the competencies needed to perform the job), systems can be confident that the assessments will distinguish among applicants to determine which are more qualified for the position and will be the better performers.
 - Use behavioral competencies. To predict job performance, organizations often use behavioral competencies. These competencies are developed through behavioral interviews that include a discussion of critical incidents and decision making processes employed by managers (Dainty, Cheng, and Moore 2005). Team leadership and self-control were the two competencies that best predicted potential for superior performance of managers (Dainty, Cheng, and Moore 2005).
 - Use RJPs. During the recruitment process, RJPs provide applicants with an accurate description of the positive and negative aspects of the job. Providing candidates with a preview will deter some potential applicants from applying, but RJPs also reduce turnover for applicants who receive them and accept a job offer (Reinach and Viale 2007). (See Appendix A—Figure 1 for a framework to use in selecting management tools related to the recruitment and retention process.)
-

Examples of Innovative and Effective Transit Practices

- **OATS, Inc.** OATS believes that managerial success is mostly determined up front in the recruitment process. The system said that transit systems must hire the right person by looking closely at applications and carefully interviewing candidates.
- **Atomic City Transit.** Atomic City Transit believes that one of its greatest lessons learned is that systems must do their work up front and bring on highly qualified people. To this transit system, recruitment and selection is one of the critical elements to keeping turnover low. Atomic City Transit stated that systems should never be in a hurry to recruit managers, and they shouldn't settle on a candidate just to fill the position. They recognize that systems with vacant positions are under a lot of stress to fill them, but that it is a mistake to settle on a candidate solely to relieve stress within the system.
- **Pee Dee Regional Transportation Authority.** PDRTA stated that it is critical that transit systems do their homework up front in the recruitment and selection process. Interviewing effectively and conducting in-depth background checks are two key pieces to hiring people who will stay with the system. The Authority also stated that the price systems pay for hiring the wrong person is long-term and ultimately detrimental to the system's management team and the organizational culture.
- **South Lane Wheels** also believes that the time invested in the recruitment process is very valuable. The system believes that the more it can build their team's capacity, the more successful the system will be.

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Table 4.4: Spend Time Up Front Hiring High Quality Managers (Continued)

Examples of Innovative and Effective Non-Transit Practices

- One benchmarking participant, with a private sector company, indicated at her company one of the senior vice presidents (VPs) is so confident that they have recruited the managers with the right skill sets that the VP developed a 24-hour protocol that when someone says they are leaving the company, the company engages that manager in a deep conversation about why he/she is leaving and presents an immediate counteroffer. The success rate for this program (i.e., workers staying) is about 70%.
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Potential Barriers

- An immediate demand to fill a position in order to alleviate stress within the transit system.

Potential Facilitators

- Systems and administrators willing to put the time and effort into hiring the right managerial candidate.
-

Alternative Approach to Practice

Alternative Approach 1: If a transit system is unsure whether their best candidate for a managerial or supervisory position is the right person for the job, they could consider hiring the candidate on a trial or temporary basis. The length of the trial period, as well as goals to accomplish within the timeframe, should be established in advance. At the end of the period, the candidate and the transit system can determine future employment opportunities.

Impact of the Practice

- As a result of focusing efforts on hiring the right person for the job rather than hiring a candidate just to fill the position, transit systems often see higher retention.
-

Basic Steps for Transit Implementation of this Strategic Recommendation

1. If at all possible, do not settle for an individual with less than desired qualifications when filling manager and supervisor positions.
 2. Ensure that hiring assessments are job relevant, reliable, and valid.
 3. Use behavioral competencies to predict managerial performance.
 4. Use realistic job previews to provide applicants with an accurate description of the positive and negative aspects of the job.
-

Table 4.5: Establish Person-Organization Fit

Description: Person-organization fit (P-O fit) is defined as the compatibility between an employee's preferences for organizational culture and the culture of the organization.

How to Implement this Recommendation

- *Evaluate whether low managerial retention is a result of a mismatch between the transit system's culture and the personality of the managers leaving.* (TCRP Synthesis 47 2003)
 - If managers tend to be introverted and work better independently, the sudden implementation of teams and committees and requirements for managers to deliver conference presentations may frustrate those managers and prompt them to leave the system.
 - If managers and employees tend to engage in social activities outside of work and are very socially inclined at work, transit systems could consider implementing lunchtime meetings where staff can discuss personal matters as well as business ones.
- *Consider organization and job fit in the recruitment process.* A research study found that applicants were more attracted to jobs that had a website that provided interactive information about the extent to which the person “fit” with the organization (Breugh 2008).
 - Recruiters could include descriptions of the “ideal candidate's personality” in their recruitment materials that match the job requirements so applicants with the best person-job or person-organization fit will pursue the job (Johnson et al. 2008). For example, when filling a management position involving high levels of customer service, the transit system could advertise the “ideal candidate” as someone who enjoys interacting with the public and helping people solve problems.
 - The literature indicates there are 10 workplace attractors that influence an individual's decision to take a job as well as remain with the organization. These attractors can influence satisfaction with work and should be described during the recruitment process to the extent possible: 1) financial, physical safety, and position security; 2) location; 3) interactions and opportunity to build social relations with coworkers; 4) appreciation and acknowledgement of work performed; 5) individual's need to be engaged in meaningful work; 6) extent to which skills and interests align with work requirements; 7) perceived work flexibility; 8) challenging activities and training; 9) autonomy; and 10) involvement in activities that allow person to create new things (Amundson, 2007). Transit systems should, as is reasonable and practical, emphasize these attractors in recruitment materials so potential applicants can determine their fit with the job and the transit system. Individuals who perceive a good fit will likely apply, while those that do not perceive a fit will likely not apply.
- *Generational differences and organizational fit.*
 - Younger workers typically want autonomy, responsibility, mentorship, recognition, and a deeper sense of community at work (Amundson 2007; Izzo and Withers 2001).
 - Older workers often want to stay involved in work activities longer but also want to have a mix of leisure activities (Amundson 2007).
 - Transit systems seeking younger or older applicants could tailor recruitment materials to these applicant pools. The job ads, postings, and other materials should discuss the organizational fit issues that are important to these groups.

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Table 4.5: Establish Person-Organization Fit (Continued)

- *Evaluate the culture of the transit system.*
 - If a system is experiencing a large amount of turnover, leaders could evaluate the system’s culture to assess how it matches with current employees, former employees, and applicants.
 - Systems could identify any mismatch between employee expectations and transit system expectations and try to create better organizational fits. For example, if a transit system is losing many individuals who wanted more opportunities for autonomy and greater responsibility, the system could consider how it can match employee preferences for autonomy and amount of responsibility with what it offers employees and applicants.

Examples of Innovative and Effective Transit Practices

- **South Lane Wheels.** South Lane Wheels includes not-for-profit experience as one of the criteria it uses to select managers. The system believes a for-profit mentality is very different from a not-for-profit mentality. South Lane Wheels hires managers who have not-for-profit experience because they believe it is difficult to switch from a for-profit to a not-for-profit workplace.
- **Golden Empire Transit.** Golden Empire Transit credits its manager retention to the sense of support and sense of family within the system. Their corporate culture is supportive and embraces people, which makes them want to stay.

Examples of Innovative and Effective Non-Transit Practices

- A benchmarking study participant from the transportation industry uses exit surveys to learn why individuals voluntarily leave the organization. Exit surveys allow systems to identify specific problems or trends in turnover that may be related to P-O fit. Systems can use this data to take action to resolve those problems (e.g., making applicants fully aware of the system’s culture via realistic job previews).
- The U.S. freight rail industry has begun posting information about jobs and the culture of the industry on their websites; prospective applicants are referred to a railroad’s website and job seekers can find information about available jobs on a railroad’s website, job placement sites, and railroad-related sites (Reinach and Viale 2007).
- Many utility companies are now posting short videos on their website that include an employee speaking about his/her job, likes and dislikes of the job, the culture of the organization, and what it takes to perform well in the job.

Potential Barriers

- Transit systems not willing to change in order to increase retention of current employees and to attract potential applicants.

Potential Facilitators

- Administrators and management who are open to considering P-O fit as a driver to their recruitment strategy and ultimately retention strategy.

Alternative Approaches to Practice

Alternative Approach 1: Organizations do not necessarily have to change in order to increase P-O fit. Instead, systems can focus on educating applicants about the culture that can be expected when working for the transit system.

Alternative Approach 2: Once employees are hired, it is also important to stay true to claims about the system. If a system states that it is family-friendly and offers flexible schedules, but then employees have a hard time requesting time off for family events, the employee will likely become disillusioned and no longer perceive a strong P-O fit with the system.

Impact of the Practice

- Recruitment strategies that consider a person's personality fit with the organization are linked to reduced turnover (Johnson et al. 2008).

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Evaluate whether high managerial turnover is a result of a mismatch between the transit system's culture and the personality of the managers leaving.
 2. Consider organization and job fit in the recruitment process.
 3. Evaluate the culture of the transit system including generational differences when identifying strategies to increase managerial retention.
-

Table 4.6: Provide Training and Development Opportunities

Description: Offering employees and managers training and development opportunities communicates to the individual that his/her professional growth and needs are important to the organization; thus, these offerings can positively impact retention.

How to Implement this Recommendation

Simply providing training and development opportunities will not ensure retention. Transit systems must make sure the opportunities are relevant to employees' career needs and career goals to keep managers' interest and ensure that training is of use.

- *Provide Training and Development Opportunities that Interest Managers.* Transit systems should consider what types of training and development opportunities managers would like to participate in when choosing managerial courses. General leadership skills may be of interest to some managers, while others may find more in-depth transit skills useful for their careers. If interesting and useful courses are offered to managers in addition to any required training, they will view the transit system as one that “cares” about its staff and may be more inclined to stay with the system.
- View training as a business strategy and focus more on interventions for 1) connecting employee learning to business goals, 2) improving employee performance, and 3) helping trainers acquire new skills and capabilities needed to fulfill this changing role (*TCRP RRD 88 2008*).
- *Use a Variety of Training and Development Approaches.* Research suggests that successful organizations use a range of techniques for training to keep training fresh, engaging, and to meet the needs of different learning styles (e.g., job rotation, on-the-job training, on-the-job coaching, special projects and assignments, self-directed learning, mentor relationships, and electronic learning technologies) (*Special Report 275 2003*). Keeping training new, exciting, and engaging will prevent managers from growing bored with training and deflating the training's value.
- *Tuition Reimbursement.* With the system's approval, managers can choose the courses that are of interest to them and can help them advance in their career.
- *Emphasize Professional Development for Managers at All Levels.* Professional development is an essential element of manager development and it can take on many forms. Formally recognizing the importance of training within a transit system is critical to training success and allows managers to see the importance of training in their own career development.
 - *Training must be well aligned with the work requirements of the job and the mission and goals of the system.* Transit systems should create training tracks that emphasize technical and personal effectiveness competencies that need to be acquired through training. Specific courses should be identified for each of the training tracks. The training tracks should be linked to career advancement opportunities in order to make the training useful to the managers.

Examples of Innovative and Effective Transit Practices

- **Delmarva Transit.** Delmarva Transit provides its employees and managers with numerous conference and training opportunities each year. Opportunities include national conferences and Maryland state-run transportation training, among others. The system believes that these opportunities have a positive effect on retention.
- **Capital Transit.** Capital Transit believes that one major factor in the retention of managers is its access to training resources. With funding from RTAP, Capital Transit is able to provide its managers and employees with many external training and development opportunities that facilitate advancement within the system and ultimately retention.

- **South Lane Wheels.** South Lane Wheels believes that its training and support plan (e.g., intervention training) is vital to retaining employees and managers. The more the system trains and supports its personnel, the more they can build the capacity of their team. The system believes that its access to training opportunities is important for retention because they do not offer many benefits to employees.
- **The Toronto Transit Commission (TTC)** develops staff from within the organization. For example, a bus operator who is ready to move into supervision must participate in an internal 6-week training course—the Route Supervisor Program—before assuming the new responsibilities (*TCRP RRD 88 2008*).

Examples of Innovative and Effective Non-Transit Practices

- Focus group participants from the package delivery and utilities industries discovered that development programs and more transparent promote-from-within strategies were needed to retain younger workers, a group that had traditionally been difficult to retain. Some of these developmental techniques include identifying individual development needs; individual career paths that lay out career goals; and job rotation opportunities for recent college graduates.
- Nearly all of the focus group participants offer job rotation assignments. Whether implemented for recent college graduates or upper level staff interested in management positions, job rotations allow individuals to move in and out of departments and/or positions to grow their leadership or technical skills base. Job rotations are a challenge that many employees find attractive because it means that their job responsibilities are constantly changing and they are gaining experience in different positions and/or departments.

Potential Barriers

- Current training and development programs are not well received by employees, thus they are avoided.
- The relationship between training and professional growth is not evident.
- Training that must be done in a manager's personal time, rather than during work hours.

Potential Facilitators

- Administrators who recognize that offering training and development opportunities of value to managers encourages retention.

Alternative Approach to Practice

Alternative Approach 1: Determine which training and development programs would be most beneficial and interesting to managers to encourage attendance. Providing training that managers can use and that will not bore them is key to participation and to perceiving the opportunity as valuable.

Impact of the Practice

- Providing training and development opportunities for employees and managers will not only make employees more knowledgeable, skilled, and prepared to advance in their careers, but it can also lead to retention.

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Table 4.6: Provide Training and Development Opportunities (Continued)

**Basic Steps for Transit Implementation
of this Strategic Recommendation**

1. Provide training and development opportunities that interest managers.
 2. Use a variety of training and development techniques to keep training fresh, engaging, and meeting the needs of different learning styles.
 3. Emphasize professional development for managers and supervisors for all levels of the organization.
 4. Align training with the work requirements of the job and the mission and goals of the transit system.
-

Table 4.7: Engage Managers in Developing and Supporting the Mission

Description: Gaining employee buy-in to the transit system culture and the system's mission helps to motivate employees and managers and can increase retention. By having all management staff participate in the development of the system's mission and values and in identifying ways to support the mission and values, the system will help managers feel they are more a part of the organization, thus increasing their organizational commitment.

How to Implement this Recommendation

- Encourage commitment to the transit system and its mission by gaining buy-in from managers early in their tenure. Research has found a curvilinear relationship between company tenure and turnover such that turnover rates are high in employees' first year, higher in years two and three, and then steadily decrease the longer an employee stays at an organization (Hom, et al. 2008).
 - Implement a formal new employee orientation program, especially at systems that experience high turnover (Cook and Lawrie 2004). Orientation programs provide employees with information about benefits, job requirement and expectations, organizational policies, working conditions, and safety, and can help employees develop a sense of belonging and buy-in to the system's culture and mission (Cook and Lawrie, 2004).
 - Transit systems that do not have established mission, vision, or value statements or a strategic plan with short- and long-term goals and objectives should engage all managers in their development. Perceived voice in the development process gives managers a sense of ownership in the direction of the organization.
 - Encourage continued commitment to the transit system and its mission throughout each manager's tenure.
 - Create a transit system culture that fosters high morale, ongoing employee learning and growth, and positive and supportive relationships between employees and management.
 - Make the transit system's mission, vision, and values a part of everyday internal activities and external service delivery.
 - Meet with transit staff at regular intervals to discuss ways to make the system's mission, vision and values a part of daily work of and the foundation of interactions with customers.
 - Link adherence to the transit system's mission, vision, and values to managers' performance appraisals.
-

Examples of Innovative and Effective Transit Practices

- **Altoona Metro Transit.** AMTRAN considers its organizational culture one of its biggest retention factors. The system creates an organizational environment that is supportive of its employees. Specifically, AMTRAN provides feedback on performance, respects its employees' individuality, does not practice top-down management, and gives employees the opportunity to do something that matters consistent with the system's mission, vision, and values.
- **OATS, Inc.** OATS is a large and geographically dispersed system that works hard to develop mission consciousness and uses an internal communications plan to obtain mission buy-in and commitment to the mission. The communications plan includes: an employee-only website with access to policy information and forms; a news section on the website that provides information on company happenings; weekly emails including customer service tips to all managerial and supervisory staff to make them feel connected; and constant information for management and front-line staff about the reasons behind the decisions that are made.

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Table 4.7: Engage Managers in Developing and Supporting the Mission (Continued)

- **Coast Transit Authority.** To retain managers and other staff, Coast Transit concentrates on employee morale. The system encourages managers to listen to employees and work with them to resolve conflicts and problems.
 - **Transfort.** Transfort believes that the work managers do, how they lead, and the example they set helps their system retain people. Manager buy-in to the mission in turn creates employee buy-in to the mission, and ultimately retention.
-

Examples of Innovative and Effective Non-Transit Practices

- One benchmarking participant, representing a utilities company, indicated that the company conducts a 360-degree (all employees respond) climate assessment. This assessment is conducted at the team level and it informs managers of the perceptions of their teams and lets managers know how well their team aligns with the larger goals of the organization by identifying strengths and weaknesses in how the manager manages the team.
-

Potential Barriers

- Lack of emphasis on transit system mission, vision, and values.
- Lack of employee and manager commitment to the system.
- Failure to gather manager input into mission vision and value development.
- Lack of a strategic plan with identified goals and objectives.

Potential Facilitators

- Current employees and managers who have organizational commitment can inspire newer employees.
 - Consultants who assist transit management in the strategic planning process.
-

Alternative Approaches to Practice

Alternative Approach 1: If a system does not currently promote its mission, vision, and values, it can begin to do so. Revisit the mission statement, identify system vision and values, and have managers and employees discuss the ways they can incorporate mission, vision, and values into their daily activities and the service they provide transit customers.

Alternative Approach 2: Consider instituting a system bulletin board, newsletter, website, or web blog to keep employees informed about the transit system and to find ways to make the system's mission, vision and values a part of everyday work activity. Make sure that communications are updated frequently to keep employees' interest.

Impact of the Practice

- Research suggests that employers should focus on maintaining and enhancing work commitment of employees because level of commitment affects turnover intentions and actual turnover rates (Cooper-Hakim and Viswesvaran 2005). The Institute for Transportation Research and Education at NC State University conducted a survey of retention of managers and directors at community transit agencies and found that among most of the managers who were highly satisfied, some of the reasons they like their jobs were: working with good people; helping their community; and seeing coworkers and staff do well as a team (Cook and Lawrie 2004).

**Basic Steps for Transit Implementation
of this Strategic Recommendation**

1. Encourage new manager and supervisor commitment to the organization through an extensive transit system orientation program.
 2. Involve transit system managers in creating the mission, vision, and values statements along with a short- and long-term strategic plan.
 3. Meet with managerial and supervisory staff at regular intervals to discuss ways to make transit system mission, vision, and values a part of everyday work life and interaction with customers.
-

Table 4.8: Build a Culture of Ownership

Description: Creating teams and organized groups within the transit system that are given discretion in implementing new policies or action plans helps to establish a sense of ownership in the transit system’s daily operations and thus, results in increased employment engagement and retention.

How to Implement this Recommendation

- *Encourage Organizational Involvement.* Organizational involvement improves employee’s understanding of the transit system, and often helps new programs succeed as employees develop a sense of responsibility (KFH Group, Inc. 2008).
 - Form Ad-hoc Committees. Allow employees and managers to form and serve on committees aimed at addressing system-wide issues such as transit system policies, hazard identification and reduction, identifying new equipment and technology, and enhancing service quality and customer satisfaction. The committees would be responsible for researching the issues under examination and developing plans to address the issues.
 - Performance Improvement Teams. Form teams of employees and managers to help solve specific transit system performance concerns. Issues could include: increasing customer service, decreasing the number of accidents or incidents, or increasing on-time performance. The team would be responsible for creating a performance improvement plan with criteria for success, assisting in implementation of the plan, and evaluating the success of the plan.
 - Allow Employees to Set Goals. While employees are often able to set personal development goals, employees could also participate in goal setting for their department and the transit system as a whole. Allowing both management and employee participation in goal setting can increase motivation and enthusiasm for the work and ultimately ownership in transit system performance.
- *Engage Managers in Human Resources Decision Making.* This practice includes giving both employees and managers a “voice” in the hiring process and in their own development and compensation concerns.
 - Hiring. Managers can be included in prescreening applicants, interviews, panel interviews, or other selection methods. Allowing employee participation in hiring decisions or in providing hiring recommendations can make employees feel more comfortable with the new employee or manager and more committed to the organization.
 - Training. Include employees and managers in decisions about training needs and course selection. Involving employees in performing training needs analyses will provide a clearer understanding of the transit system’s overall training needs. Further, when choosing training courses, asking for employee feedback about which courses would be most useful to their job can help ensure that training budgets are spent wisely on training that will benefit employees the most.
 - Compensation and Benefits. Asking managers about the benefits that are most useful and effective to them and their families can help systems develop a compensation and benefits package in line with the needs of its employees.
- *Recognize Employee Involvement.* To emphasize a transit system’s commitment to increasing employee involvement and ownership of the system, employee contributions can be recognized. Recognition can include:
 - Expressions of Acknowledgement. Systems can express their gratitude for employee participation in organizational activities publicly via system meetings, newsletters, bulletin boards, or their website.

- Special Distinctions. Exemplary service could result in earning special distinctions within the system including *Manager of the Month*.
- Rewards. Participation in system activities could also make employees eligible for rewards, such as bonuses or additional leave time.

Examples of Innovative and Effective Transit Practices

- **Mass Transportation Authority.** MTA has built a culture of employee ownership using a couple of strategies:
 - As part of the selection process, the system includes a panel interview consisting of three individuals. Based on the scores of these interviews, candidates may later have another interview. Although an administrator makes the final hiring decision, the system’s employees are involved in candidate selection and the scores and recommendations they provide are considered.
 - The system also holds monthly management training luncheons with staff to engage employees and discuss what is needed for employees to move up the career ladder. Opportunities to join these meetings are posted in employee work areas and 6–12 employees are invited to attend each meeting. In addition to discussing “what is needed to move up the career ladder,” the meetings are used to talk about challenges such as how to increase diversity in the system’s workforce, sexual harassment, team building, front-line supervision, family needs, and other total quality management topics.
- **Cache Valley Transit District.** Cache Valley promotes the idea that management and employees are “all in this together.” Managers are not afforded special treatment such as special parking spots and employees are encouraged to voice their opinions and feedback. Part of this effort is a system suggestion form where any employee or manager can provide their feedback or recommendations for how to improve service and processes. Suggestions and recommendations go to a committee made up of representatives from each part of the organization. The committee either approves the suggestion or recommendation or disapproves it and is required to justify their reasons for doing so. The system believes that it is only by hearing about mistakes and identifying how the system can improve that it will actually grow in a positive direction.

Potential Barriers

- Management and administrators who are uncomfortable with employees participating in transit system activities and processes.
- Perceived lack of interest in participation on the part of employees and managers.

Potential Facilitators

- Systems that are trusting of their employees and that value their employees’ contributions.
- Employees within transit systems who are willing to become active participants in committees, teams, and decision making.

Alternative Approaches to Practice

Alternative Approach 1: To initiate employee participation, transit systems can include employees and more junior level managers and supervisors in committees and performance improvement teams, but require that the chairperson for a committee or team be a manager with a certain amount of tenure at the system. As the system becomes more trusting of employees, they can increase employees’ responsibilities in organizational activities.

Alternative Approach 2: Instead of including employees in a formally scored panel interview, employees could conduct a question and answer session with the managerial or supervisory candidate to determine how the candidate would fit in with current employees and managers. Employees can then submit their recommendations to the hiring manager.

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Table 4.8: Build a Culture of Ownership (Continued)

Alternative Approach 3: Employees are often more than willing to share their opinions and feedback as long as they know that their participation will be taken into consideration in decision making and will make a difference to the system. Transit systems should communicate with employees about how their participation will impact the system and impact them directly.

Impact of the Practice

- Developing trust and loyalty among employees and managers is essential to retaining good employees and managers. Being involved in the management, direction, and success of the transit system builds a sense of ownership and pride among employees (KFH Group, Inc. 2008).
-

**Basic Steps for Transit Implementation
of this Strategic Recommendation**

1. Encourage transit systemwide employee involvement in organization decision making through ad-hoc committees, performance improvement teams, and organization goal setting.
 2. Engage managers and employees in transit system human resource management decision making including hiring, training, and compensation.
 3. Recognize employee participation involvement in organizational decision making activities through a formal acknowledgment process.
-

Table 4.9: Create a Positive Organizational Culture

Description: Organizational culture is the set of shared values, attitudes, beliefs, and traditions that exist within organizations. The organizational culture within a transit system is based on established workplace norms regarding expectations for behavior and work product.

How to Implement this Recommendation

- The culture of any transit system has likely been established over a number of years of interaction among current and former employees and managers. The culture of a transit system can encourage employees to behave and perform well (e.g., seeing managers arrive at work on time encourages employees to be on time as well) or it can contribute to deviant or undesirable behaviors (e.g., in organizations with managers who do not submit paperwork on time, employees will likely learn those norms and behave accordingly) (Aamodt 2004).
 - In order for a transit system to consider changing its culture, there must be some dissatisfaction with the system's current organizational culture, based on how the culture is impacting the financial bottom line, customer service, or job satisfaction.
 - Organizational culture is difficult to change quickly, but it can change and grow over time. Transit systems should keep in mind that not all elements of their organizational culture must change; systems will want to keep the successful elements of their culture and either change those elements that are unsuccessful or add new elements (Aamodt 2004).
 - Aamodt (2004) suggests five steps for assessing organizational culture:
 - *Step 1: Conduct a Needs Assessment.* Transit systems must analyze their current culture and compare it to their desired culture. This will help systems determine the elements of the existing culture that could support organizational change. For instance, systems that would like to move to a culture that empowers its employees, rather than a top-down decision making culture, should examine how the systems currently empower employees and what they would like to do to encourage empowerment.
 - *Step 2: Determining Executive Direction.* Transit system leaders should then analyze the data collected in the needs assessment to determine which elements will reinforce the culture and the feasibility of changing elements of the culture, including obstacles and facilitators. For example, if all transit system leaders are not willing to engage in participative decision making, some staff may not feel empowered or valued.
 - *Step 3: Implementation Considerations.* This step deals with how transit systems will implement a new or changed organizational culture. Will a system establish committees or rely on system administrators to carry out changes? If a culture of empowerment is desired, employees at all levels should be included in implementing the changes required to establish a new culture.
 - *Step 4: Training.* Culture change often results in changed role expectations throughout an organization. Transit system employees and managers should be trained in their new culture in order for implementation to be successful and long lasting. As an example, training can reduce ambiguity throughout a system about what empowerment means for employees, what is expected of them, and what they can expect from managers.
 - *Step 5: Evaluation of the New Culture.* Most organizational changes are evaluated to establish whether change has occurred and what elements of the change still need to be addressed.
- (continued on next page)*

Table 4.9: Create a Positive Organizational Culture (Continued)

Examples of Innovative and Effective Transit Practices

- **Transfort.** Transfort’s General Manager (GM) believes that the system’s retention rate does not depend on whether the economy is doing well or poorly. The GM feels that how managers lead and are supported is what impacts retention the most. Managers set the tone and culture of the system, which are things that managers can control. In turn, managers’ positive examples lead to high retention systemwide.
- **Altoona Metro Transit.** To increase retention AMTRAN creates an organizational environment that is supportive of its employees and managers. The system operates in a small urban environment with a shortage of qualified workers. System leaders believe that if an employer does not treat people well, people will leave and find another employer that will treat them well. Therefore, building a supportive culture that respects individuality and gives employees the opportunity to do work that matters is an essential piece of AMTRAN’s retention strategy.
- **Coast Transit Authority.** Coast Transit has experienced minimal management turnover in recent years due in part to the system’s organizational culture. The Authority concentrates on morale in the workforce to ensure that they are providing a supportive work environment for all personnel. The system also asks managers to listen to their employees and help them resolve conflicts and problems. This support and conflict management has led to low turnover levels.
- **Cache Valley Transit District.** Cache Valley has found that the system’s working environment is key to retaining managers. The system strives to create an environment that is trusting, supports people, and allows them to take risks without singling people out for making mistakes. This openness and positive environment have led to very low turnover rates.
- **Golden Empire Transit.** Golden Empire Transit believes that its low managerial turnover is due to the system’s organizational culture. The culture is supportive of employees and managers. Throughout the system, personnel feel support and a sense of family.

Potential Barriers

- Top management that does not perceive a need for organizational change.
- Top management that fails to model the behavior desired of their staff.
- Transit systems that are rooted in beliefs that may not be justified, including worker stereotypes based on age, gender, ethnicity, or other factors.

Potential Facilitators

- Top management that sees a need for change and is willing to implement an organizational change.
- Employees and managers who will help with steps to implement an organizational change.

Alternative Approaches to Practice

Alternative Approach 1: Rather than making a radical change, transit systems can take smaller steps to create organizational culture change. For example, initiating mentorship relationships between individuals in different age groups (matching an older worker and with a younger worker) and asking the groups to discuss, in a safe setting, their perceptions about some of the organizational practices.

Alternative Approach 2: Systems should include employees and managers in the culture change process, even if increased employee empowerment is not an end goal. Determining which elements of organizational culture help and hurt employees and managers could be the key to retaining them.

Impact of the Practice

- Transit systems that provide employees and managers with a positive organizational culture will likely experience increased retention.

Basic Steps for Transit Implementation of this Strategic Recommendation

1. Analyze current transit system organizational culture to determine if it is producing the desired results.
 2. Determine elements of the transit system culture that may need to be changed.
 3. Establish a methodology and implementation plan for transit system cultural change as may be appropriate.
 4. Train managers and employees on all cultural change efforts and new role expectations resulting from those efforts.
 5. Evaluate the transit system's new culture as it evolves to establish whether change has occurred and identify elements of change still needing to be addressed.
-

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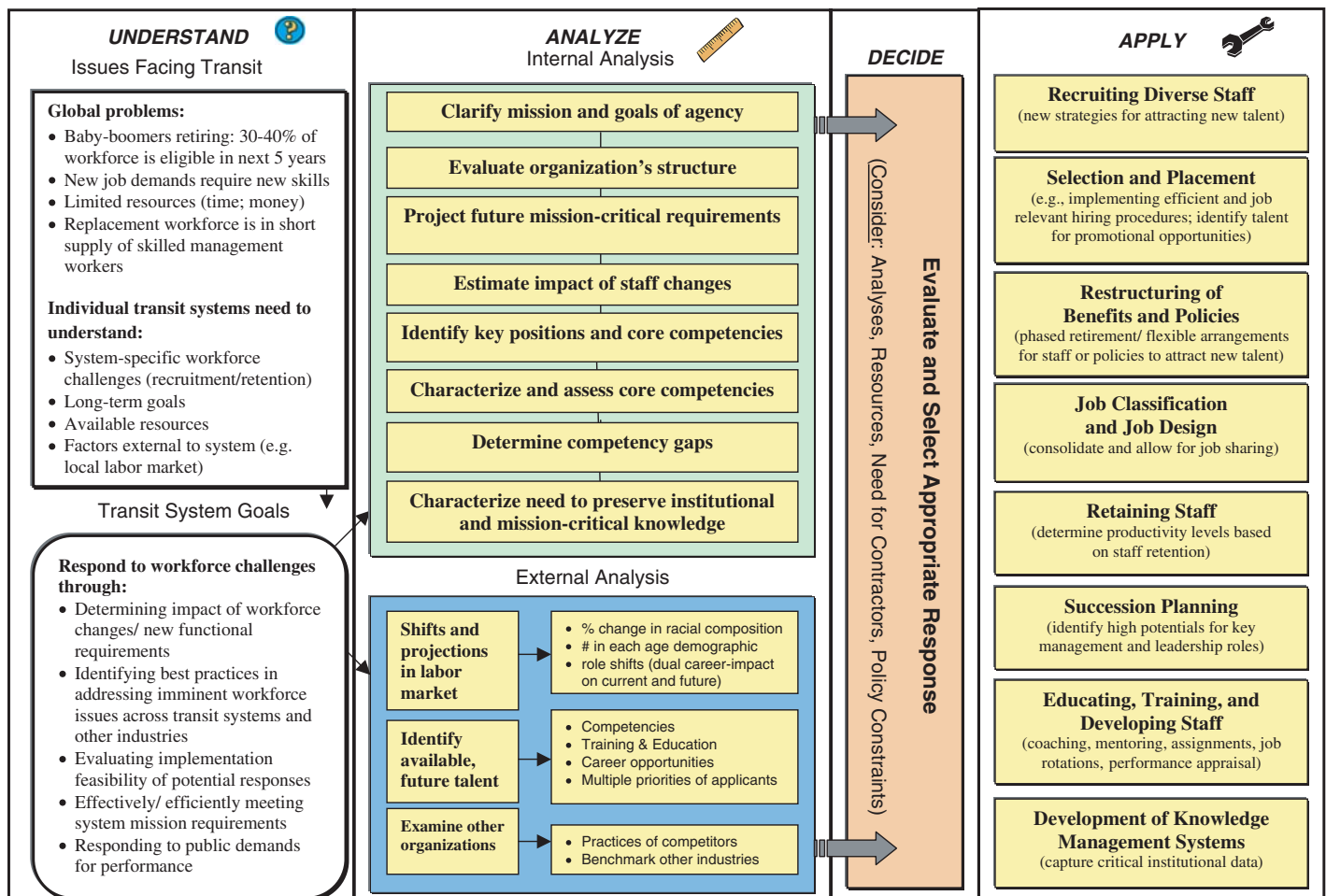
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APPENDIX A

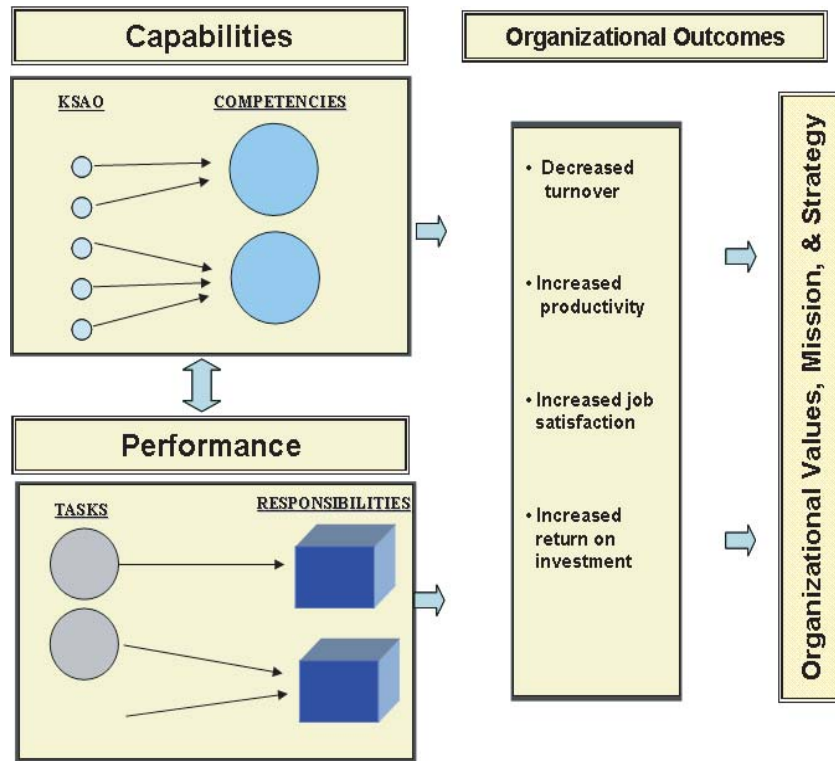
Supporting Figures

Figure 1. Framework for the Selection and Application of Human Resource Management Tools



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Figure 2. Competencies



Note: KSAO means knowledge, skill, ability, and other characteristics.

Figure 3. Training Skills Matrix

The following lists of generic and transit specific skills are presented to highlight the areas that a transit agency should focus on when considering the long-term training and development of its managerial and supervisory staff.

Generic Skills Required

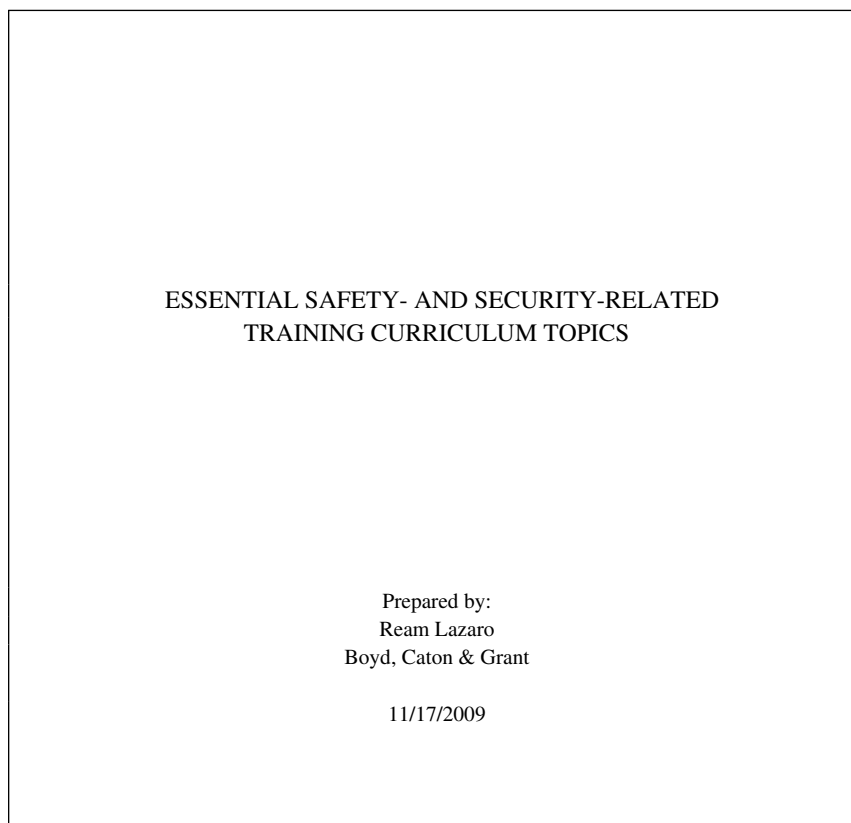
Leadership and Team Building Skills
Human Resource Management Skills
Coaching, Counseling, and Discipline Skills
Financial and Grants Management Skills
Marketing and Public/Media Relations Skills
Employee/Labor Relations Skills
Computer and IT Skills
Communication and Presentation Skills
Board and Political Relations Skills
Customer Service Skills
Time and Stress Management Skills

Transit Specific Skills Required

Transit Operations Management Skills
Equipment and Maintenance Management Skills
Transit Planning and Service Design Skills
Scheduling and Dispatching Skills
Safety, Security, and Emergency Management Skills
Transit Regulatory Compliance Skills
Transit Policy Development Skills
Passenger Assistance Skills
Defensive Driving Skills
Crisis Management Skills

Figure 4. Safety and Security Training Curriculum

The following lists of safety- and security-related training topics have been identified for potential inclusion in a transit agency's comprehensive training plan and curriculum for managers and supervisors. Most of these skills are directly related to managerial and supervisory development. Even though some of these skills focus on front line behavior, it is important that managers and supervisors understand the skill identified so that they can reinforce positive front line performance.



OPERATOR/DRIVER

- Defensive driving
- Hazardous conditions
- Special operating procedures
- General customer relations
- Passenger sensitivity awareness
- Passenger assistance
- Lifts and securement devices
- Vehicle functional orientation
- Vehicle inspection
- Vehicle defect identification
- Accident/incident handling
- Vehicle fires
- Vehicle evacuation
- Conflict resolution
- Aggressive or dangerous passengers
- Responding to suspicious or dangerous items
- Responding to suspicious or dangerous people
- Hostage situations
- Incident management
- Bio-hazard response

- CPR/first aid and triage
- Radio protocols
- Fare policy
- Fatigue management
- Operating policies and procedures
- Customer Service Policy
- Operations emergency response protocols
- Required operations documentation

MECHANIC

- Defensive driving
- Hazardous conditions
- Vehicle fires
- Incident management
- Electrical/electronic troubleshooting and repair
- Brake system troubleshooting and repair
- HVAC troubleshooting and repair
- Diesel engine troubleshooting and repair
- Gasoline engine troubleshooting and repair
- Steering suspension system troubleshooting and repair
- Transmission and drive train troubleshooting and repair
- Wheelchair lift maintenance troubleshooting and repair
- Preventive maintenance inspection
- Vehicle fueling
- Vehicle cleaning
- Bio-hazard response
- Vehicle painting and decaling
- Vehicle parts storage and protocol
- Hazardous material storage and emergency response
- Maintenance shop safety
- Responding to suspicious or dangerous items
- Maintenance policies and procedures
- Maintenance emergency response protocols
- Required maintenance documentation

DISPATCHER / SCHEDULER

- Dispatching skills
- Scheduling skills
- Fatigue management
- Accident handling
- Vehicle fires
- Vehicle evacuation
- Bio-hazard response
- Vehicle defect identification
- Operations emergency response protocols
- Radio communication
- Conflict resolution
- Aggressive or dangerous passengers
- Responding to suspicious or dangerous items
- Responding to suspicious or dangerous people
- Hostage situations
- Incident management
- NIMS (National Incident Management System)
- Emergency community evacuation procedures
- Conducting drills, simulations, and exercises
- Operating policies and procedures
- Customer service policy
- Required operations documentation

OPERATIONS AND MAINTENANCE MANAGER / SUPERVISOR/FOREMAN

- Federal and state regulatory requirements
- Operations, maintenance, dispatching/scheduling skills
- Transit leadership
- Strategic planning
- Safety and security plan development
- Safety and security committees
- Safety and security in service design
- Safety and security data acquisition and analysis
- Communication and delegation
- Coaching, counseling, and discipline
- Employee performance evaluation
- Operations/maintenance management and planning skills
- Operations/maintenance performance measures
- Vehicle procurement
- Accident/incident handling
- Accident/incident investigation
- Vehicle fires
- Vehicle evacuation
- Conflict resolution
- Dangerous passengers
- Hostage situations
- Operations and maintenance emergency response protocols
- Vehicle parts storage and protocol
- Hazardous material storage and emergency response
- Maintenance shop safety
- Bio-hazard response
- Operating/maintenance policies and procedures
- Customer Service Policy
- Incident management
- NIMS
- Emergency community evacuation procedures
- Conducting drills, simulations, and exercises
- Drug and alcohol reasonable suspicion
- Fatigue management
- Labor and employee relations
- Transit Board relations
- Building relationships with emergency management and first responders
- Required operations/maintenance documentation

ADMINISTRATIVE MANAGERS AND STAFF

- Federal and state regulatory requirements
- Transit leadership
- Strategic planning
- Safety and security plan development
- Critical asset analysis
- Threat and vulnerability analysis
- Safety and security data acquisition and analysis
- Vehicle procurement
- Communication and delegation
- Risk/hazard management
- Emergency community evacuation procedures
- Conducting drills, simulations, and exercises
- Safety and security committees
- Recruitment, selection, and hiring
- Employee medical evaluations
- Coaching, counseling, and discipline
- Employee performance evaluation
- Human resource management
- Drug and alcohol program management

- Facility maintenance
- OSHA and facility safety inspections
- Vehicle security technology
- Facility and bus stop security
- Computer/IT skills and security
- Contractor management and monitoring
- Labor and employee relations
- Transit Board relations
- Building relationships with emergency management and first responders
- Recordkeeping and documentation

TRAINER

- Operations, maintenance, dispatch/scheduling skills
- Operations/maintenance policies and procedures
- Customer service policy
- Training plan development
- Lesson plan development
- Training documentation
- Training platform delivery skills
- Use of role play, case studies, and group discussion
- Audio visual and training aids
- One-on-one and OJT (on-the-job training) skills
- Coaching, counseling, and discipline skills
- Emergency community evacuation procedures
- Conducting drills, simulations, and exercises

ALL PERSONNEL

- Mission, vision, and values
- Personnel policies and procedures
- Sexual harassment
- Drug and alcohol awareness
- Americans with Disabilities Act (ADA)
- Workplace violence
- Security awareness and reporting
- Responding to criminal and terrorist events
- Media relations protocol
- Ethics
- Civil rights
- Bomb threats and dangerous mail
- Facility evacuation procedures

Figure 5. Certified Community Transit Manager: Examination Topics and Training Outline

Community Transportation Association of America – Certified Community Transit Manager: Examination Topics and Training Outline

Human Resource Management

1. Personnel Policy
2. Substance Abuse Program
3. Performance Management
4. Team Building
5. Driver Training

Financial Management

1. Funding Resources
2. Cash Management
3. Risk Management
4. Performance Measurement

Operations Management

1. ADA
2. Maintenance Management
3. System Safety
4. Service Design
5. Crisis Management

Transit Development

1. Capital Improvement
2. System Planning
3. Marketing and Advocacy

Procurement and Contracting

1. Dispute Resolution
2. Bid Solicitation
3. Service Contracting
4. Vehicle Procurement

CCTM Examination Topics and Training Outline. (As of January 25, 2010). Retrieved from <http://web1.ctaa.org/webmodules/webarticles/anmviewer.asp?a=87&z=5>.

Figure 6. Performance Evaluation Form

Pee Dee Regional Transportation Authority Manager Performance Evaluation (Annual Evaluation)

Employee Name:
Job Title:
Department:
Rater:
Reviewer:
Review Period from

THIS PERFORMANCE EVALUATION DOES NOT CREATE A CONTRACT OF EMPLOYMENT BETWEEN PDRTA AND ANY EMPLOYEE. THE RELATIONSHIP BETWEEN ANY EMPLOYEE AND PDRTA CAN END AT ANY TIME WITH OR WITHOUT CAUSE.

I. Performance
Directions: For each category, assign rating of “E” for “Exceeds Performance Requirements”, “M” for “Meets Performance Requirements”, or “B” for “Below Performance Requirements.”
For ratings of “E” or “B”, the Rater shall describe in writing the reason for the rating.

- 1. Job Skills and Knowledge** **Rating** _____
- Demonstrates knowledge and understanding of job duties. Possesses a high level of skill, knowledge and ability in assigned area.
 - Able to perform a wide variety of job-related tasks.
 - Uses sound judgment to assess projects and situations.
 - Applies knowledge and skills to produce quality work. Not intimidated by complexity and gets the job done.

Details/Examples _____

- 2. Responsibility** **Rating** _____
- Performs responsibilities as specified in the job description.
 - Has a sense of urgency, meets commitments.
 - Holds self accountable.
 - Performs tasks thoroughly and within Authority guidelines.
 - Ensures that employees under supervision complete work accurately and in a timely fashion.

Details/Examples _____

3. Management Skills **Rating** _____

- Provides sound leadership. Clearly communicates Authority policy and procedures to staff.
- Encourages, coaches, and develops employees. Focuses on performance rather than personality in relating to others.
- Delegates responsibility and authority. Recognizes individual capabilities and assigns work accordingly.
- Establishes annual goals for department. Looks for ways to do things better, more efficiently, more cost effectively.

Details/Examples _____

4. Organization **Rating** _____

- Establishes priorities and adheres to deadlines, completes work within scheduled time frames.
- Demonstrates flexibility in responding to organizational change or setbacks.
- Eliminates unnecessary duplication. Understands how things fit together, insures work coordinates with other departments.
- Uses time efficiently in planning, anticipating, and responding.

Details/Examples _____

5. Budgetary Controls **Rating** _____

- Accurately forecast and maintains budgetary projections.
- Controls operating and capital costs by effective utilizing staff, materials, and equipment.
- Carefully monitors expenditures.
- Contributes to budgetary planning. Meets established time frames for submitting budget requests for department.

Details/Examples _____

6. Safety and Health **Rating** _____

- Actively participates in and supports Authority safety and health programs.
- Enforces all safety and health rule, policies, and procedures.
- Participates in and provides employees with training, demonstrations, and literature on safety practices, procedures and programs.
- Insures that equipment, tools, and vehicles are being used and maintained properly.
- Keeps abreast of accidents and injuries occurring within department and takes proper corrective action.
- With Safety & Training Manager, assists in the investigation of all accidents occurring within department.

Details/Examples _____

7. Customer Service **Rating** _____

- Maintains courtesy and diplomacy with customers and contacts.
- Makes self available to respond to customer needs.
- When necessary, communicates policies to customer effectively and accurately.
- Listens effectively.
- Strives to provide better customer service.

Details/Examples _____

8. Problem Solving **Rating** _____

- Demonstrates ability to clearly isolate and define problem areas.
- Formulates realistic solutions in a timely manner.
- Participates constructively in group problem solving
- Considers alternatives and consequences before making decisions.
- Present problems, but offers solutions.
- Finds innovative and improved ways of doing things and/or generates new ideas.
- Utilizes job knowledge sound reasoning to analyze situations, resolve problems, and reach decisions.

Details/Examples _____

9. Initiative **Rating** _____

- Willing to assume new and challenging assignments.
- Expends the time and effort necessary to do the job well.
- Routinely shows an interest in improving job knowledge and skill level.
- Able to work independently or within group as work/job demands.
- Offers suggestions to solve problems or improve operations.

Details/Examples _____

10. Leadership Qualities **Rating** _____

- Fosters and encourages support from department and others to accomplish objective, follow procedures, and accept suggestions.
- Inspires confidence and respect in departmental personnel.
- Motivates employees to achieve departmental and business goals and objectives.
- Promotes respect, honest, integrity, and fairness to all.

Details/Examples _____

11. Disciplinary Measures

Rating _____

- Prompt in addressing disciplinary problems.
- Handles disciplinary measures in an appropriate manner.
- Equitably reacts and applies disciplinary measures.

Details/Examples _____

12. Attendance and Punctuality

Rating _____

- Reports to work as scheduled.
- Follows call-in and approval procedures for time off.
- Requests and uses leave appropriately.

Details/Examples _____

13. Communication

Rating _____

- Expresses ideas and information accurately and understandably in both oral and written form.
- Interacts and cooperates with others to ensure Authority goals and objectives are met.
- Resolves conflict effectively.
- Shows interest in position and in the Authority.
- Promotes departmental and interdepartmental teamwork.
- Demonstrates a positive attitude toward work.

Details/Examples _____

14. Interaction with Supervisor

Rating _____

- Accepts supervision with a positive and appropriate attitude.
- Receives constructive criticism well.
- Clarifies policies and work assignments.
- Executes direction, plans, and assignments from supervisors in an appropriate and timely manner.

Details/Examples _____

15. Organizational Development

Rating _____

- Promotes and actively participates in organizational development.
- Solicits ideas from other departments when appropriate.
- Contributes to departmental and interdepartmental teamwork.
- Supports Authority mission.

Details/Examples _____

II. Additional Information (Optional)

(The Rater may use this space to describe additional information pertinent to the employee’s job performance. No rating shall be assigned to this section.)

III. Overall Rating:

For each “E” - 2 points For each “M” - 1 point For each “B” - 0 points

Total points _____ Divide Total Points by 15 = _____

If answer is a fraction, for fraction of greater than .85, round up to next whole number
 For fraction of .85 or less, round down to next whole number

Overall Rating of 2 = Exceeds Performance Requirements
 Overall Rating of 1 = Meets Performance Requirements
 Overall Rating of 0 = Below Performance Requirements

Overall Rating: _____

IV. Rater’s Comments & Signature

 Rater signature

 Date

V. Reviewer’s Comments & Signature

 Reviewer signature

 Date

VI. Employee Comments:

 Employee signature

 Date

Figure 7. Additional Effective Practices from Transportation and Other Sections (from ICF International's data files)

Recruitment and Retention Categories

Recruitment Categories:

- **Increasing number of applicants** to transportation industry
- **Screening applicants** to select the most qualified individuals
- **Re-branding the organization/industry** to improve public image and attract skilled employees

Retention Categories:

- **Reducing voluntary turnover** by improving employee recognition, improving organizational policies
- **Reducing involuntary turnover** by being future-oriented during recruitment, and restructuring performance appraisals and organizational policies that contribute to future layoffs
- **Job classification and design** to create valid job descriptions and designs
- **Restructuring benefits & compensation** practices and agency policies
- **Work-life balance** to create a flexible and positive work environment

Training and Development Categories

Training Categories:

- **Developing internal staff skills** through targeted technical training programs and mentoring programs
- **Leadership development** through training and management skill development

Development Categories:

- **Promoting existing staff** to emphasize career development paths
- **Succession planning** to identify and prepare qualified employees
- **Developing knowledge management systems** to capture critical institutional data
- **Improving culture/climate** to increase communication and commitment, and improve operations

Recruitment Practices

Increasing Number of Applicants

Program Name	Program Description
Host Career Days	
Federal Highway Administration Construction (FHWA) Career Days Center	FHWA recognized the need for a centralized source of information and technical assistance to new and existing Construction Career Days host sites. In partnership with the Rhode Island Department of Transportation (RIDOT), the University of Rhode Island Transportation Center (URITC) was named the National Construction Career Days Center by the FHWA (National Construction Career Days Center, n.d.).
Expand The Recruiting Horizon	
Missouri Information Technology Services Department	The Missouri Information Technology Services Department (ITSD), led by state CIO Dan Ross, has worked in response to this growing trend of virtual reality and created an online presence in Second Life (SL). Led by the ITSD, in consultation with Human Resources, this online resource holds virtual job fairs and seeks to educate those IT-savvy individuals who are plugged into this virtual world about working in state IT in Missouri. Although the program was recently launched, it is already considered a success by Ross (Missouri Information Technology Careers 2009).
Media Campaigns	Broad reach advertising through radio or television spots can be used. There may also be an opportunity to use public service announcements which are often free (KFH Group, Inc. 2008).
Partnering with Community Colleges	When recruiting for technical positions (e.g., mechanics), many agencies, including many DOTs, make use of local community colleges or trade schools that offer this type of education (KFH Group, Inc. 2008).
On-Vehicle Advertising	On-vehicle advertising, such as a sign on a transit agency’s bus, is used by many agencies; it is also helpful to give drivers information about the positions and to have applications on the vehicle (KFH Group, Inc. 2008).
Internet Outreach for Recruitment	With the increased reliance on the web for job searches, agencies are no longer limited to recruiting individuals within their geographic vicinity. In fact, to effectively reach candidates, agencies need to consider how they can effectively leverage the Internet.
Recruitment Using Social Networking	With the emergence of social networking, agencies can now reach potential applicants in any region of the country. Example social networking sites include: MySpace and Facebook. SEEK is also a popular online job site (D’Angelo Fisher 2008).
Job Fairs, Employment Centers and Workforce Development Programs	Job fairs, employment centers and workforce development programs, community bulletin boards and local newspapers geared toward special populations (e.g., seniors or retirees) have also been successful in transit organizations (<i>TCRP RRD 88</i> ; KFH Group, Inc. 2008).
Agency-Wide Recruitment Programs	Research also suggests making recruitment more than just HR’s responsibility. It should be an organization-wide effort. For example, at the Santa Clara VTA, their HR leveraged the skills of the marketing division to create job advertisements for an upcoming job fair. Printed materials included: newspaper ads, exterior bus-boards, interior car-cards, on-board flyers, passenger newsletter, rail station posters, job fair event programs and promotional items (<i>TCRP Report 77 2002</i>).
Implement Employee Referral Programs	
Executive Personal Contacts	For higher management and executive level jobs, HR managers report using personal contacts and search firms which are not typically used for lower-level positions (Chapman and Webster 2003).

Increasing Number of Applicants

Program Name	Program Description
<p>Federal Highway Administration Construction (FHWA) Career Days Center</p>	<p>Research shows that the use of employee referrals (i.e., referred by a friend) and unsolicited walk-in applications are linked to lower voluntary turnover and higher skilled applicants than recruitment means such as advertisements, school placement offices, or employment agency referrals (Breugh 2008).</p> <p>Zottoli and Wanous (2000) concluded that, consistent with Gannon’s findings, the use of referrals and direct applicants were linked to lower voluntary turnover, but that these turnover effects tended to be small.</p> <p>Fernandez, Castilla, and Moore (2000) conducted a study of applicants for call center jobs with a phone center. They found that employee referrals had better work histories (e.g., more likely to be employed, longer tenure with previous employer) than non-referrals, but no difference was reported for education level.</p>
<p>Employee Referral Bonus Program</p>	<p>Systems that are having difficulty recruiting employees can investigate the feasibility of developing a formal employee referral program for recruitment including cash bonuses for successful referrals (Reinach and Viale 2007; Cook and Lawrie 2004).</p> <p>Citibus in Lubbock, TX offers a \$400 incentive for new operator referrals after 6 months employment. It is also worthwhile to note that delaying the incentive encouraged the employee to mentor new hires (TCRP RRD 88 2008).</p> <p>SRA International, an Information Technology consulting firm, used an employee referral program in 2000 to recruit 152 people, which was 22% of all their new employees that year. The steps in having a successful program are to (1) clearly define the rules (what are the skills needed and what types of resumes will be considered); (2) build a budget (evaluate the current cost of recruiting, reallocate funds for the program, determine an appropriate bonus for different accomplishments); and (3) keep employees interested (make payments promptly, change program theme each year, use events to award or recognize star referring employees). Employees receive referral rewards (ranging from \$700 to \$2,000) for each successful referral, depending on the position filled. SRA defines a referral as someone who is hired and stays at the company for at least 30 days. Prizes, such as Palm Pilots and laptop computers, are awarded for the highest number of referrals each quarter.</p>
<p>Improve Organization And Job Information On Agency Website</p>	
<p>Updating Web Content, Aesthetics and User-Friendliness, Add Components that Help Assess “Fit”</p>	<p>For websites, factors such as content (e.g., highlighting components of the job), aesthetics (e.g., pictures, font), and user-friendliness have been identified as important considerations by applicants (Breugh 2008).</p> <p>A research study found that applicants were more attracted to jobs that had a website that provided interactive information about the extent to which the person “fit” with the organization (Breugh 2008).</p> <p>As an illustration, the Internet has become a critical recruitment tool in the U.S. freight rail industry; prospective applicants are referred to a railroad’s website and job seekers can find information about available jobs on a railroad’s website, job placement sites, and railroad-related sites (Reinach and Viale 2007).</p>
<p>Consider Non-Traditional Hires</p>	
<p>Targeting Seniors</p>	<p>Companies such as Wal-Mart have begun targeting seniors and retirees as potential applicants by connecting with the American Association for Retired Persons (AARP) (Breugh 2008).</p>

Increasing Number of Applicants

Program Name	Program Description
Celestial Seasonings Hire Back Program	Celestial Seasonings recently altered their exit interview process to include initiating a relationship with the exiting employee and then trying to hire them back after a period of time. An exit interview is a survey given to employees when they decide to voluntarily turnover (Dubie 2006).
Partner To Increase Numbers	
Dallas Area Rapid Transit (DART) Partnership with Wyoming Tech	Dallas Area Rapid Transit (DART) made a decision to hire only bus mechanics who have an associate degree in the field. The agency has developed relationships with technical schools to accomplish this requirement. A structured partnership with Wyoming Tech, a private technical school in Laramie, Wyoming, has been particularly fruitful in supplying the agency with an ongoing flow of qualified mechanics (Dallas Area Rapid Transit, 2009).
Partnering with Community Colleges	When recruiting for technical positions (e.g., mechanics), many agencies make use of local community colleges or trade schools that offer this type of education (KFH Group, Inc., 2008).
Partnering with Military Organizations	The U.S. Class I railroad industry has found recent success partnering with or hiring from the U.S. military and NARS. This is likely because the railroad industry and the military share similar job attributes such as 24/7 operations and operation of heavy equipment (Reinach and Viale 2007).
USDOT FHWA Summer Transportation Initiative	The USDOT and FHWA have created a Summer Transportation Initiative to provide awareness to middle and high school students on the various transportation careers and encourage students to pursue transportation-related courses of study at the college/university level. South Carolina DOT has created a similar summer institute to educate high school students on transportation career opportunities (Weatherby Gilliland 2001).

Screening Applicants

Program Name	Program Description
Develop A Comprehensive Assessment Process	
New Mexico State Highway and Transportation Department (NMSHTD)	NMSHTD implemented a hiring process that emphasizes behavioral skills and management practices that prize participation and leadership. The selection of employees for every supervisory position at the state DOT is by an interview committee. At the lower levels of supervision, at least three individuals serve on the committee—with representatives from those who will be supervised, a peer, and the individual to whom the supervisor will report. For higher levels of supervision, five-member committees are used—with the same three as above, plus another person from within the organization and an individual from outside the state DOT. Colorado and other state DOTs have employed similar processes. (Weatherby Gilliland 2001).
Ensure Hiring Assessments Are Reliable And Valid	
Improving Assessment Reliability	<p>At least 2 interviewers should always be used to reduce subjectivity in evaluating candidates (Cook and Lawrie 2004).</p> <p>Research has found the variance in unproctored test takers is greater than proctored test scores indicating test takers in unproctored settings may be at a disadvantage due to lack of control of the testing environment (Russell 2007).</p>
Improving Assessment Validity	<p>Research recommends the use of behavioral-based interviewing that relies on candidate past behaviors as opposed to traditional interviewing that asks about hypothetical situations (based on the theory that past behavior is the best predictor of future behavior) (Cook and Lawrie 2004). It is also critical to pay attention to established testing guidelines (e.g., Standards for Educational and Psychological Testing (APA), Uniform Guidelines on Employee Selection Procedures, and the Principles for Validation and Use of Personnel Selection Procedures (SIOP) (Russell 2007).</p> <p>Prescreen tests should be job relevant and validated as such. Unqualified HR managers can often purchase assessments that should be interpreted by trained psychologists. Entry requirements and examinations need to be valid to ensure they are job-relevant and/or necessary. Highly regarded strategies in the Human Resource Management (HRM) literature and by practitioners are: (1) assessment centers for higher-level workers; (2) the use of biodata (a proven technique that examines past behavior as a predictor of future performance); and (3) unassembled exams (the objective review of an application or résumé, followed by an interview) (Hays and Sowa 2004).</p> <p>Many candidates are simply over-qualified educationally, thereby contributing to credentialism. This is the trend to require additional qualifications — higher academic degrees and more certifications — even if they are not required by the job. This can artificially limit the applicant pool and can hinder efforts to diversify workforces. Moreover, using years of experience as a minimum requirement is increasingly viewed as a very poor way to screen applicants, and one that unnecessarily excludes candidates who might be excellent performers. Some DOTs have re-evaluated their requirements (Lavigna and Hays 2004).</p>
Invest In Well-Designed Hiring Systems	
Improving Internet Recruiting Systems	Internet recruiting can lead to more diversity than personal referrals which frequently maintain the agency's current mix. To ensure accessibility, HR can provide onsite computers dedicated to hiring, partner with community organizations that support minority groups, and provide alternatives to apply (paper-pencil option). Researchers caution, however, that Internet recruitment and staffing can be costly due to expertise needed to manage system and software requirements (Russell 2007).

Screening Applicants

Program Name	Program Description
<p>Pre-screening for Recruiting</p>	<p>To reduce large numbers of unqualified applicants, agencies should include job-relevant prescreens and work experience pre-employment assessments. A short questionnaire that highlights job requirements (e.g., willingness to submit background check) and outlines essential job functions eliminates 10-25% of unqualified applicants (Russell 2007).</p> <p>For initial screening decisions among mid and higher-level positions, HR managers reported using manual screening of applicants’ materials, telephone screening and face-to-face screening interviews whereas for lower-level positions, HR managers primarily use traditional manual screening and face-to-face interviews (<i>TCRP RRD 88 2008</i>)</p> <p>Since resumes can be time consuming and often the most subjective part of the recruitment process, it is better to use objective prescreens that are validated instead of a subjective resume review process when possible (Russell 2007).</p> <p>For initial screening, research predicts a continued increase in computer-based keyword searches for resumes, computer-based scoring of standardized applications, tests (such as cognitive ability) and videoconferencing.</p>
<p>Best Practices in Hiring Systems</p>	<p>One effective way to use the resume is to make it part of a structured interview and validate it as job relevant (Russell 2007).</p> <p>To minimize excessive costs, stakeholders should outline the organization’s current hiring processes in detail, seek to understand what is not working well with the current process, and gather data about future user populations prior to issuing a request for proposals for new technology (Russell 2007).</p>
<p>Simplify The Screening Process</p>	
<p>Regional Transportation District (RTD) Accelerated Employment Process</p>	<p>To accelerate the employment process cycle time, HR at RTD instituted a one-day turnaround time for applicants to apply, test, and interview for positions. In job ads, RTD informs applicants that they need to bring their Motor Vehicle Report at the time of application and to expect to spend up to four hours completing the application, testing, and interviewing process. The applicant completes the application, which is graded immediately. An interview team composed of Operations and HR staff conducts an interview. Applicants who successfully pass the interview complete the pre-employment drug and alcohol screen onsite, are asked to sign an authorization for RTD to conduct a criminal background check, and are sent immediately for a Department of Transportation (DOT) physical (Regional Transportation District 2009).</p>

Re-branding the Organization/Industry

Program Name	Program Description
Make The Jobs Appealing	
Iowa State University's Center for Transportation Research and Education (CTRE), Go! Magazine	Go! Magazine is a fun, free, online magazine for people aged 14-20. It explores the world of transportation, including the infrastructure and all modes. Go! is published by Iowa State University's Center for Transportation Research and Education (CTRE). Between January 2007 and April 2008, they published seven issues. A Spanish version is now available. By communicating regularly about the interesting events going on in transportation, Go! shows people that transportation is a dynamic, exciting career field.
NY State DOT Marketing Videos	Believing that competition with the private sector on wages alone could not be won by the state DOT, New York State DOT (NYSDOT) developed two videotapes emphasizing benefits other than wage levels. The videos (one short version/one longer version) are titled, <i>People Led by Values</i> . They both emphasize the NYSDOT family — both the feeling of family within the organization and the many examples of several generations working for the organization. Among other themes incorporated are environmental stewardship and the value of the work accomplished by the department to the public (Weatherby Gilliland 2001). This video and also another NYSDOT video, <i>Better Than Before</i> , with Bette Midler, on NYSDOT's contribution to the environment in New York State, also build organizational pride and identity.
Improve Image As "Diversity Friendly"	
Women's Transportation Seminar (WTS)	<p>Women's Transportation Seminar (WTS) is an international organization dedicated to the professional advancement of women in transportation. WTS is helping women find opportunity and recognition in the transportation industry (WTS 2007). WTS gives its members:</p> <ul style="list-style-type: none"> • Access to the highest levels of the transportation industry (in fact, many WTS members are top leaders in the industry). • Monthly programs that facilitate member interaction with distinguished, thought-provoking speakers from transportation. • Annual Conference\Annual Awards. • Career Center. • Professional Development. Career development seminars, legislative forums, and roundtable discussions on transportation issues. • Leadership Training Program. This program selects 14 mid-career participants each year for personal training and interaction with leading industry professionals. Program leaders mentor participants in tackling case studies and exercises dealing with complex transportation issues of people, policy, and politics. • APB/WTS Eno Foundation Fellowship. The Eno Fellowship reserves a space each year for one female member of WTS to attend the Eno Transportation Foundation's leadership development conference. • Scholarships. WTS grants four scholarships every year to assist young women who aspire to professional careers in transportation.
Use A Comprehensive Marketing Campaign	
PRIDE Awards Program	The American Road & Transportation Builders Association-Transportation Development Foundation (ARTBA-TDF) created the PRIDE Awards program in 1999. It recognizes extraordinary efforts of individuals, companies, public agencies and industry-related associations that serve to enhance the image of the U.S. transportation construction industry (The American Road & Transportation Builders Association, 2009).

Retention Practices

Reducing Voluntary Turnover

Program Name	Program Description
Remove Obstacles To Employee Growth	
Hindrance Stressors and Challenge Stressors	<p>A recent study found that when employees have ‘hindrance stressors’ (i.e., job demands that employees view as obstacles to personal growth and work-related accomplishment) in their job, they are more likely to intend to leave an organization and have higher actual turnover rates (Podsakoff, LePine, and LePine 2007).</p> <p>Conversely, when employees have ‘challenge stressors’ (i.e., job demands that employees view as creating opportunity for personal development and achievement) in their job, they are less likely to have turnover intentions and they have lower actual turnover rates (Podsakoff, LePine, and LePine 2007).</p>
Differences in Voluntary Turnover based on Gender and Ethnicity	<p>Building gender diversity within an organization can be difficult. Research indicates that females in professional and managerial positions quit their jobs at a 36.3% higher rate than did their male counterparts (Hom, Roberson, and Ellis 2008). Additionally, men more readily leave their jobs when female concentration in jobs is high regardless of the job level, though women’s turnover rates did not fall when more women enter an occupation, regardless of the job level. Minority status increases turnover odds by 22.1%, and all racial minorities exhibited greater turnover than Whites (Hom, Roberson, and Ellis 2008).</p>
Focus On Retention Early And Learn From Mistakes	
Early Retention Strategies	<p>Community transportation systems without a formal new employee orientation program should consider implementing one, especially those agencies that experience high turnover. Orientation programs provide employees with information about benefits, job requirement and expectations, organizational policies, working conditions, and safety, and can help employees learn the ropes of the organization sooner and develop a sense of belonging (Cook and Lawrie 2004).</p>
Arizona DOT Exit Surveys	<p>The best way to improve for the future is to learn from past mistakes. Thus, agencies should implement exit surveys to find out why employees chose to leave the organization. One such program established by Arizona DOT (ADOT) includes an exit interview where data is collected on the reasons for personnel turnover and to identify areas for improvements in personnel policies. For ADOT, all departing employees are provided the opportunity to participate in the Exit Interview Program. Each employee may appear in person for an interview with the immediate supervisor or higher, including the agency director, or provide written statements concerning their employment. Information gained through the frank statements of departing employees are examined for possible use to improve working conditions in the department. A four-page post employment survey, considered confidential, includes sections on reasons for leaving, career opportunities, financial considerations, safety and working conditions, health and family considerations, other personal concerns, work-related concerns, organizational concerns, and training concerns. Employees who leave without completing one receive one in the mail.</p>
Recognize High Performers In The Organization	
Employee Recognition Strategies	<p>Many transit agencies use programs that recognize and reward employees for longevity either in the form of wage scales, bonuses, or priority in selecting work or vacation schedules, choosing assignments, and choosing days off (KFH Group, Inc. 2008). Programs vary and can include employee of the month programs, extra time off, or special items provided to high-performing individuals or teams (Cook and Lawrie 2004). Goals for these types of awards must be realistic and accomplishable, the process for determining success must be fair and valid, rewards should be made in a timely manner, and the recognition should be public (KFH Group, Inc. 2008).</p>

Reducing Voluntary Turnover

Program Name	Program Description
Common Employee Recognition Programs	Programs that reward employees for exemplary service are already implemented by many DOTs and transit systems. These programs include Outstanding Accomplishment, Environmental Stewardship, Employee of the Month/Year, Safe Driver awards, and Customer Service awards (KFH Group, Inc. 2008).
Outcomes of Employee Recognition Programs	<p>When high performers are not rewarded, or are not sufficiently rewarded, they tend to leave organizations (Griffeth, Hom, and Gaertner 2000).</p> <p>Research has shown that individually-based merit reward systems are important for retaining high performers while collective reward programs (i.e., team incentives) appear to stimulate greater exits among high performers (Griffeth, Hom, and Gaertner 2000).</p>
Provide Realistic Job Previews (RJPs)	
Examples of RJPs	Well-constructed RJPs might include an agency tour, participation in a simulation of the job, or viewing a video of a typical day (McEvoy and Cascio, 1985).
Benefits of Using RJPs	<p>Work simulations help to improve the accuracy of the applicant's expectations regarding a job and provide insight into the applicant's ability to do the job (Breugh, 2008).</p> <p>While RJPs may deter some applicants from applying for or accepting positions, research shows that RJPs reduce turnover for those applicants who receive them and accept a job offer (Reinach and Viale 2007).</p> <p>Research shows that realistic job previews have a greater impact for jobs with lower visibility as opposed to jobs frequently seen in the public (e.g., manager positions) and in situations where the applicant has other job opportunities to consider (Breugh 2008).</p>
Maximizing Effectiveness of RJPs	<p>Realistic job previews should be provided early in the recruitment process because they have little effectiveness if provided after hiring (Breugh 2008).</p> <p>Commonly used approaches for realistic job previews (RJPs) such as booklets and videos (one-way communications) may be less effective than two-way communication approaches that can gauge the relevance of the RJP to the applicant (Breugh 2008).</p> <p>Likewise, it is important not to overemphasize promotional opportunities and benefits in recruiting (exaggerating advancement opportunities). This will help to minimize cognitive dissonance experienced by entry managers; thus, reducing turnover (Mass 1978).</p>
Recognize Citizenship Behaviors	
The Regional Transportation District (RTD) Employee Recognition Programs	RTD implemented a program that demonstrates RTD's appreciation for employee involvement in community, organizational, and personal development activities. By integrating community involvement, employee wellness, and employee recognition activities into a program titled Champions of Transit, RTD communicates its commitment to being a positive force in the community and to employee health, well-being, and development. In a colorful glossy catalog, "Get Involved, Get Healthy, Get Rewards, Get Recognized," the agency describes the program, what is in it for the employee and the community, how to get involved, and the rewards for each type or level of involvement (Regional Transportation District, 2009).

Reducing Voluntary Turnover

Program Name	Program Description
Baudville Employee Recognition Programs	<p>Baudville, a software development firm, developed a Recognition Program using the following components from the Recognition Professionals Institute's Best Practice Standards: (1) Recognition Strategy: Document the programs that will be used in the organization, what behaviors will be recognized and how these behaviors contribute to company goals or objectives. (2) Management Responsibility: Get management support by presenting the recognition strategy. Being up-front about the costs of recognition and more importantly, the savings and earnings your organization will experience. (3) Recognition Program Measurement: What gets measured gets done. Develop rigor for measuring the success of recognition in your organization and accountability measures for key implementers, such as managers. (4) Communication Plan: Inform all employees about the recognition strategy and consistently communicate the program's successes, changes and happenings. (5) Recognition Training: Equip managers for success with training that covers when to recognize, how to recognize and explain any tools you may be using. (6) Recognition Events and Celebrations: Employee recognition is often implemented through grand events and celebrations. (7) Program Change and Flexibility: Every great program must experience change during its life cycle. Stay on top of employee and management preferences and make changes as needed to keep recognition successful in your organization (Darooog 2009).</p>

Reducing Involuntary Turnover

Program Name	Program Description
Evaluate Organization And Job Fit In The Recruitment Process	
Candidate Profiles for Evaluating Organization and Job Fit	Recruiters should include descriptions of the “ideal candidate’s personality” in their media that match the job requirements so applicants with the best person-job or person-organization fit will pursue the job (e.g., jobs where high level of control is needed such as Director of Quality Control should advertise the “ideal candidate” as someone who likes large amounts of responsibility) (Johnson et al. 2008).
Job Attraction Related to Fit	The literature indicates there are 10 workplace attractors that influence an individual’s decision to take a job and remain committed to the organization. These attractors can influence satisfaction with work and should be described during the recruitment process to the extent possible (Amundson 2007). The 10 workplace attractors are as follows: (1) financial, physical safety, and position security (2) location; (3) interactions and opportunity to build social relations with co-workers; (4) appreciation and acknowledgement of work performed; (5) the individual’s need to be engaged in meaningful work; (6) extent to which skills and interests align with work requirements; (7) perceived; (8) challenging activities and training; (9) autonomy; and (10) involvement in activities that allow person to create new things (Amundson 2007).
Individual Differences in Job Attraction Related to Fit	Younger workers want autonomy, responsibility, mentorship, recognition, and a deeper sense of community at work. These factors are especially important for younger workers because the family structure is more egalitarian but also broken by divorces and separation (Izzo and Withers 2001; Amundson 2007). Older workers want to stay involved in work activities longer but also want to have a mix of leisure activities (Amundson 2007).
Design Valid Competency Models For Positions	
Competency Models for Managers	Team leadership and self-control were the two competencies which best predicted potential for superior performance of managers (Dainty, Cheng and Moore 2005).
The Minnesota Department of Transportation (Mn/DOT) Individual Competencies for All Mn/DOT Positions	Minnesota DOT (Mn/DOT) has identified and defined seven individual core competencies that describe how successful employees perform on the job and help employees understand the actions or behaviors that are desired. They have been incorporated into all human resources functions and tools including: position descriptions, performance communications, career planning, succession planning, recruitment, and selection. The seven competencies include: <ul style="list-style-type: none"> ▪ Leadership ▪ Learning and strategic systems thinking ▪ Quality management ▪ Organizational knowledge ▪ People management ▪ Technical knowledge ▪ Individual characteristics
Provide Meaningful Performance Feedback	
Frequency of Performance Feedback	The employee review process should take place at least once per year, and the direct supervisor of each employee should conduct the reviews (KFH Group, Inc. 2008). Performance reviews can also take place more frequently in the case of problem employees, probationary employees, and newly assigned employees (KFH Group, Inc. 2008).

Reducing Involuntary Turnover

Program Name	Program Description
<p>Steps in Performing a Performance Review</p>	<p>Although performance reviews are typically conducted solely by an employee’s supervisor, other approaches include opportunities for employee self-ratings and ratings from peers (KFH Group, Inc. 2008).</p> <p>In order to conduct formal performance evaluation that will inform development, agencies must identify the specific success factors against which manager’s performance will be measured (Moffat et al. 2001).</p> <p>Manager development success factors should be developed and reinforced through performance appraisals from mid-level to senior managers in order to effectively differentiate among employees on performance, establish the required professional development training, and ensure seamless promotions (Moffat et al. 2001).</p> <p>Once the review has been completed, it should be discussed with the employee. This is a good opportunity to develop action plans for employee progression, improvement in weak areas, and directions for continued success (KFH Group, Inc. 2008).</p>

Job Classification and Design

Program Name	Program Description
Developing And Consolidating Job Descriptions	
Components of Job Descriptions	Elements of the job description should include a job title, a brief job summary that includes primary job functions and general purpose of the job, essential job duties/tasks and responsibilities, required education and experience (i.e., job standards/specifications), knowledge, skills and abilities needed to perform the job, equipment use required (e.g., computers, copiers, fax), and any additional job essential requirements (e.g., legally justifiable physical requirements). Special emphasis should be placed in the job description on the safety and security related responsibilities of the job, and on the need for the incumbent to perform in crisis or emergency situations. Job descriptions should be kept up to date by conducting a periodic job analysis of each job or job type (Cook and Lawrie 2004).
Advantages of Job Descriptions	Sound job descriptions can increase retention by encouraging the person with the right “fit” to apply for the job, thus enabling recruiters to select that person (Cook and Lawrie 2004).
Consolidation of Job Classifications	Job analysis should be conducted to determine when job responsibilities overlap significantly and merit a consolidation of job classifications. Redundancy in classifications presents risk in terms of equity in compensation, resource depletion, and may provide arbitrary obstacles to advancement for some jobs.
Emphasize Job Enrichment	
Design Jobs with Job Enrichment	Research suggests that employees react positively to job enrichment (i.e., redesigning the job to involve greater responsibility, meaningfulness, or autonomy) (Griffin et al. 2000).

Restructuring Benefits and Compensation

Program Name	Program Description
Create Competitive Compensation Systems	
Wage Structures Tied to Tenure	Wage structures may include a wage progression that is tied to longevity and includes a step progression linked to employee milestones. This concept creates an incentive for employees to stay since their financial situation can improve over time (KFH Group, Inc. 2008).
Adopting a Grade and Salary Structure	Transportation systems should, where possible, adopt a grade and salary structure. This includes a grade structure, salary ranges for each grade, and a system for advancing employees through the salary range based on their increased value to the organization (Peterson 2007).
Comparing Jobs to Consider Unique Differences when Developing a Compensation System	<p>Compensation systems should consider unique differences between jobs within and across industries. Benchmarking studies allow agencies to compare their jobs to similar jobs in the industry to determine similarity of job requirements and thus, set compensation levels accordingly. Salary.com offers the following tips for employers to consider during this comparison process (KFH Group, Inc. 2008):</p> <ol style="list-style-type: none"> 1. Use salary surveys that are applicable to the positions (e.g., the correct job, the same geographic area, and similar company size). 2. Select job descriptors based on content and not just the job title. 3. Select the proper match; the job descriptor should be at least 70% of what the job entails for it to be considered a benchmark job. 4. When using salary surveys, review the level guide. Surveys use a number of methods to describe and represent the various levels for different jobs. 5. Involve employees in the process. The BLS uses a process termed leveling to determine the work level of the occupations listed in its National Compensation Survey (NCS). This process has classified selected jobs into occupations based on job duties and responsibilities. In the leveling process, occupations are matched to levels within each of four factors: knowledge, job controls and complexity, contacts, and physical environment.
The Santa Clara Valley Transportation Authority (VTA) Compensation Surveys	The Santa Clara Valley Transportation Authority (VTA) conducts compensation surveys internally. The VTA has also reached agreement with its unions to review certain specialties on a 3-year, rather than 5- year, basis and to adjust pay to match the market. The VTA has addressed the serious housing problem in its region by setting up a \$500,000 to \$1 million revolving loan fund to cover the cost of apartment deposits. On a temporary basis, 60-80 employees at a time have been allowed to live in campers on organization-owned parking lots. The GM serves on the local housing leadership council and has set up a joint housing task force with its unions. The VTA has also instituted a program to provide \$2,000 loans to staff to buy computers. The aim is to encourage greater computer literacy among employees at socioeconomic levels that otherwise could not typically afford a home computer (TCRP RRD 45 2001).
Create And Inform Applicants/Employees Of Organizational Benefits	
Step Progression of Accruing Benefits	Step progression of accruing benefits such as insurance and leave over time creates incentive to stay with the organization (KFH Group, Inc. 2008).
Wellness Programs	Participation in personal development which includes wellness and resource access (to self-development resources) can result in the accumulation of points, which result in eligibility for gift certificates to local merchants or savings bonds (TCRP RRD 45, 2001). Wellness programs are thought to work because healthy employees are more productive and satisfied with their jobs, and the employer is able to save money through reduced medical, absenteeism, and turnover costs (Cook and Lawrie 2004).

Work-life Balance

Program Name	Program Description
Establish A Breadth Of Policies To Support Different Employee Needs	
<p>Google, Work-Life Balance</p>	<p>To support work-life balance, Google has established four key priorities for their employees. Employees must be: (1) working on interesting work; (2) learning continuously; (3) constantly challenged to do more; and (4) feeling that they are adding value. The organization supports each employee to devote 20% of their work time to their own research and individually-selected projects (Sullivan 2005). Google offers a comprehensive set of work-life benefits designed not only for better recruitment, but also to encourage collaboration, break down barriers between functions, and stimulate individual creativity and innovation. The benefits include:</p> <ul style="list-style-type: none"> ▪ Flex hours for nearly every professional employee ▪ Casual dress everyday ▪ Employees can bring their dogs to work, everyday ▪ On-site physician ▪ On-site dental care ▪ Health benefits that begin as soon as an employee reports for work ▪ Free massage and yoga ▪ Shoreline running trails ▪ Stock options ▪ Free drinks and snacks everywhere (e.g., espresso, smoothies, red bull, health drinks, kombucha tea) ▪ Free meals, including breakfast, lunch and dinner (with world-class chefs) ▪ Three weeks vacation during the first year ▪ Free recreation everywhere, including video games, foosball, volleyball and pool tables ▪ Valet parking for employees ▪ Onsite car wash and detailing ▪ Maternity and parental leave (plus new moms and dads are able to expense up to \$500 for take-out meals during the first four weeks that they are home with their new baby) ▪ Employee referral bonus program ▪ Near site child care center ▪ Back-up child care ▪ Free shuttle service to several San Francisco and East and South Bay locations ▪ Fuel efficiency vehicle incentive program (\$5,000 assistance if you buy a hybrid) ▪ Onsite dry cleaning, plus a coin-free laundry room ▪ A Friday TGIF all-employee gathering where the founders frequently speak ▪ A 401k investment program ▪ A “no tracking of sick days” policy ▪ Employee interest groups (e.g., cricketers, Nobel prize winners, and a wine club) ▪ An onsite gym to work off all of the snacks

Establish Flexible Work Arrangements	
Job Sharing Arrangements	<p>Types of job sharing include:</p> <p>(1) Two employees share one job and the same responsibility, and there is no division of duties. The partners are interchangeable and each is able to pick up where the other one left off. This arrangement is more suited to ongoing work than to project or client work. The partners need to be very compatible, with a similar vision and attitudes to the work.</p> <p>(2) Two employees share one job and divide the responsibilities between them. The partners may also provide back-up for one another. Sometimes referred to as job splitting, this arrangement is most suited to working with distinct parts, where each partner can take responsibility for a specific part of the job, such as specific projects or customers.</p> <p>(3) In some cases it could mean dividing the tasks of the job. One worker might provide the customer service and the other undertake the administration. Two employees perform completely different tasks but generally work in the same vicinity. This is basically two part time jobs, and would be appropriate where the partners do not have similar skills (Boyd 2008).</p>

Training Practices

Developing Internal Staff Skills

Program Name	Program Description
Emphasize Professional Development At All Levels	
Training in Transportation Agencies Versus Private Sector	Research suggests that successful private sector and federal agencies spend about 2% of salaries on training. This is four times more than the average transportation agency (<i>Special Report 275 2003</i>).
Supervisor and Managerial Training Practices	<p>In many organizations, new supervisor training is a requirement within the first months of a first-line management role. New supervisor training can include topics such as employment law, coaching, interpersonal skills, performance management, equal employment opportunity, diversity, change management, drug and alcohol programs, and policies and procedures (<i>TCRP RRD 88 2008</i>).</p> <p>Research suggests that the most frequent professional development activities for paratransit managers include training programs related to the development of interpersonal communication skills, presentation skills, team building, and supervisory/management and/or leadership skills (<i>Special Report 275 2003</i>).</p> <p>In addition to skill training, transit leaders participated in the following development activities: the development and implementation of a new mission, creation of vision and values statement, top-level executive management reorganizations, national and regional leadership events, as well as executive retreats to revisit strategic plans and goals (<i>Special Report 275 2003</i>).</p>
Supervisor and Managerial Training Practices Needed	<p>A recent survey of paratransit managers found dealing with the media, computerized scheduling, safe driving practices, labor relations, working with boards, written communications, ethics, customer relations and affirmative action skills are also viewed as very important for transit leaders (Potts and Marshall 2007). Transit agencies that desire to have quality managers must begin to view training as a business strategy and to focus more on interventions for (1) Connecting employee learning to business goals; (2) Improving employee performance; and (3) Helping trainers acquire new skills and capabilities needed to fulfill this changing role (<i>TCRP RRD 88 2008</i>).</p>
Utilize External Educators, Learning Resources And Associations	
Central Ohio Transit Authority (COTA) External Training Programs	The Central Ohio Transit Authority (COTA) sends leaders to outside organizations for training and development. For example, the American Public Transit Exams Institute administers tests and certifies COTA managers as being capable in the essential functions in supervisory and managerial roles (<i>Special Report 275 2003</i>).
Volusia County Transportation Authority (VOTRAN) Mentoring Program	To aid succession planning, the Volusia County Transportation Authority (VOTRAN) offers mentoring opportunities to develop management and leadership skills for its lower level technical staff to make sure they will be prepared for management positions when they become available (<i>Special Report 275 2003</i>).

Developing Internal Staff Skills

Program Name	Program Description
Santa Clara Valley Transportation Authority (VTA) Training Partnership with Community College	The Santa Clara Valley Transportation Authority (VTA), through a cooperative arrangement with a local community college, provides employees the opportunity to take college courses at VTA facilities that prepare them for upward mobility in a compressed timeframe (<i>Special Report 275 2003</i>).
The Quebec Transit Authority Training Partnership with Community College	The Quebec Transit Authority held a competition with local colleges and universities to determine who should partner with the agency to develop and deliver their training. The winning university was chosen based on its experience in delivering business management programs and for its concern with the transfer of skills from the academic setting to the workplace (<i>TCRP RRD 88 2008</i>). Through this partnership, Quebec addresses the following five topics in its management training: (1) labor relations; (2) day-to-day management; (3) defining the role of the front-line manager; (4) communications skills; and (5) change management (<i>TCRP RRD 88 2008</i>).
San Francisco Municipal Railway (Muni) Training Partnership with Community College	At the San Francisco Municipal Railway (Muni), career development and learning center activities for managers, in addition to the development and implementation of the new mission, vision, and values statement, receive intense attention (<i>Special Report 275 2003</i>). Working with a local community college, Muni has designed a manager and supervisor training curriculum that focuses on their responsibilities for HR management. Using in-house staff, the agency teaches managers communication and facilitation skills that help them implement the mission and values statement approved by Muni leaders (<i>Special Report 275 2003</i>).
Canadian Urban Transit Association (CUTA) Training Partnership with Community College	Many Canadian and French transit agencies have partnerships in place with local colleges, universities, and high schools. These efforts are designed to promote development but also support recruitment and retention of skilled managers (<i>TCRP RRD 88 2008</i>). During the mid-1980s, the Canadian Urban Transit Association (CUTA) acknowledged the need for offering leadership skills to transit inspectors (i.e., supervisors), and CUTA staff began to develop management training for member agencies (<i>TCRP RRD 88 2008</i>).
Metro Transit, King County, Washington Training Partnership with Local Companies	Metro Transit (in King County, Washington) has sent its management staff to area-wide leadership training with Boeing, Nordstrom, and Microsoft. In addition, this organization has brought in Nordstrom managers as examples of progressive management for presentations. For instance, their annual management retreat frequently features presenters who challenge the status quo (e.g., managers from Pike Place Market and Nordstrom) (Moffat et al. 2001).
Offer Creative Training Opportunities To Build Competency	
Metro, Houston, TX, Competency Plan for Training	Houston's Metro uses its overall strategic plan to set its training budget. It sets competency levels, then determines training budget by department on the basis of needed competency levels (Moffat et al. 2001).

Developing Internal Staff Skills

Program Name	Program Description
Southeastern Pennsylvania Transportation Authority (SEPTA) “Customer Expectations” Trainings	Southeastern Pennsylvania Transportation Authority (SEPTA) has held “customer expectations” trainings to improve employee attitudes and make staff more customer-focused (Moffat et al. 2001).
Advancing Technology for Training	Advancing technology offers an opportunity to increase the efficiency and effectiveness of training while also better engaging trainees. Using multiple technologies can help to engage more managers. For example, onsite instruction, videoconferencing, live web-based seminars, and stored web-based content can help to reach a broader audience (Paul 2008).
Tuition Reimbursement to Encourage Skill-building	Management and supervisory training can be provided by a combination of internal and external resources. Some agencies offer tuition-reimbursement programs that allow employees to take courses for enrichment or for college-degree programs and/or an in-house management training program (<i>TCRP RRD 88</i> 2008). The Santa Clara Valley Transportation Authority (VTA) provides a tuition reimbursement program to employees who want to move into supervisory and management positions.
Partnerships with Labor Unions to Create Mutually Agreeable Training Programs	<p>Training is also one of the areas of particular interest to transit unions. Labor is especially interested in ensuring that training is provided imaginatively and regularly to existing workers as well as new recruits (<i>Special Report 275</i> 2003).</p> <p>Transit agencies have begun to move away from seniority based union contracts to agreements that include growth, continued learning, and rewards for developing new skills, leading to advancement based on skills attainment. These contracts underscore the importance of effective training (<i>Special Report 275</i> 2003).</p>
Mentoring Programs for Training and Development of Employees	<p>Mentoring relationships are particularly important in helping to develop high potentials. Females and minorities find that these relationships help them to gain a better understanding of the challenges faced at senior levels by those similar to themselves and these mentorships help break the proverbial “glass ceiling” that is thought to prevent advancement.</p> <p>Research suggests that mentoring programs are a highly effective and a low cost method for training and developing employees entering a new position (Moffat et al. 2001).</p> <p>Research recommends creating community mentorship programs for small agencies where agencies can help each other out by having more seasoned employees (i.e., directors) mentor new employees across agencies (Cook and Lawrie 2004).</p> <p>Research also recommends that small community transportation organizations should create listservs and online sharing capabilities so community transit agencies can share lessons learned on human resources (Cook and Lawrie 2004).</p>

Leadership Development

Program Name	Program Description
Adopt Systemic Leadership Model	
Empower Kentucky, Kentucky Transportation Cabinet	Empower Kentucky, started by Kentucky Transportation Cabinet (KYTC), began to evaluate and overhaul its policies to push decision making to the lowest levels possible. Supporting that effort, the department initiated a major ongoing training program. There was also a conscious decision to hire individuals with interpersonal skills as well as high-quality abilities in engineering and management. The training program was developed and executed in all the resident offices and also included contracted personnel. Special training programs are executed in the winter months, taking advantage of inclement weather. Training emphasizes preparing employees to know what is important, to take charge, and to make decisions quickly or to pass the situation quickly upwards for a decision. The program encourages employees to take risks. As an example, the construction resident engineers now approve the majority of contract change orders (Weatherby Gilliland 2001).
CEOs Involved in Leadership Development	A Hewitt Associates study of the Top 20 companies (including 3M, GE, IBM, Medtronic, Pitney Bowes, and Procter & Gamble) found that 100% of CEOs were involved in the company’s leadership development practices as opposed to only 65% with other companies (not in the top 20).
Emphasize Follower Development In Leadership Training	
Transformational Leadership to Emphasize Follower Development	While both styles can be effective, the leadership literature (Bass and Avolio, 1990) differentiates between transactional and transformational leaders. Transactional leaders exert influence by setting goals, clarifying desired outcomes, providing feedback, and exchanging rewards for accomplishments (Dvir et al. 2002). Transformational leaders exert additional influence beyond transactional leaders by assessing and expanding subordinate goals while at the same time, providing them with confidence to perform beyond the expectations (Dvir et al. 2002).

Development Practices

Promoting Existing Staff

Program Name	Program Description
Create A Job Rotation Program	
Idaho Transportation Department Cross Utilization Program	The Idaho Transportation Department (ITD) reorganized district offices to allow the managers to utilize staff via cross-utilization of both maintenance and engineering personnel, predominantly in the transportation technician series. This resulted in a new career ladder for transportation technicians that consists of transportation technician, senior transportation technician, and principal transportation technician (Weatherby Gilliland 2001).
Training Managers Using Job Rotation	One way to train managers for senior positions—particularly when they will be asked to address non-traditional issues in their roles—is to promote a wider range of job movement and experience (Moffat et al. 2001).

Develop Employees And Maintain Employee Career Paths

The Community Transportation Development Center	The Community Transportation Development Center, a nonprofit organization whose board of directors includes representatives from both management and labor in the transit industry, develops labor management partnerships for workforce development. One such partnership, the Keystone Transit Career Ladder Partnership, was launched in December 2001 with the cooperation of the Southeastern Pennsylvania Transportation Authority, the Port Authority of Allegheny County, the Transport Workers Union, the Amalgamated Transit Union, and the Pennsylvania AFL-CIO. With support from the Pennsylvania Department of Labor and Industry, the partnership is developing and piloting new training curricula across a range of transit occupations experiencing skill shortages with the goal of developing career ladders for incumbent workers so they can progress into higher-level positions. Training of incumbent workers can avert layoffs as new technology is introduced (Keystone Transit 2009).
Developing Employee Career Paths	<p>Special or temporary assignments are one way to create opportunities for individuals to increase their level of responsibility and involvement. Special assignments can also be used as a way to reward an employee’s excellent work (KFH Group, Inc. 2008).</p> <p>For instance, a study of truck drivers reveals that 60% would be less likely to quit their job with the addition of a career path (Griffin et al. 2000).</p> <p>Many transit professionals grow from the ranks and transit is unique in that growth opportunities are limited mainly by one’s interest in them. However, should the potential for advancement not exist or not be made available, employees may not stay long or may become discouraged. Likewise, employees who are overlooked for a promotion in favor of an external candidate may also become discouraged. Research also notes that internal career paths should be fair with only qualified applicants considered (KFH Group, Inc. 2008).</p>
Benefits of Developing and Maintaining Employee Career Paths	<p>Managers who had been promoted are less likely to resign than non-promoted managers, but only if the promotion has occurred in the past 11 months (Lyness and Judiesch 2001).</p> <p>Promoted women managers are less likely to resign than promoted male managers (Lyness and Judiesch 2001).</p> <p>Findings suggest that organizational factors (e.g., career development opportunities) may take precedence over individual factors (e.g., turnover intentions, career goals, organizational commitment, and job satisfaction) in turnover decisions (KFH Group, Inc. 2008).</p>

Promoting Existing Staff

Program Name	Program Description
The Toronto Transit Commission (TTC) Staff Development	The Toronto Transit Commission (TTC) develops staff from within the organization. For example, a bus operator who is ready to move into supervision must participate in an internal 6-week training course—the Route Supervisor Program—before assuming the new responsibilities (<i>TCRP RRD 88 2008</i>).

Succession Planning

Program Name	Program Description
Communicate Essential Elements Of Success Plan To Create Buy-In	
Communication with Top Executives	<p>Organizations must establish a values basis for diverse succession planning efforts (Greer and Virick 2008).</p> <p>Organizations must obtain commitment of top executives to personally mentor diverse successors (Greer and Virick 2008).</p> <p>Succession planning initiatives should identify behavioral competencies for the future while recognizing that these may change (Greer and Virick 2008).</p> <p>Succession planning methods should inform high potentials of their inclusion in succession plans and obtain their input (Greer and Virick 2008).</p>
Create A Competency-Based Succession Plan	
Succession Planning Tied to Behavioral Competencies	Research suggests that succession planning efforts should also include the dissemination of specific behavioral competencies required for top positions so potential applicants can hone skills (Greer and Virick 2008).
Washington Metropolitan Area Transit Authority (WMATA) “Leadership Succession Planning Program”	All succession planning programs should be framed as programs with emphasis on developing high potentials (Greer and Virick 2008). For example, the Washington Metropolitan Area Transit Authority (WMATA) has an explicit “Leadership Succession Planning Program” that targets ten key positions. Potential candidates for these positions are rigorously screened to become eligible for training, special projects, and rotational work assignments (Moffat et al. 2001).
The Port Authority of Allegheny County Deferred Retirement Option Plan	The Port Authority of Allegheny County, Pennsylvania started a Deferred Retirement Option Plan for non-represented employees in 2001. The plan is the catalyst for the current development of the succession planning strategy. Under this plan, employees have a one-year window for eligibility and a five-year maximum of participation in the plan. Through the option plan, the agency will be able to do succession planning for a number of leadership positions for which incumbents are or soon will become eligible for retirement (<i>NCHRP Synthesis 323</i> 2003).
Development of Competencies for a Succession Plan	Objective indicators of performance, competence, and potential are all important components of a sound competency-based succession plan (Greer and Virick 2008). Methods should also include valid objective testing where feasible to offset unconscious bias in assessment (Greer and Virick 2008).
Establish Diversity Goals	
Align Succession Planning with Minority Leadership Goals	<p>Succession planning efforts must obtain alignment between business strategy and diversity goals in order to ensure women and minorities receive leadership opportunities.</p> <p>Likewise, organizations should include diversity goals in performance evaluations of executives and managers if promoting women and minorities is a priority (Greer and Virick 2008).</p>

Developing Knowledge Management Systems

Program Name	Program Description
Create People-Focused Knowledge Management Systems	
Knowledge Management Components and Examples	<p>KM initiatives should include strategic, process, and people components to achieve successful outcomes (Davenport, DeLong, and Beers 1998).</p> <p>Examples of these components include top manager support, changes in motivational practices, and recognition that knowledge is transferred through multiple channels including face-to-face interactions (Parise 2007).</p>
Communities of Practice Strategy in Knowledge Management	<p>Communities of practice (Cohen and Prusak 2001; Wenger 1999) are evidence of a shift to a more people-focused strategy, and it has become an increasingly popular KM initiative that emphasizes the connections among people with a common passion and interest area (Parise 2007).</p>

Improving Culture/Climate

Program Name	Program Description
Build A Culture Of Employee Ownership	
Benefits of a Culture of Employee Ownership	<p>Organizational involvement improves everyone's understanding of the organization, and often helps new programs succeed as employees develop a sense of responsibility (KFH Group, Inc. 2008).</p> <p>In one study, only managers' perceptions of performance integration with the job and interactions with supervisors helped to explain managerial turnover. Managers with a higher perception of integration with the organization were more likely to stay with the organization. Findings suggest that organizational factors (e.g., career development opportunities) may take precedence over individual factors (e.g., turnover intentions, career goals, organizational commitment, and job satisfaction) in turnover decisions. The study suggests organizations should identify organizational behaviors that result in a more integrative work climate through attention to work-life balance and formal or informal career development initiatives (Peterson 2007).</p>
The City of Annapolis Department of Transportation (ADT) Inclusive Decision Making Plan	The City of Annapolis Department of Transportation (ADT) has begun to involve all levels of employees in organizational decision making. Operators routinely provide input into administrative decisions, including recommendations for new bus shelters, signage and route changes, and safety issues. In response, operators assume additional responsibilities such as providing visiting riders assistance with directions and acting as informal tour guides for passengers.
Duluth Transit Authority (DTA) Employee Influence Committee	At Duluth Transit Authority (DTA) in Duluth, MN, the Operations Department Safety Committee is an example of how employees exert influence in day-to-day operations. In January 2000, the committee composed of managers and bus operators set out to identify safety issues within operations. The committee identified 5 safety-related issues and made 16 recommendations for change. As a result of one recommendation, the agency developed a line practice instructor job description that requires instructors of new operators to have an excellent work record, a positive temperament, and a willingness to train others (<i>TCRP Report 77 2002</i>).
Employee Involvement in Smaller Agencies	For smaller agencies, a simple approach is to establish groups of employees around topics or concerns such as a Safety Committee or Employee Recognition Committee (KFH Group, Inc. 2008).
Encourage Employee Satisfaction	
The Institute for Transportation Research and Education, Factors Related to Satisfaction	<p>The Institute for Transportation Research and Education at NC State conducted a retention survey of managers/directors at community transit agencies and found highly satisfied managers liked their jobs due to: (1) working with good people; (2) having a diversity of activities; (3) helping their community; (4) seeing coworkers and staff do well as a team; and (5) conducting planning activities (Cook and Lawrie 2004).</p> <p>Former directors who reported lower satisfaction indicated these reasons: (1) excessive government bureaucracy and paperwork; (2) relatively low salaries and benefits for themselves and their staff; (3) high stress due to deadlines and high work volume; (4) lack of career advancement opportunities; and (5) insufficient support from larger state DOT (Cook and Lawrie 2004).</p>
South Carolina Department of Transportation (SCDOT) Improving Workplace Environment	South Carolina Department of Transportation (SCDOT) in 1998 to improve the workplace environment for all employees statewide—5,300 employees working in 540 facilities. In the first 3 years of the plan, SCDOT improved the workspace of approximately 675 employees. Employees have been very receptive to the program, which has ranged from major renovation, to adding accent walls in offices, to ergonomic seating for dump trucks and backhoes. The program is seen as contributing positively to morale, which had been identified as a problem when the agency developed its strategic plan (Weatherby Gilliland 2001).

APPENDIX B

Checklist for Transit Manager Recruitment, Training and Retention Excellence

RECRUITMENT

Strategic Recommendation 2.1: Advertise job openings via transit-specific channels.

1. Determine the importance of transit specific experience in filling managerial job openings.
2. Determine the practicality of and need for national versus regional or local advertising for managerial candidates.
3. Based on the above two determinations, advertise in transit specific media, such as CTAA and APTA magazines, through the state transit association and state DOT or any appropriate transit websites.
4. Consider alternate means of advertising managerial job openings, such as mailing recruitment letters to peer transit systems.

Strategic Recommendation 2.2: Use online recruitment techniques.

1. Determine if the transit system will find managers without transit-specific experience but with strong, generic leadership skills as acceptable candidates for existing or near future job openings.
2. If it is determined that the transit system desires to recruit candidates with no transit experience but with strong leadership skills, consider utilizing generic job search, job aggregator and social networking websites to advertise managerial vacancies.
3. In addition to using generic websites to reach potential candidates, consider using other media involving local or regional government, nonprofit, and private sector organizations as well.

Strategic Recommendation 2.3: Match recruitment source to the type of candidate desired.

1. Consider utilizing a wide variety of different recruiting techniques to build a deep and diverse applicant pool.
2. Initiate diverse recruiting in order to fill managerial vacancies using both traditional and nontraditional recruitment techniques.
3. Target recruitment efforts to the kind of manager the transit system wishes to attract, be that based on woman or minority status, educational background, transit experience, or generic leadership skills.
4. Consider incorporating into recruitment materials any aspect of transit system employment that promotes the possibility of a stable and long-term career, such as the system's relationship with city or county government.

Strategic Recommendation 2.4: Conduct a compensation study.

1. Conduct a formal or informal salary and benefits survey to compare how the compensation your system offers to managerial candidates compares to other organizations.
2. Survey peer transit systems, either nationally and/or regionally, along with other local non-transit public and private organizations.
3. Evaluate how your transit system's compensation practices compare to surveyed organizations.
4. If possible and necessary, adjust your transit system's compensation rates to ensure managerial recruitment competitiveness.

Strategic Recommendation 2.5: Highlight employee benefits in job advertisements and recruitment literature.

1. Review your transit system's benefit package to identify those benefits that would be most attractive in recruiting managerial candidates.
2. Highlight, in all modes of advertising of managerial job openings, those benefits that have been determined to be attractive recruitment tools.

Strategic Recommendation 2.6: Recruit internally for management positions.

1. Always consider advertising any managerial vacancy internally, either before or parallel to outside recruitment efforts.
2. If internal transit staff applies for a managerial position, evaluate their knowledge, skills, ability, and relevant experience to determine whether they are appropriate for the position and respond accordingly.
3. Consider implementing an organizationwide competency model that allows for comparison of competencies required for each transit staff position and provides upward mobility information to employees and recruitment and selection information for system executives when considering internal applicants.

Strategic Recommendation 2.7: Recruit nontraditional applicants.

1. Identify categories of potential, nontraditional candidates that lend themselves to success in transit system managerial roles, such as military personnel, seniors and retirees, and part-time students.
2. Target advertising with these categories of nontraditional applicants in mind and use appropriate media to reach these potential applicants.
3. Participate in job and career fairs to reach targeted nontraditional applicants.
4. Consider developing an internship or apprenticeship program that facilitates bringing nontraditional applicants into the transit environment and prepares them for managerial positions.

Strategic Recommendation 2.8: Use a panel or multiple interviewers.

1. Identify individuals, either internal transit staff or key external stakeholders, to assist in interviewing managerial candidates.
2. Utilize either a multi-interviewer panel format or a sequence of individual interviewers for managerial candidate selection.
3. Ensure all interviewers are aware of the types of questions that are considered illegal or not job related, such as race, nationality, religion, and marital/family status.

Strategic Recommendation 2.9: Utilize structured, behavioral-based job relevant interview protocols when selecting candidates.

1. Review job descriptions that apply to managerial vacancies to ensure they are up-to-date and accurately reflect major job task requirements and successful job behaviors.
2. Based on the job description and a job analysis, create a structured interview questionnaire designed to measure how a managerial candidate's knowledge, skills, and abilities (KSA) match those necessary for job success.
3. Include questions that will illuminate managerial candidate's past behaviors in response to transit-system specific scenarios in the structured interview questionnaire.
4. Create an acceptable scoring system to measure managerial candidate response to the structured interview questions.
5. Orient all interviewers on the use of this structured questionnaire including scoring and note taking of interviewee responses.
6. After all candidates have been interviewed, utilize the interviewer scoring and notes to determine which candidate should be offered the position and keep all paperwork of interviews on file.

Strategic Recommendation 2.10: Incorporate realistic job previews (RJPs) into all recruitment sources, job postings, and advertisements.

1. Identify both the positive and negative aspects of managerial job positions that your system is planning to fill.
2. Highlight these positive and negative aspects of managerial jobs in all recruitment materials and efforts.
3. Emphasize positive aspects of the job to be filled without downplaying negative aspects and use innovative techniques to present this information, such as written job ads, website postings, videos, brochures, workplace tours, and job fair presentations.

TRAINING AND DEVELOPMENT

Strategic Recommendation 3.1: Leverage existing training and development opportunities available through national and state transit and transportation organizations.

1. Identify national and state transit association training offerings that the transit system feels are appropriate for enhancing the development of its managers.
2. Based on available time, money, and resources, consider sending transit managers to attend CTAA or APTA training workshops and certification programs.
3. Utilize, as is reasonable and practical, FTA, NTI, and TSI training offerings in the development of managerial skills.
4. Evaluate and utilize, as appropriate, in-state managerial training opportunities provided through the state DOT and the state transit association.

Strategic Recommendation 3.2: Explore available funding for training.

1. Identify the mechanism within your state that manages the RTAP and determine whether your transit system is eligible to receive funding from this program.
2. Identify, procure, and utilize national RTAP training modules that are appropriate tools to assist in developing the knowledge, skills, and abilities of transit managers and supervisors.
3. If eligible, request RTAP reimbursement for attendance at national and state transit association meetings and individual specialized training workshops.

Strategic Recommendation 3.3: Identify online training resources.

1. When possible, consider increasing managerial training opportunities through the in-house development of web-based training.
2. Explore the possibility of purchasing online training programs from vendors.
3. Identify and utilize transit-specific online training offered through transit associations and government related institutions.

Strategic Recommendation 3.4: Make training easy to access by aligning opportunities with managers' schedules and interests.

1. Survey all transit system managers and supervisors to determine their availability to attend training based on workload concerns and for dates and times when attending training would be most convenient.
2. Establish schedules for attendance at both in-house and external training for managers/supervisors based on availability survey data.
3. Inform managers and supervisors as to expectations about training attendance, including whether it is voluntary, suggested, mandatory, or linked to performance appraisal and awards programs.
4. Utilize existing regularly scheduled management of safety meetings as an opportunity to present formal or informal managerial/supervisory training.
5. Explore both transit specific and generic opportunities for online training of managers and supervisors.

Strategic Recommendation 3.5: Institute mandatory training for managers.

1. Conduct a management/supervisory training needs analysis that includes an organizational analysis of overall training needs, a task analysis identifying skills, knowledge and abilities needed to perform specific tasks, and a personal analysis that involves determining individual employee training requirements.
2. Based on the training needs analysis, develop a systemwide general training plan that addresses training requirements for managers and supervisors at-hire and on an ongoing basis.
3. Create Individual Development Plans for all managers and supervisors who are aligned with the strategic direction of the transit system.
4. Mandate manager and supervisor attendance at appropriate external and in-house training offerings that are consistent with each person's individual development plan.

Strategic Recommendation 3.6: Address training needs for managers in conjunction with formal performance appraisals.

1. Based on an analysis of job descriptions and transit system goals and objectives, identify specific success factors against which manager performance will be measured.

2. Based on manager performance success factors, develop a formal appraisal tool and methodology that is valid and linked to critical competencies.
3. Implement, on an ongoing basis, a periodic and at least annual performance appraisal process for all managers and supervisors.
4. Tie performance appraisal results to coaching, counseling, and training of managers and supervisors.
5. If the performance appraisal is to be used for administrative decisions, such as discipline or pay increases, ensure that use has been clearly and distinctly defined as separate from individual performance development planning.

Strategic Recommendation 3.7: Offer tuition reimbursement.

1. Based on available budgetary resources, consider implementing a tuition reimbursement program as a tool in facilitating management and supervisory development.
2. Identify courses and training offered on site at local colleges or universities, online, or through other venues that are appropriate for managerial development and eligible for tuition reimbursement.
3. Develop specific guidelines and protocols for how tuition is to be reimbursed and clearly communicate these guidelines to all eligible employees.

Strategic Recommendation 3.8: Emphasize ongoing professional development for managers at all levels.

1. Determine requirements for and ensure delivery of training for new managers and supervisors that provides them with the generic and transit specific knowledge, skills, and abilities they need to successfully carry out their job functions.
2. Involve managers in creating transit system mission, vision and values, strategic plans, and organizational goals and objectives.
3. Provide ongoing professional development opportunities that facilitate personal and organizational management success.
4. Ensure that management and supervisory training priorities adjust to industry change and the evolution of industry training needs.

5. Think outside the box in the presentation of manager and supervisor skill enhancement opportunities and utilize creative and innovative approaches for the development of the management team.

Strategic Recommendation 3.9: Implement succession planning.

1. As is reasonable and practical, identify a succession planning protocol that prepares qualified employees to assume management positions as they become vacant.
2. Align succession planning strategies with organizational goals and develop the skills of upwardly mobile candidates to enhance transit system goal achievement.
3. Build succession planning efforts with the objective of providing seamless management transitions when one staff member replaces another.
4. Communicate essential elements of the succession planning process to all impacted employees in order to create buy in.
5. Create a competency based succession plan that enhances the behavior competency and upward mobility possibilities of high potential employees.
6. Utilize a mentoring program where successful upper level managers assist lower level managers, supervisors, or other employees in developing the knowledge, abilities, and skills that will prepare them for promotion and assuming higher level responsibilities.

RETENTION

Strategic Recommendation 4.1: Offer competitive benefits.

1. Conduct a benefits survey to identify what benefits local and industry competitors provide their employees.
2. Survey employees as to what benefits they most value.
3. Tailor transit system benefit package to enhance the ability to meet competitor offerings and identified employee desires.
4. Utilize benefit packages as a recruitment and retention tool.

Strategic Recommendation 4.2: Offer flexible work schedules.

1. Determine how flexible schedules for transit system managers and supervisors can realistically be offered.
2. Determine which flexible work schedules best fit both transit system needs and individual manager needs.
3. Implement, as is possible, flexible scheduling, which may include flex time, variable day schedules, variable week schedules, and/or compressed work schedules.
4. Periodically review how flexible schedules impact transit system effectiveness and employee satisfaction, performance, and productivity.

Strategic Recommendation 4.3: Implement a rewards program for high performers.

1. Establish a rewards program that is realistic and accomplishable.
2. Ensure the rewards program is implemented with a high level of integrity.
3. Distribute rewards on time and in a public manner.

Strategic Recommendation 4.4: Spend time up front hiring high quality managers.

1. If at all possible, don't settle for an individual with less than desired qualifications when filling manager and supervisor positions.
2. Ensure that hiring assessments are job relevant, reliable, and valid.
3. Use behavioral competencies to predict managerial performance.
4. Use realistic job previews to provide applicants with an accurate description of the positive and negative aspects of the job.

Strategic Recommendation 4.5: Establish person-organization fit throughout the transit system.

1. Evaluate whether high managerial turnover is a result of a mismatch between the transit system's culture and the personality of the managers leaving.
2. Consider organization and job fit in the recruitment process.
3. Evaluate the culture of the transit system, including generational differences when identifying strategies to increase managerial retention.

Strategic Recommendation 4.6: Provide training and development opportunities to encourage manager retention.

1. Provide training and development opportunities that interest managers.
2. Use a variety of training and development techniques to keep training fresh, engaging, and meeting the needs of different learning styles.
3. Emphasize professional development for managers and supervisors for all levels of the organization.
4. Align training with the work requirements of the job and the mission and goals of the transit system.

Strategic Recommendation 4.7: Engage managers in developing and supporting the transit system's mission.

1. Encourage new manager and supervisor commitment to the organization through an extensive transit system orientation program.
2. Involve transit system managers in creating the mission, vision, and values statements along with a short- and long-term strategic plan.
3. Meet with managerial and supervisory staff at regular intervals to discuss ways to make transit system mission, vision, and values a part of everyday work life and interaction with customers.

Strategic Recommendation 4.8: Build a culture of ownership.

1. Encourage transit system-wide employee involvement in organization decision making through ad-hoc committees, performance improvement teams, and organization goal setting.
2. Engage managers and employees in transit system human resource management decision making, including hiring, training, and compensation.
3. Recognize employee participation involvement in organizational decision making activities through a formal acknowledgment process.

Strategic Recommendation 4.9: Create a positive organizational culture.

1. Analyze current transit system organizational culture to determine if it is producing the desired results.
2. Determine elements of the transit system culture that may need to be changed.
3. Establish a methodology and implementation plan for transit system cultural change as may be appropriate.
4. Train managers and employees on all cultural change efforts and new role expectations resulting from those efforts.
5. Evaluate the transit system's new culture as it evolves to establish whether change has occurred and identify elements of change still needing to be addressed.



APPENDIX C

Transit Case Studies

Introduction to Transit Case Studies

This appendix contains a summary of 20 transit system case studies that were conducted to assist in identifying transit industry challenges and effective practices as they relate to recruitment, development and retention of managers. The diversity of this nation's transit systems, due to agency size and service delivery models, presents a wide spectrum of required human resource strategies and does not allow for a "one size fits all" approach. To account for this diversity, case studies were conducted with large, mid-sized, and small, urban and rural, private and public transit agencies located throughout the United States. Heavy emphasis was placed on smaller transit agencies based on the suggestion of the TCRP project panel and the perception that these agencies often have fewer staff resources and therefore may be in greater need of strategic human resource assistance. Transit agencies that were selected for these case studies represent a wide-range of service delivery models, including fixed-route, deviated fixed-route, general public paratransit, and ADA complementary paratransit. These agencies also are diverse, based on both size and geographical location.

The 20 transit case study interviews were structured to identify agency innovations and success stories. The interviews were conducted over the phone and each one lasted approximately 60 minutes. Participants discussed their transit agency's managerial recruitment, development, and retention challenges as well as strategies they have used to address these challenges. The strengths and weaknesses of each strategic human resource approach used by these agencies to build and enhance their management team were discussed as well. Each case study is presented in a brief summary report that includes a short profile of the agency, the name of the person(s) interviewed, contact information for the person interviewed (when available), and an overview of the transit system's effective strategies and practices in the areas of recruitment, development, and retention of managers.

1. AMTRAN

Participant Information

Transit System: Altoona Metro Transit, Altoona, PA

Interviewee: Eric Wolf (General Manager), 814-944-4074, ericwolf@amtran.org

Transit System Profile

Altoona Metro Transit (AMTRAN) is a small urban transit authority serving Altoona, Pennsylvania, and the surrounding communities. It primarily provides fixed-route service with some in-house demand response service, but most of the ADA paratransit service delivery is provided through contractors. The agency operates 32 transit vehicles most of which are coaches. AMTRAN has 45 employees, including 7 full-time manager/supervisor positions.

Recruitment

- AMTRAN does not have a human resource management position, and the recruiting function is shared by the General Manager and other members of the executive management team.
- The agency is concerned that over the next 10 to 15 years employee retirement will have a significant organizational impact since most of the leadership team is close in age.
- Employees enjoy a very competitive salary and benefit package for the region, and employment with AMTRAN is generally considered a positive opportunity.
- Most transportation supervisors have been promoted from within, coming out of bus operator positions. The current Director of Maintenance was both a bus operator and mechanic prior to being promoted to his position.
- Leadership positions in administration have experienced very low turnover.
- The General Manager has seen similar up-through-the-rank promotional experiences at peer transit agencies throughout Pennsylvania.
- Overall AMTRAN has a very stable workforce, which is consistent with the mindset of the region in that people tend to feel that if you have a good job, you keep it.
- The agency rarely formally advertises its vacancies in the local media. Supervisory and management positions have primarily been filled either up-through-the-ranks or by word of mouth, both locally and through the state transit network, including through the State Transit Association. AMTRAN does not use social websites to recruit for supervisory/management jobs. However, in filling the General Manager position, it is possible that the AMTRAN Board of Directors might choose to use a “head hunter.”
- A formal application form is utilized as an employee screening tool, and the agency leans heavily on references reported on that form. The General Manager has found the interview process to be less valuable as a selection tool for quality than the reference check process.
- Although AMTRAN has not previously used criminal and financial background checks as a screening tool for leadership positions, it is anticipating doing so in the future.
- As a screening tool, the agency uses a private sector product called “Step 1 Personality Inventory” that it obtained through the local Manpower Office. This inventory screening tool costs less than \$50 per test and has proven extremely effective as a screening mechanism.
- The General Manager feels that at the supervisory level it is important for candidates to have front line transit experience, and he would weigh selection heavily based on that experience. However, at the managerial level, the emphasis is more on general

leadership skills, whether demonstrated in transit or not, with the assumption that managers can be taught transit specific skills.

- The most important attributes of an AMTRAN manager include being positive and forward thinking and being a problem solver rather than a problem creator.

Training and Development

- AMTRAN has very limited internal formal leadership training for managers and supervisors. However, it uses a series of internal strategies to develop staff leadership skills:
 - Holds an annual management retreat where previous year's accomplishments and next year's goals are determined, and leadership is a major topic area.
 - Provides value-based team building and principle-centered leadership organizational development activities presented through consultant services.
 - The General Manager requires the leadership team to read, discuss, and implement, in practice, one new generic management development book per year. As an example, this year's book was *Good to Great* by Jim Collins.
 - Regular management staff meetings are held where the focus is on excellence in decision making and management team building.
- Pennsylvania has an excellent internal state training program provided through the Pennsylvania Training and Resource Network (PennTRAIN) which is funded by the State Department of Transportation (PennDOT) and managed by the State Transit Association. PennTRAIN is presently offering a 4-level training program entitled "The Professional Supervisor Program." This program is primarily focused on individuals who have been recently promoted into supervisory or management positions. The 4 levels are based on 3 days of training per month spread out over an 8 month period with a total of 12 days of training. Homework is required to be completed between each level. Topics cover both supervisory and management theory and specific transit application of that theory. Team building and participatory management are emphasized, as is an offering by the Attorney for the State Insurance Pool called "Ten Danger Zones for Supervisors." At the annual State Transit Association conference, graduates of the Professional Supervisor Program are recognized and receive a plaque.
- PennDOT has shown interest in developing an upper level management training program and the development of this program is presently underway. This program is based on getting managers together to discuss issues, problem solve, and provide each other support. The effort will be not so much a classroom training approach, as a case-study focus on one's own agency.
- AMTRAN and other peer agencies in Pennsylvania utilize leadership development and certification programs offered through the APTA and CTAA.
- The agency utilizes a formal performance appraisal process for front line employees and a quarterly performance planning process for supervisors and managers. This quarterly performance planning process includes a meeting with the General Manager with a focus on performance goals and partnerships to support performance goals.

Retention

- AMTRAN has very limited supervisory and management turnover. The General Manager believes this low turnover rate is at least partially based on the following:
 - Salary and benefits.
 - The stable culture of the organization and the community within which it resides.
 - The annual organizational goal setting process.
 - Managerial training and development opportunities.

- Quarterly one-on-one management support and feedback meetings.
- The value and team based nature of the organizational culture.

Lessons Learned

- The General Manager (GM) feels that the future is a positive one in terms of support for transit, partially because of the philosophy and commitment of the younger generation to global sustainability and the opportunity for social equality, both things that transit currently is a part of making happen. This could well lead to transit being able to recruit young people into its ranks and make transit competitive as a career field on a higher concept level than just another job.
- The GM defines the essential elements of creating a positive organizational transit environment that facilitates the recruitment, development, and retention of quality leadership as:
 - Treating people well;
 - Respecting people's individuality;
 - Providing feedback on performance;
 - Not practicing top-down management; and
 - Providing people the opportunity to do something that matters.

2. Atomic City Transit

Participant Information

Transit System: Atomic City Transit, Los Alamos, NM

Interviewees: Michael Davis (Transit Manager), 505-663-1761, michael.davis@lacnm.us
 Nancy Talley (Head of Los Alamos County Transportation Division)
 Christeanne Goodey (Head of Human Resources for Los Alamos County)

Transit System Profile

Atomic City Transit is a part of the municipal government of Los Alamos County, New Mexico, which is a city and county government combined. The transit system operates both fixed-route and demand response services. Its fleet of 27 vehicles is a combination of full size buses, cutaways, and vans. The workforce consists of 34 full time transit employees and includes one Transit Manager, two Operations Supervisors, two Transit Leads and one Management Analyst. The Transit Leads function in a supervisory capacity when a Supervisor is not available.

Recruitment

- The County Human Resource Department is responsible for all recruitment efforts. The Head of the Transportation Division is the point of contact for the County Human Resource Department in transit related managerial or supervisory recruitment.
- The general recruitment and selection process for other than top management positions breaks out as follows:
 - Job requisition is created
 - Advertising is implemented
 - Applications received at HR
 - HR reviews the applications for applicants who are qualified
 - Applications of qualified individuals are sent to the transit department
 - The transit department chooses who they want to interview
 - The transit department conducts the interviews and determines who to hire
 - The application comes back to HR and a compensation package is developed
 - Either the transit department or HR makes the job offer
- Challenges in managerial/supervisory recruitment and selection include:
 - Due to the recent economic downturn, the agency is receiving many more applications than normal to review, which is extremely time consuming, but on the other hand the quality of the candidates for all levels of positions is higher.
 - Los Alamos is a small, remote community that presents a challenge in terms of finding quality candidates who are willing to relocate, unless remoteness is what the candidates are actually looking for.
 - Salaries offered are not necessarily in line with what the rest of the market offers nor with the cost of living or housing in the area. A significant percentage of managers/supervisors who work for the County commute from other locations.
 - High quality candidates with transit experience are difficult to find within the area and often out-of-state candidates are interviewed and selected.
- One of the strategies to overcome competitive salary challenges is marketing the attractiveness of the benefit package. This package includes:
 - Strong medical coverage with no deductible
 - Dental and vision insurance
 - Two separate mandatory pension plans – one through Los Alamos County and the other through the Public Employee Retirement Association

- An optional 457-retirement plan, which is a deferred-compensation retirement plan available for governmental employers. Los Alamos County provides the plan and employees defer compensation into the plan on a pre-tax basis. It is different from a 401(k) because there is no 10% penalty for withdrawal before age 59.5 and participants cannot make contributions to a Roth.
- Up to three weeks annual leave
- Life insurance
- Long-term disability insurance
- A tuition reimbursement program
- An employee wellness program in which the County pays for 50% of YMCA fitness center activities
- Reduced golf course fees
- A free outdoor skating rink
- Over the last three years the County has moved away from newspaper recruitment ads and towards Internet advertising. When using the Internet to advertise positions, it has found that advertising on fewer, more transit-specific sites works better than advertising more broadly. For example, using a PGA website when advertising for a golf course manager, and using the APTA website when advertising for a transit manager. Recruitment ads are placed in industry specific periodicals as well.
- The County uses a very aggressive recruitment advertising mailing strategy. As an example, when recruiting for the Transit Manager position, a letter was sent to over 400 transit agencies throughout the country advertising the position and providing information not only about the job but also about the Los Alamos Community in general. The letters were mailed to “Attention: Transit Manager.” This approach generated a large volume of applications and was how the existing Transit Manager learned of the job opening. Transit supervisors have been recruited in the same basic fashion with 200 letters sent regionally to transit agencies located in Colorado, Texas, New Mexico, and Arizona.
- When newspaper ads are placed, the papers always include Albuquerque, Santa Fe, and Taos. However, target mailings have proved to be more successful than newspaper ads.
- The County HR Manager feels strongly that putting the above effort into recruitment ultimately pays big dividends. If you don’t do the important recruitment and selection work up front, it can negatively impact quality of services and the ability to get things done.
- Atomic Transit competes for managerial/supervisory candidates with other transit agencies around the state as well as Los Alamos National Lab (LANL) and the Los Alamos school system.
- Applications are initially screened against Minimum Qualifications stated in job descriptions. Once this HR screening has taken place, applications are sent on to the Hiring Department, which conducts more extensive screening. This second process includes looking for:
 - Well written and typed applications
 - Resumes and cover letters
 - Full narrative when space is provided for information
 - Gaps in work histories
 - Both leadership and transit specific experience
- Once top management applicants are selected for interviewing, they are put through an intense interview process that includes the submission by a candidate of a written exercise, a one-hour phone interview that narrows potential candidates down to four or

five, and then a face-to-face, half-day interview process of these four or five candidates. This half-day interview process includes:

- A formal structured interview,
 - An informal meal with interviewers,
 - A tour of the town, during which candidates are still being evaluated, and
 - Meetings with County managers where evaluation also takes place.
- In order to evaluate how candidates deal with change, an agenda of the interview process is sent to candidates ahead of time, but when they arrive for the interview something in the agenda is changed.
 - After all candidates have been interviewed, the interview committee reviews scores for exercises and interviews and, based on those scores, makes a decision that everyone on the committee is comfortable with. After all background verifications are completed, a job offer is made.

Training and Development

- The County culture is driven by a high level of commitment to providing training and development opportunities for supervisors and managers. These opportunities are delivered both in-house and by external resources. An example of an external resource is the Leadership Los Alamos Training Program, which is attended by managers from both the public and private sectors.
- The County also uses the Leadership Challenge Program, which is a generic leadership program delivered in-house by a team of managers who have been through a national train-the-trainer certification for the course.
- Supervisory and general team training is provided through the University of New Mexico-Los Alamos. This training is accredited and attendees receive college credits.
- The County provides internal team building training that includes the use of a “Leadership Social Styles Personality Assessment” instrument. This instrument is similar to other personality assessment instruments such as Myers Briggs. However, this one is shorter and easier to work through.
- Transit managers and supervisors are sent to APTA and CTAA conferences and classes and the TSI for training and certifications.
- The County also offers generic leadership training through CharacterFirst.com, which is a monthly program that includes DVDs, brochures, and flyers. This program is integrated into staff meetings and focuses on positively reinforcing 49 character qualities such as values, faith, integrity, and honesty.
- Customer service training is provided through the Fish Philosophy Training. This program works around a purchased film based on the Seattle Fish Market and is a fun reinforcement of positive customer service skills.
- There are several formal and informal succession planning efforts going on in Los Alamos County government including cross-functional training, lead positions acting as stepping stones to supervisory positions, and an annual performance appraisal process that includes goal setting for upward mobility.

Retention

- Since Atomic Transit is only three years old and no one has left employment, there are no retention issues to discuss. The County is generally considered a great place to work because of the good benefit package and good training opportunities combined with the high level of integrity of the management team. Retirement is the only reason people normally leave.

Lessons Learned

- Do your recruiting and selection work up front and bring on good people. Keep those good people by providing training opportunities, a strong benefit package, and a positive organizational culture.
- There are five items in all the manager/supervisory job descriptions that are important to the County working culture:
 - Reliable attendance;
 - Ability to work well with others and participate fully in the team environment;
 - Ability to interface with employees and customers in a courteous and respectful manner;
 - Ability to provide high quality customer service; and
 - A commitment to project positive support for all County related activities at all times.
- The individuals interviewed for this case study concluded by emphasizing that a transit system should never be in a hurry to recruit just to alleviate employee stress due to a vacancy, and never settle for less than the highest qualified candidate. If you hire for integrity, character, and customer service ability, you can train people with these qualities to do just about anything else. It is critical that managers and supervisors enjoy the work they do and the people they work with.

3. Cache Valley Transit District

Participant Information

Transit System: Cache Valley Transit District, Logan, UT

Interviewee: Todd Beutler (General Manager), 435-713-6968, tbeutler@cvtddb.org

Transit System Profile

Cache Valley Transit District (CVTD) was established in 2000 to serve the transit needs of Cache Valley residents. Voters ratified a special services district that includes the cities of Richmond, Smithfield, Hyde Park, North Logan, River Heights, Providence, Millville, Nibley, and Hyrum. A quarter of 1% sales tax helps to fund the CVTD. CVTD reports to 19 board members. CVTD provides fixed route, commuter services and a deviated fixed route service. CVTD services a population of 75,000 residents, with 30 vehicles and approximately 115 total employees, 40 of whom are full-time. The system deploys buses every half hour and less than 2% of services are ever missed. The system uses students and part-time employees to help staff their operation. In August 2009, CVTD took over all operations, which they had previously contracted out for over 17 years to First Transit. CVTD has 12-15 management jobs, 6 to 7 are upper management jobs and 3 are director-level jobs.

Recruitment

- CVTD Human Resource function is supported by an Administrative Director and a risk management/human resource position. All three Director-level positions are involved in the recruitment for manager jobs.
- The system's general practice for manager jobs is to promote from within. However, the focus is not on finding an individual with the technical skills, but instead to emphasize leadership skills in selecting for manager jobs.
- In the process of moving operations from contracting out to in-house, the system retained all contracted employees increasing from 3 full-time to 40 full-time employees. A Finance Director was also recently hired as part of the transition. The Finance Director was recruited from a private auditing company.
- The interviewee suggested the biggest challenge for the transit industry is the "fallacy that individuals have to grow up in transit to be effective in transit," which serves as a barrier to youth seeking out transit jobs.
- To encourage youth interest, this system provides internship opportunities. When operations were previously contracted out, the system would have students, who were employed with contractors, do special projects and work extra hours for the system in order to groom students for future transit jobs. To develop the students, the system provided job rotation opportunities across different operational areas: 2-3 days in maintenance, 2-3 days in dispatch, and 2-3 days in administrative roles (e.g., budgeting). Students seeking senior projects were brought in to participate in transit roles and learn about transit work (e.g., architect who needed senior project was asked to work on expanding the canopy over buses).
- The General Manager of this system also gives presentations 1-2 times per year at the local university and networks with faculty to keep students informed about the transit industry and available jobs.
- One of the system's biggest recruitment challenges is low compensation. Since part of taxpayer dollars funds the system, elected officials have frowned upon increasing compensation. To address this recruitment challenge (of compensation), this system:
 - Works with the Board of Directors to encourage the conduct of market analysis to find out what other systems and employers in the area are offering.

- Offers flexible scheduling and generous retirement benefits. The system focuses on “end goals” and as long as employees meet their goals, they can have flexibility in how they schedule their jobs. For example, managers can work four 10-hour-days and have one day at home per week if preferred. The Finance Director who recently came on board was attracted to the workplace environment and the flexibility of this system to allow him more family time as opposed to his previous employer. Employees are also supported in having a second job if they wish.
- Resources the system would use in future recruitment of managers include: Transit Talent website – transittalent.com, the APTA *Passenger Transport* magazine, state associations like CalACT, and networking with other transit associations.
- The system’s assessment process for new hires includes the following steps:
 - Review application/resume (resumes are collected for management as opposed to applications). Look for consistent employment history (to determine commitment level to an organization) and progression level in employment (to identify individuals willing to take on increasing responsibilities).
 - Conduct interviews. This system uses structured interview questions that are job-specific to allow for comparison across applicants. The interview questions are job-specific scenarios. Typically, 2 to 3 individuals from the system participate in each interview to gain multiple perspectives on the candidate.

Training and Development

- Typically 50% of training is conducted in-house and 50% is conducted off-site.
- The system has a Training Coordinator/Procurement person who develops training and identifies consultants to come in-house to conduct trainings. Examples of in-house training include training on core values and “how to interact with the community.” Managers are actually engaged in the development and delivery of training. For example, managers are asked to speak for half hour on a specific core value and consequences of not supporting that value. The system is currently having managers work on developing leadership training.
- One of the biggest challenges in training for the system is budgetary restrictions. The interviewee believes training is an important way to show employees they are valued, especially when compensation is low. Thus, the system engages in constant training through sources such as:
 - FTA—grants management and procurement training;
 - NTI—course on leadership (Note: The system also seeks leadership training that is not necessarily transit specific);
 - Utah’s State transit association (URSTA); and
 - Partner with insurance company to provide safety training.
- Managers are encouraged to spend time each week with employees. For example, the General Manager spends at least 1-2 hours per week with the Directors to establish goals, identify training and development needs, and provide mentoring.
- The General Manager has developed a leadership training that covers:
 - Proper stewardship,
 - Communication, and
 - Creation (*the process of creating something every day...*).

Retention

- CVTD has a very low turnover rate. CVTD credits this low turnover rate to the following:

- Maintaining a “mistake accepting” environment. Top managers are encouraged to share their personal mistakes with employees to show how learning can occur from making mistakes. The General Manager shares his own mistakes in the Leadership training conducted with managers.
- Employees and managers are treated equally. The system does not have special parking for managers.
- Employees are engaged in improving the workplace. For example, there is a Safety Committee that includes individuals from all areas of the organization. This Safety Committee accepts suggestions from employees on how to improve the workplace or operations. If the Committee rejects the suggestion, an explanation must be given to the employee as to why the suggestion is rejected. If the suggestion is accepted, it is passed to top management and if implemented, awards are given to the employee.
- The system maintains benefits to help support employee needs. Employee benefits include:
 - The system pays 100% of health benefits for salaried as well as hourly employees.
 - The benefit structure is set up to encourage employees to want to progress in the organization and see reward for doing so. Thus:
 - For managers, the system pays 100% of family health care.
 - For supervisors, the system pays 100% of health benefits for the employee plus the employee’s spouse.
 - The system does not participate in social security. Instead, the employee is allowed to have a social security fund/retirement fund the employee can manage. The system created a new entity and opted out of the government system to allow an employee option they can manage for themselves.
 - For part-time employees, the system matches up to 6% of the 401K.
 - In addition to providing flexible scheduling to all staff, drivers can take off whenever they need as long as they find a replacement. The minimum requirement is that employees have to work 15 hours per month to stay employed. So employees who were formerly retired may choose to take off 3 weeks and then only work 1 week per month.
 - Since the system operates 6 days per week and the manager job can be very demanding, managers may structure their schedule to take more time off when activities lessen. For example, a manager can work 12 hours a day for 3 weeks and then work only 6 hours a day for the next 2 weeks if he/she prefers as long as the manager’s end goals are met.
 - As part of flexible scheduling, the 3 supervisors (road, dispatch, and transit) rotate through each other’s position 1 day per week so that if one individual needs to take off, the other supervisor can cover those responsibilities easily.

Lessons Learned

- CVTD believes that workplace environment is the most important component of employment. To demonstrate this, the system has applicants speak directly with mechanics and drivers prior to accepting employment to show the applicant the type of environment the system maintains.

4. Capital Transit

Participant Information

Transit System: Capital Transit, Juneau, AK

Interviewee: John Kern (Transit Superintendent), 907-789-6901, john_kern@ci.juneau.ak.us

Transit System Profile

Capital Transit is a department of the municipal government of Juneau, Alaska. Its operation is funded primarily by general fund revenues from the City and Borough of Juneau and through passenger fares. Capital costs are provided by the State of Alaska and the FTA. The agency provides fixed route service in the City and Borough of Juneau and contracts out its ADA paratransit services. Capital Transit operates 16 fixed-route buses and has 42 employees (part and full time). There are 7 individuals who perform in managerial or supervisory roles.

Recruitment

- The agency is supported by the City of Juneau Human Resource Department. The City handles payroll, insurance, and technical employment requirements such as job advertising. The Transit Department is responsible for screening, interviewing, and hiring applicants.
- Generally, supervisory positions are filled in-house and Capital Transit has established an upward mobility program where individuals move into lead bus driver positions and perform as substitute supervisors when regular supervisors are on leave. This process has allowed the agency to develop a cadre of 6 to 8 individuals who have significant supervisory experience either as a permanent supervisor or as a substitute supervisor.
- Typically, individuals in management positions, unlike supervisory positions, are recruited from the outside.
- Challenges faced by the agency in filling management positions include the following:
 - The relatively small size and isolation of the Juneau community.
 - The reluctance of people to move to Juneau given its distance from the lower 48 states.
 - The salary is often not competitive with peer positions in the area, although the economic downturn at this time has partially mitigated this issue.
 - The relatively high cost of living in Juneau, one of the most expensive communities in Alaska in which to reside.
- The recruitment process for transit managerial openings, including the Transit Superintendent position if it needed to be filled, involves interviewing three applicants, background checks, reference checks, and previous employment checks.
- Depending on the level of the position to be filled, either the City Manager and/or the Human Resource office would be a part of the interview and selection committee. If filling the Transit Superintendent position, this committee could include a member of the public who is a key community stakeholder. An interview for the Transit Superintendent position would take 4 to 6 hours and include direct questions, give-and-take discussions, and role playing/case study activities that focus on how the candidate would react to a given situation.
- In filling operation and maintenance supervisory positions, vacancies are advertised simultaneously both externally and in-house. The Transit Superintendent screens all applicants and then selects an employee from Human Resources and an employee from another City department to help with the interview. The reason for including another city department representative in the interview process is that it is felt this person will bring more objectivity and a broader perspective when determining leadership qualities. These

are structured interviews and last up to 2 hours. There is also an operational skill demonstration associated with the selection process.

- Although most supervisory positions are filled in-house through promotion, management positions could be advertised via newspapers in the region (Juneau, Anchorage, and Seattle) as well as in industry publications such as APTA's *Passenger Transport* and CTAA's *Community Transportation* magazines. Also, the City/Transit website is available for posting job openings.

Training and Development

- Very limited in-city or in-house management/supervisory training is available. There is a new supervisor class offered on occasion by the City, but not on a routine basis.
- Capital Transit makes extensive use of external resources in its managerial and supervisory training efforts. Recently the TSI presented a Transit Supervisory Course in Anchorage and participants were recruited from around the state, including Capital Transit. Funding for this training was provided by the State RTAP.
- Capital Transit, along with other transit systems in Alaska, also utilize:
 - the Community Transportation of America (CTAA) Certified Community Transit Manager (CCTM) training
 - training offered through the University of North Dakota at Fargo
 - training offered through the University of Wisconsin at Milwaukee.
- Access to supervisory and management development activities in Alaska, given its reliance on external delivery sources, would be nearly impossible without the availability of monies through the State RTAP. This RTAP money covers not only the expense of bringing in trainers but also the expense of trainee travel that can be extensive in Alaska.

Retention

- Capital Transit has a high level of supervisory, management, and overall employee retention. The Transit Superintendent attributes this high retention rate to the following:
 - Good benefit package;
 - Flexible work hours as much as is possible;
 - Strong retirement system;
 - Fairly lenient leave policy;
 - Reasonable advancement potential within the City, either in transit or other city departments; and
 - External training and development opportunities which could facilitate advancement.

Lessons Learned

- The Transit Superintendent believes that hiring individuals into supervisory roles is better served by basing the selection on strong transit experience rather than previous leadership experience. He believes that generic managerial and supervisory skills can be taught, but the teaching of transit skills from scratch is far too time consuming and difficult.
- Juneau, like other cities of its size around the country, is presently going through economic hard times and budgetary constraints have impacted Capital Transit's opportunities for staff development. The emphasis is presently on creating a lean and efficient management team that results in limited time and resources available to provide training opportunities. However, the Transit Superintendent still believes that if a transit agency is to be effective, energy and effort must be applied to creating opportunities for individuals in supervisory/management roles to grow and blossom.

5. Coast Transit Authority

Participant Information

Transit System: Coast Transit Authority, Gulfport, MS

Interviewee: Kevin Coggin (Executive Director), 228-869-8080 (x212), kcoggin@coasttransit.org

Transit System Profile

Coast Transit Authority (CTA) is an independently managed stand alone transit authority with a Board of Directors. CTA receives small urban Section 5307 funding from the FTA and provides fixed route services, ADA paratransit services, and senior demand response services. The operating area is tri-county and includes the municipalities of Biloxi and Gulfport, Mississippi. The fleet numbers 30 and vehicles consist of both full size coaches and cutaways. The staff of 95 employees includes 7 individuals in managerial and supervisory positions.

Recruitment

- The Director of Administration has responsibility for Human Resources. This person manages the recruitment and screening process while individual departments do the interviewing and selecting.
- Job vacancies are advertised in local papers, on a popular local website, on a sign board outside the CTA offices, on the sides of CTA buses, and on the CTA website.
- The economic downturn has impacted the recruitment process in terms of an increased volume of applicants with a reasonable level of quality in the applicant pool.
- CTA does not restrict its selection of supervisors and managers to only those with transit experience. The Executive Director believes that a good manager can manage any business and often, because of a lack of candidates with transit specific backgrounds, the agency has no choice in that regard.
- When an individual is brought into a leadership position with a non-transit background, CTA uses a variety of external resources in order to bring them up to speed on transit specific issues. These resources include FTA seminars, Mississippi DOT seminars, and seminars on such issues as route planning, safety, regulatory compliance, finance, and project management. The agency makes limited use of training offered during APTA or CTAA annual conferences.
- In order to ensure diversity in the workforce, CTA has to reach out externally for potential candidates. Generally, the protocol is to post a job internally for two weeks and then advertise externally thereafter.
- Background checks include driving record, criminal record, and job references. This is done before interviewing in order to narrow the candidate pool. Applications are reviewed for appropriateness of background, specific job experience, and the presence or absence of “job hopping”. The goal is to identify two to three strong supervisory/management candidates to interview.
- Interviews normally last approximately one hour and are based on a structured list of interview questions to ensure consistency across candidates.
- Before making a final decision as to who to hire, the Executive Director or representative conducts a telephone interview with final candidates and this interview includes follow-up questions. The Executive Director believes that hiring decisions should not be based simply on a one time face-to-face interview where personality issues and strengths and weaknesses may not become clear. The telephone interview process allows for thought out follow-up questions developed by the CTA management team. These questions are

designed to get better insight into the candidate's management and communication style and people skills. Case study problem situations are often presented and the candidate is asked how he/she would handle the situation.

- The salary and benefit package is very competitive with local and state government positions but the salary is not necessarily competitive with the private sector. CTA tends to overcome this private sector disadvantage by offering a supportive work environment, flexible hours when possible, and a strong benefit package. One strategy that the agency has found effective in carrying out its mission of recruiting and retaining managers is to allow managers to set their own work schedule. It is CTA's philosophy that as long as a manager gets the job done well, it is not necessarily important how many hours are worked or what schedule is followed. CTA encourages managers to work no more than 40 hours per week, but provides comp time to those who do. The agency works with its staff in regard to personal family issues and urges employees to not short change families for the company. Time off is given to attend children's school events, accompany children on field trips, and take care of sick family members. This approach makes CTA competitive with the private sector regardless of salary differences.
- The benefit package includes 100% paid health, dental and life insurance for employees, seven holidays, vacation days, and four hours per month sick leave. Sick leave buy back at the end of the year allows the employees to trade three sick days for two day's pay. This policy has minimized the use of sick leave.
- The Executive Director emphasizes the importance of concentrating on elevating the morale of the workforce through creating a supportive low-stress work environment. He understands that employees may not be happy every day, but he doesn't want people to hate to come to work. He encourages managers to listen to employees and resolve conflicts and problems.
- Performance Appraisals are required on all employees on an annual basis. Individual departments have flexibility as to the structure of the performance appraisal, so long as the appraisal instrument is consistent within the department. Some departments use an objective scoring method and others use a narrative method. Performance appraisal is tied to pay which is merit based. Up to 3% raises are given annually based on performance.
- The Executive Director is well aware of the need for succession planning. A senior manager is approaching retirement so the Executive Director created a position to prepare an individual to take this senior manager's place. The individual hired for this position could be considered a "Director in training." This employee does not have a public transit background but, as a part of the succession planning effort, he is being brought "up to speed" on transit specific knowledge. The job entails spending weekends in the field performing normal operational supervisory duties and three week days being mentored by the senior manager. No guarantee of promotion has been given to this employee, but it is generally understood what he is working towards proven his strong performance.

Training and Development

- CTA does not have formal in-house training for managers and supervisors. Leadership development is primarily accomplished through an informal job mentoring program.
- When goal setting is done with managers, strengths are identified and areas in need of improvement are defined in terms of future expectations. The Executive Director sees this not as simply a process of improving the employee, but also as a method of determining if the company is doing all that it can to support the employee in their development.

- The agency does not use any online or college training resources.
- CTA is considering investing in a webinar program offered through a generic management consulting company with training in such areas as coaching, personnel management, conflict resolution, motivation, and discipline. The idea is to have all supervisors and managers go through this webinar series in-house rather than send them away for training. This in-house webinar approach appears to lower costs and be more efficient and effective for the agency.
- Supervisors and managers are occasionally sent to local generic management training workshops. It also sends individuals to training workshops offered by the State DOT and FTA.
- One of the biggest training challenges the agency faces is developing its supervisory management skills in the area of conflict management and resolution.

Retention

- CTA has experienced minimal management turnover with the exception of the leadership position in the operations department. The incumbent has been in that position for five years but prior to that there was considerable turnover. This turnover was primarily due to the resignation of people who were not a strong fit for the job.
- Many employees leave CTA to retire or, given that the Biloxi/Gulfport area is a big military retirement community, they leave to live off their military pensions.

Lessons Learned

- The Executive Director believes that there are a set of critical skills a successful transit leader must have and that most of these skills are generic in nature. The transit skill set can and may have to be taught, but the generic skill set generally must already be in place and include:
 - The natural ability of the individual to learn;
 - Basic business management skills;
 - Strong motivational skills to get the job done through others;
 - Interpersonal skills to interact with employees and the public; and
 - Conflict resolution skills.

6. Delmarva Transit

Participant Information

Transit System: Delmarva Transit

Interviewees: Santo Grande (President/Chief Executive Officer), 410-221-1910
Amanda Hubbert (Human Resources Manager)

Transit System Profile

Delmarva Transit provides general public transportation to six rural Maryland counties on the Delmarva Peninsula covering over 1400 square miles per day. Four counties use fixed-route services, and two counties use ADA and demand response eligible transportation services. Services are provided by about 70 CDL vehicles and an additional 30 non-CDL community service transit vehicles. Within their transportation services, the agency employs six managers; a seventh potential position is currently vacant. Competitors for applicants include, small manufacturing companies, a Hyatt hotel, and others in the service sector (e.g., nursing homes, hospitals).

Recruitment

- The Human Resources Manager recruits for and fills managerial positions. She receives informal support from the Benefits Coordinator and the Chief Operating Officer.
- Although the agency has not experienced turnover in transportation management in the last four years, they have had recruitment challenges in the past. Because the Delmarva Peninsula has a small population, this affects the size of the applicant pool. There is also a challenge in recruiting managers with a Bachelor's degree. To address recruitment challenges Delmarva Transit has:
 - Worked with local unemployment offices to host classes for the recently unemployed when a large factory closed.
 - Begun to participate in local job fairs in addition to placing ads in local newspapers.

Training and Development

- For the majority of transportation manager training, the agency relies on organizations such as the CTAA. Delmarva Transit has used CTAA to train eight Certified Community Transit Managers. The agency also uses CTAA's informal network of transportation consultants as a training resource when training needs arise.
- Delmarva Transit sends employees to the CTAA conference and other national conferences each year.
- The agency also utilizes the state's training resources. Each transportation employee receives week-long Maryland state transportation training.
- The agency has also used management training that runs parallel to its value-based strategic planning process. The management training focuses on value-based leadership and team building activities.
- Further, the Chief Operating Officer serves as an informal mentor for new managers.
- The agency spends between \$50,000 and \$100,000 each year on training.

Retention

- Delmarva Transit has had little transportation manager turnover over the past several years. They believe their low turnover rate is due to the agency's generous state employee benefits package. Their benefits include:
 - Agency pays 75% of health benefit costs
 - Health benefits are cafeteria style, which allow employees to choose from the provided benefits those that best fit their needs
 - A unique 401(k) plan in which the agency automatically contributes 3%, and if the employee elects to contribute 2%, the agency will contribute an additional 2%, for a total of up to 5% agency contribution
 - Life insurance at two times the employee's salary
 - One floating holiday in addition to state and federal holidays
 - Up to four weeks of vacation and sometimes an additional week of vacation given as a bonus
- In addition to traditional benefits, the agency believes that the opportunities it provides employees to attend conferences and training have a positive effect on retention.

Lessons Learned

- As a winner of the 2007 Rural Community Transportation System of the Year award from the CTAA, Delmarva Transit's biggest lesson learned is to connect with other transit professionals. Transit managers should not rely solely on training to provide them with answers; they should also speak with other transit managers and visit other agencies.
- In addition, they believe that all agencies, even small organizations, can get funding for transit training through channels such as their state department of transportation or the NTI.

7. Golden Empire Transit

Participant Information

Transit System: Golden Empire Transit, Bakersfield, CA

Interviewee: Jeannie Hill (Human Resource Manager – reports directly to CEO),
661-324-9874

Transit System Profile

Golden Empire Transit (GET), a mid-sized, urban transit system, is a stand-alone transit authority with approximately 300 employees, 7 of whom are managers and 12 to 15 are supervisors. It has a fleet of almost 100 vehicles and operates both fixed-route and ADA eligible paratransit. GET serves the greater Bakersfield, California area.

Recruitment

- The Human Resource Manager is responsible for all human resource functions including recruitment and selection. She would be actively involved in the selection to fill managerial or supervisory roles.
- One of the challenges the agency faces in recruiting qualified managers is the location of Bakersfield midway between San Francisco and Los Angeles. Most of the managerial talent pool that GET draws from is located in these two urban areas; therefore, managers must be willing to relocate.
- Operational supervisory positions are normally filled up-through-the-ranks.
- Two years ago GET performed a salary and benefit study and their package is very competitive.
- Their management team has a great deal of longevity and only three managers have been hired in the last 10 years and those hires were for an Operations Officer, a Marketing Manager and the CEO.
- When filling management vacancies, in particular for operations and executive positions, the agency attempts to find candidates with a strong combination of both leadership ability and transit experience.
- Vacancies are advertised through the local newspaper, APTA's *Passenger Transport*, the California Transit Association, and the state's Career Service Center. Also, word of mouth referrals come from other transit agencies in California.
- GET has used the Monster.com website in the past without a great deal of success. For future advertising, the agency is considering using other social networking sites.
- In spite of the current economic downturn, there has not been a high volume of quality applicants for managerial positions.
- The Board of Directors handled the recruitment and selection of the relatively recently filled CEO position.
- When management positions are filled, the initial selection interview is conducted by the Deputy CEO and the Human Resource Manager. This is a structured interview with pre-determined questions. Once this interview is completed, a second 1-hour interview takes place with a panel of other GET managers. This interview is more open-ended and assists in evaluating candidate personality and interaction with potential co-workers. The interviews are followed by a tour of the facilities.
- During the overall selection process the agency is looking for an appropriate combination of education, work experience, project management experience, and is assessing a candidate's leadership abilities, communication skills, and interpersonal skills. In the

past, GET has asked candidates to respond to scenarios to help determine how a candidate would handle difficult situations.

Training and Development

- Supervisory and management training is accomplished by utilizing a combination of external and internal resources. The external resources include APTA, CTAA, and TSI. The Operations Manager has a training program for operations supervisors and this program is augmented by the Human Resource Manager who trains on coaching, counseling, discipline, and human resource related topics.
- An external consulting firm conducts certain specific trainings in such areas as diversity.
- An external human resource consulting firm is utilized for the development and delivery of a program entitled “Quick Start for Supervisors.” This program is a generic Supervisor 101 class that is taught two hours per week in a classroom setting for nine weeks. All aspects of leadership are covered and every GET supervisor and manager has been through the program so there is consistency within the agency.
- Upper management training is addressed primarily through the use of external resources and is based on department by department need.
- Periodic mandatory safety meetings are held for all employees and managers and attendance is documented.
- GET uses an upward mobility succession planning based program to fill operational supervisory positions called the “Temporary Supervisory Program.” Coach operators apply for the position and their applications are screened based on education, years of experience and safety record. The screening process utilizes the “Partners Program,” which is a prize-based incentive program for rewarding good attendance and complaint- and accident-free performance. Coach operators who apply for the temporary supervisor program and have met screening requirements, including success within the “Partners Program,” are interviewed by a panel consisting of an operations manager, an operations supervisor, and the Human Resource Manager. Once an individual is selected, he/she fills in for permanent supervisors who are either on vacation, out sick, or otherwise unavailable. Although Temporary Supervisors remain union members, they are paid a higher salary when performing supervisory responsibilities. As long as they perform at a high level, they remain in the Temporary Supervisory Program until a permanent supervisory position becomes available which they are then promoted into.

Retention

- Retention is not a problem. The agency is perceived as a very good organization to work for with competitive salary and benefits. Those who leave generally do so in order to pursue a higher position in another organization.
- GET presently is going through a significant culture change and growth period and there has been a new injection of energy. Employees enjoy what they are doing partly because there is so much untapped potential and opportunity for organizational growth.

Lessons Learned

- Longevity in transit managerial ranks is partially based on creating a strong support system for employees and cultivating a sense of family. A corporate culture that is supportive and embraces people builds longevity and organizational success.

8. Havasu Area Transit

Participant Information

Transit System: Havasu Area Transit, Lake Havasu City, AZ

Interviewee: Gary Parsons (Transit Services Manager), 928-453-6455, parsonsg@lhcaz.gov

Transit System Profile

Havasu Area Transit (HAT) operates fixed-route service, general public demand response service, and senior transportation within the Lake Havasu City area in Arizona. The system operates 18 vehicles, which include buses, cutaways, and vans. The transit system has 29 paid employees, 15 who are full time and 14 who are part time. This number includes 3 managerial/supervisory positions. HAT utilizes 10 voluntary drivers for its Senior Service delivery. HAT is a part of the Municipal Government of Lake Havasu City, Arizona, and transit employees are employees of the City. HAT's workforce is primarily older due to the high number of retirees living in the city. The male/female workforce ratio is approximately even and, because inhabitants of the area are predominantly Caucasian, there is very limited ethnic diversity at HAT.

Recruitment

- The Transit Services Manager is responsible for all HAT functions including developing the operating plan and operating budget, applying for grant funding, and overseeing day-to-day transit operations.
- The Transit Services Manager works closely with the City human resource function in order to fill vacant positions. A Staffing Request Form guides the recruitment process.
- Job openings are posted on the City website and in local newspapers. Upper level management positions are also advertised nationally, including through the CTAA.
- The Transit Services Manager reviews all applications and chooses who to interview. Normally there are 3 people on the interview board, including the Transit Services Manager, a representative from City Human Resources, and the Community Services Director, to whom Transit reports.
- HAT utilizes a formal and structured interview questionnaire that emphasizes consistency in the evaluation process. The questionnaire consists of 10 to 20 questions that may vary depending on the position to be filled.
- Challenges that HAT faces in the managerial and supervisory recruitment and selection process are:
 - Location. Lake Havasu City is an extremely isolated area, distant from other urban employment pools. Enticing people who prefer urban living to move to the desert is often a challenge, especially with married couples when the spouse also requires employment.
 - Over qualified candidates. Since Lake Havasu City is considered an ideal place for relocation by those who wish to escape urban environments, HAT often has applicants who are extremely over-qualified for a position and simply want to get their foot in the door for employment by the City.
 - Difficulty in travel logistics for candidates to get to Lake Havasu City for a job interview. Because of its location, candidates have to take considerable time off from work to travel to Lake Havasu. The Transit Services Manager has found that it is easier to get prospective candidates to come for interviews by offering flexible interview times and holding interviews on Mondays and Fridays.

- Advertising to prospective candidates. Since most managerial and supervisory positions are filled by individuals who do not reside in Lake Havasu City, it is quite difficult to find a way to effectively reach these out-of-area candidates.
- HAT has filled three management/supervisory positions over the last two years. Since a majority of HAT drivers are retired from previously held non-transit jobs, there is little desire on the part of the front line workforce to move up into supervisory positions. Therefore, HAT often has to look outside transit, City government, and the Lake Havasu City community to fill managerial positions.
- An advantage in meeting its recruitment challenges is that Lake Havasu City is generally the highest paid and most stable employer in the community. Employees are offered a competitive salary and a good benefit package.
- Over the recent past, the transit agency moved from a strictly demand response service to a predominately fixed-route service. This has increased the skill demands on both front line employees and managers/supervisors. This increased skill level demand has added a great deal of stress to jobs at HAT and has somewhat diminished the number of applicants who are interested in those jobs.
- HAT's primary competitor for manager/supervisor candidates are other departments within the Lake Havasu City government. It also competes with metro areas such as Phoenix and Las Vegas that offer higher salaries and more opportunity for career advancement.
- There is limited opportunity for career advancement within the HAT organizational hierarchy.

Training and Development

- HAT previously had available to it a management training course offered through Lake Havasu City that consisted of approximately 20 topics covered in small workshops spread over a time frame of approximately 1 year. This training was discontinued recently due to City budget reductions.
- The agency relies heavily on the Arizona DOT and the State Transit Association for the provision of leadership training opportunities. It also makes limited use of the CTAA management certification programs, but the expense of travel involved to attend CTAA training is prohibitive.
- The primary training and development challenge is the lack of training budget and the difficulty of pulling people off the job to send them to training since HAT is a 15-hour per day, six-day-a-week operation.
- The Transit Services Manager expressed a strong need for individual, self-paced learning through online training opportunities, both in generic leadership skills and in transit specific job skills. HAT makes use of some NTI online programs but these are mostly of a technical nature. The expense to send an employee to Phoenix for a management training workshop offered by NTI or some other entity is often reimbursable through the State DOT, but the City must pay this expense up front, which causes problems in gaining approval to attend training.
- HAT does not have formal mentorship, succession planning or job rotation programs. This reality is partially due to the small number of management/supervisory positions and the limited interest on the part of the frontline workforce for upward mobility.
- The local Mohave Community College offers few training opportunities that are appropriate for transit managers.
- The Transit Services Manager expressed a belief that strong generic leadership skills and the ability to build a productive team are significantly more important than transit

experience when considering someone for a management role. He believes transit skills can be taught in a hands-on fashion whereas strong leadership and team building skills are not easily cultivated. His philosophy is to involve subordinate managers/supervisors in as many transit decision-making experiences as he can. Whenever possible he takes subordinate managers/supervisors with him to offsite transit conferences and involves them in the budget preparation and grant application processes.

Retention

- HAT faces several major retention problems:
 - Employees looking for career advancement move on to other departments within Lake Havasu City government.
 - Employees with a spouse who cannot find employment in the area are forced to move to a large urban area with greater employment opportunities for both family members.
 - The 6-days-a week, 15-hour day service delivery system requires managers and supervisors to work long hours and, at times, on evenings and weekends. It also requires managers and supervisors to be available 6 days a week. HAT has attempted to mitigate this “on-call” requirement by paying supervisors for two hours when they are in “on-call” status, whether they are called or not, and for four hours when they are required to report for work while on “on-call” status.
 - Although HAT’s salaries and benefits are competitive in the Lake Havasu City area, real estate prices are quite high, thus cost of living is a disincentive for employees.

Lessons Learned

- The Transit Services Manager believes an effective strategy in manager workforce development can be found through working intimately with the State DOT. The State DOT can help identify candidates state-wide, or even nationally, for transit managerial positions and can actively support individual transit agency leadership development needs. Building this same relationship with the State Transit Association is also helpful in meeting both these recruitment and development needs.
- Recruitment and retention of managers and supervisors is greatly enhanced when local government and the community as a whole recognize the important service transit provides. If government and people who reside in a community think highly of transit, high quality individuals will want to work in transit and, once employed, will stay on the job partially because of the respect they get from others and the satisfaction they feel in enhancing quality of life.

9. Jefferson Transit

Participant Information

Transit System: Jefferson Transit, Port Townsend, WA

Interviewee: David Turissini (General Manager), 360-385-3020 (x107), dturissini@jeffersontransit.com

Transit System Profile

Jefferson Transit receives funding from the FTA as a rural public transit agency and also receives some state and local funding. The system operates both fixed-route and ADA paratransit services. The service area of Jefferson County has approximately 29,000 residents and the only incorporated municipality within the County is Port Townsend, a community of approximately 8,000 people. The system operates 18 fixed-route vehicles, primarily coaches along with some cutaways and vans. The agency has 48 employees, 40 of whom are full time, and this number includes 5 managerial positions.

Recruitment

- The General Manager is primarily responsible for the recruitment and selection process but is assisted by the manager of Finance, Accounting, and Human Resources.
- Challenges that Jefferson Transit must overcome in recruiting and selecting managers include:
 - Less than competitive pay scales for the region;
 - Getting word out to candidates outside the traditional recruitment and talent pool; and
 - Large volumes of applications but less than desirable quality of applications.
- Managerial positions are advertised in APTA Passenger Transport, in local and Seattle newspapers, through the State Transit Association, and on the Jefferson Transit website. Social networking sites are not utilized. At times advertising has to be run more than once in order to obtain an adequately qualified applicant pool.
- Applications are screened by the General Manager and department heads that brainstorm about what they are looking for in a candidate; what the job expectations are; what projects or functions the new employee will have to undertake; and the necessary qualities of the desired new employee. Based on this brainstorming activity, applications are separated into 3 groups with one group of those who are obviously qualified, a second group of those who are somewhat qualified, and a final group of those who are not qualified. At that point a series of interview questions are developed based on a standard template with flexibility depending upon the job being filled. After the structured interview questions are determined, a scoring matrix for each question is established. The agency previously had some legal difficulty with a suit filed by a supervisory candidate who was not hired and this formal scoring tool was upheld by the court as a legal basis for the hiring decision and the case was dismissed. Prior to deciding on which candidates to interview, a questionnaire could be sent to applicants to be completed and returned. This action is dependent upon the level of the position being recruited.
- The transit system normally interviews two to three candidates for a managerial position and the interview panel consists of the General Manager, the Human Resource Manager, and an individual from the functional area of the position where the vacancy exists. Interviews last approximately one hour and most candidates interviewed are local.
- Once a hiring decision has been made, background checks are done, which include previous employment, personal references, criminal record, and Google searches. An

offer of employment is made contingent upon passing a pre-employment drug and alcohol test.

- The effect of the economic downturn has helped grow the applicant pool. The agency recently experienced a significantly large special project based on a local bridge closing that required the hiring of 24 temporary employees, including supervisors, for a period of two months. The agency received 150 applications and many of these applicants were individuals with strong supervisory experience and/or CDLs and strong driving records.

Training and Development

- Jefferson Transit does not provide formal in-house leadership training. It utilizes an informal mentoring program with training on policies and procedures specific to the job and the agency.
- The agency utilizes the Washington State Transit Insurance Pool (WSTIP) as a resource for training at all levels. This training is conducted in cooperation with the Washington State Training Association and the Washington State DOT. This is an excellent training resource for all transit agencies within the state. Classes are offered regionally, fees are generally minimal, and the quality of training delivery is high. Jefferson Transit also uses APTA and CTAA as a leadership training resource and sends individuals to national Expo events. There is also a CTAA Northwest which offers training opportunities.
- The agency makes extensive use of RTAP grants and also prepares their budget for training based on these grants. If this resource were not available, training development would be a significant problem. RTAP money is used for travel and tuition expenses.
- The General Manager has found that a particularly difficult skill development issue is the lack of adequate computer skills on the part of his older workforce. He uses externally offered computer classes to meet this challenge and finds people can be far more productive if they are able to efficiently use technology. He feels the return on investment for pulling employees off the job and paying for computer skill training more than justifies the expense.
- The system does not use online training nor does it have any relationship with local colleges. However, individuals are sent to local generic seminars such as those offered through Fred Prior.
- Jefferson Transit is developing a disaster mitigation plan that addresses agency reaction to major emergencies such as a swine flu outbreak or earthquake. Succession planning is a part of that process.
- The agency has an annual performance appraisal process with established managerial goals and measurements for goal accomplishment. This appraisal and goal system is linked to pay as long as there is not a pay freeze in place.
- Jefferson Transit has been under a salary freeze for the past two years and two positions have been eliminated. This has increased the workload for the remaining managers and supervisors. The General Manager has turned this issue into a positive when conducting interviews by describing the position as “The hardest, most under-appreciated job you’ll ever love.” He finds that applicants appreciate the honesty and this eliminates his need to waste time on someone who is not willing to work within those conditions

Retention

- Retention of employees is not a significant problem at Jefferson Transit. There are limited jobs available in the community and working for the transit system is considered a good position.

- Managers and supervisors primarily leave because they cannot handle the stress of supervising others, or because they are not good fits for the job.
- The benefit package is fully loaded and that is a strong draw in the recruitment and retention of staff.
- The General Manager envisions significant retirements in a few years as most of the senior staff are within the baby boomer age group.

Lessons Learned

- The General Manager is very comfortable with hiring leaders without transit experience. He feels if they have good leadership skills and can deal with people, that is 90% of the job requirement. He believes that people can be trained to elevate specific transit skills. This training includes mentoring and orientation on the history of transit generally, as well as the agency in specific, the agency mission, and agency goals. The training of new leaders also should include significant time riding a bus, learning to understand the dynamics of the culture, working in dispatch, and generally immersing the new supervisor/manager from the ground up. Understanding the product itself must come before understanding how to make the product work.
- The GM also believes that too much emphasis is given to prior knowledge of the transit industry and transit has sold itself short by not looking for leadership candidates from outside transit.
- Due to upward mobility limitations, there is always the possibility that one of the leadership team may have to move on to another system. The GM is comfortable with this reality but does what he can to reward good performance in nontraditional ways. This includes flexibility of work schedule with managers setting their own schedule with the GM's approval.
- Over his career the GM has seen a pattern, regardless of where he has worked, and that pattern is that about 10% of employees are superstars, 10% are poor performers, and 80% just want to get the job done and go home.

10. Mass Transportation Authority

Participant Information

Transit System: Mass Transportation Authority, Flint, MI

Interviewee: Edgar Benning (Assistant General Manager-Services), 810-767-0100

Transit System Profile

Mass Transportation Authority (MTA) is a not-for-profit that provides multi-level service including 55 peak routes (route deviations), 14 fixed-routes, as well as a paratransit service 24 hours a day. In some areas where fixed route is not provided, MTA provides general public demand response and thus does not differentiate between ADA and general public service. Since 1995, MTA also provides regional transportation to 5 other counties and this service includes taking workers to and from jobs. MTA services cover the entire county of Genessee, approximately 640 square miles, with 11 service centers that serve approximately 700,000 passengers per year. MTA's fleet consists of 353 vehicles that range from cars for paratransit to MCIs that run over the road and provide regional service; some equipment is in their national reserve. The system consists of 400 employees and 40 management staff. As of the past 18 months (when 2 jobs were filled), all management positions are filled.

Recruitment

- This system has a Human Resource Division and oversight of that division is conducted by the Assistant General Manager. The HR group has an Administrator of Recruitment who is responsible for all general recruitment in addition to 5 full-time HR employees and 1 part-time person (including trainers). For management hires, the General Assistant Manager and the top management team are involved in recruitment activities. When hiring for a management job, the system has a panel of individuals get involved in the process in order to gain multiple perspectives on the candidates' qualifications for the job.
- The two greatest recruitment challenges for the system in recruiting for manager jobs include:
 - Finding the candidates with the right balance of leadership and technical skills since the job has changed a lot in the past couple of years and requires more knowledge of technology. A sub-challenge that accompanies the first challenge is that retirees often apply for jobs at MTA for which they are overqualified. MTA has discovered that hiring these individuals often results in the individuals being dissatisfied in their job so finding individuals with the right skill sets who are not overqualified is important to MTA.
 - Very low turnover that results in individuals wanting to move up without having the availability of jobs for them to do so.
- The way in which the system addresses these two challenges includes:
 - Searching for candidates with the appropriate leadership skills and then providing extensive training on the technical skills; and
 - Encouraging employees to return to school to further their personal development and obtain the skills they need for future advancement.
- To recruit for job openings, the system typically uses the following sources:
 - Advertises through the local universities;
 - Posts on the Internet through sites such as Monster jobs;
 - Networking with other transit systems in other states;
 - Michigan Works Unemployment Office; and

- Through employee “word of mouth” even though there is no formal referral program in place.
 - The Administrator of Benefits (HR) was recently hired through an Internet posting whereas the system decided to only post internally for the Inventory Control job.
- The following steps are part of the manager selection process:
 - Step 1: Screen for education (writing samples are often requested as well).
 - Step 2: Three member interview panel- use structured situational interview questions (job relevant) and the 3 members each score the applicant’s responses.
 - Step 3: Final recommendations made to General Manager.
 - Step 4: General Manager interviews all finalists.
- The system used to compete with the auto industry but now many of their hires come from previous auto jobs. The system does not view other systems as competitors. Instead, the system supports their employees in seeking jobs outside the company since the opportunities for advancement and compensation increases are somewhat limited (due to the very low turnover rate).

Training and Development

- To identify high potentials and determine the developmental needs for employees, the system keeps a portfolio on each employee. In their portfolios, employees have the opportunity to provide information on classes of interest and record additional education obtained. This portfolio helps to identify training needs and it is distinct from the performance appraisal and used for developmental purposes only. Training needs are identified on an annual basis.
- Management is offered tuition reimbursement (\$1500 a year plus stipend for books). For example, the Assistant General Manager has obtained four degrees since he started working at MTA.
- The system holds management training luncheons once a month with staff to engage employees and discuss what is needed for employees to move up the career ladder. Opportunities to join these meetings are posted in employee work areas and 6 to 12 employees are invited to attend each meeting. In addition to discussing “what is needed to move up the career ladder,” the meetings are used to talk about challenges such as how to increase diversity in the company’s workforce, sexual harassment, team building, front-line supervision, family needs, and other total quality management topics.
- The biggest training challenges include having a limited budget and the need to increase staff skills in technology. The system is trying to go paperless while many employees still insist paper is necessary to complete their functions. Other technology changes include switching from diesel to hybrid vehicles. Trapeze is used to conduct most of their technology training.
- Job rotations are used to “cross-train” staff. The goal of this system is to “cross-train” all staff across all departments. Currently, all staff in human resources (HR) and in the purchasing department are “cross-trained” in each others’ jobs.
- Sources used to develop training content include APTA (for webinars which work well for traveling staff), the state’s DOT (helps to assist small operators), NTI (which does onsite management training-accident investigation and front-line management), private nonprofits, insurance carriers (who provide risk management training), and the local universities and colleges (University of Michigan, Michigan State) help to develop training content.

Retention

- This system has little to no turnover.
- The low turnover is credited to generous benefits, financial stability of the company, and employee recognition.
- Benefits include: manager tuition reimbursement, health care (agency paid), contributory 401K (double the percentage that employees put in up to 4%, thus MTA will put in 8%), and paid short-term disability. The system is also flexible in allowing individuals time off when needed to address personal concerns.
- The system uses participatory management.
- Employees are recognized through the 4Rs committee that supports a program that encourages rewards, recognition, and responsibility. The system partners with the union to recognize employee successes. Each supervisor is given a specified amount of money for rewards and the supervisors are encouraged to use it to reward individuals immediately with rewards such as parties, cakes, hot dogs, and \$25 gift cards so the employee does not have to wait until the end of the month to be recognized. The supervisors are allowed to be creative in designing and handing out the rewards. The 4Rs committee sits down and collectively determines how to award employees and comes up with activities such “employee recognition day.”
- The system maintains a “white glove” program where drivers are rewarded cash (3 employees per month) for maintaining clean vehicles. These awardees are determined through routine inspections.

Lessons Learned

- From 1980 to 2005, the system offered a monetary incentive program where staff were rewarded in percentage of their salary for good performance. The system found some staff were being compensated up to 20% of their pay but since employees could not consider these bonuses as an essential component of their pay (for example, when trying to qualify for a mortgage, employees could not count these bonuses), the system did away with the program.
- The system has found it is important to create a formal succession planning program to address impending retirements.
- The system has found that attending job fairs and partnering with universities is a great way to promote transit among youth.

11. OATS

Participant Information

Transit System: OATS, Inc., Columbia, MO

Interviewee: Dorothy Yeager (Assistant Executive Director), 573-443-4516, lyeager@oatstransit.org

Transit System Profile

OATS, Inc. is a private, not-for-profit agency with its corporate base in Columbia, Missouri. The agency serves 87 of the 114 counties in the state. OATS receives Federal Section 5311 and Job Access and Reverse Commute (JARC) funding as well as state funding. The agency contracts with various state human service agencies to provide transportation to those agency's clients. While the administrative and financial management functions are housed in the home office in Columbia, the actual operations are carried out by seven generally autonomous regional offices. Policies and procedures are developed and administered out of the home office, as are training programs. The home office also handles the recruitment of upper level management with second tier supervisors often hired out of the regional offices. OATS operates a total of approximately 650 vehicles, which consist primarily of cutaways and vans. The agency has 714 employees, 21 of whom are managers. Some of these managers are based in the home office with one to two located in each region with the exception of the St. Louis County region. A regional director and four operational managers are stationed in that region due to the large contracts overseen there.

Recruitment

- The hiring of managers is overseen by the Executive Director with support provided by the Assistant Executive Director.
- A Human Resource Manager operates from headquarters and a Personnel Manager is located in the St. Louis County regional office due to the size of the operation there.
- Challenges that OATS faces in recruiting and selecting managers are:
 - Lower pay and benefits than other for-profit competitors;
 - Competition for managerial staff with state government, the University of Missouri, and large insurance companies located in the area; and
 - Finding candidates willing to work long hours who are committed to the OATS service mission.
- OATS advertises managerial vacancies by posting them internally and placing ads in local newspapers. It advertises its upper management positions through CTAA for a broader outreach.
- The OATS selection protocol is to screen applicants and conduct interviews prior to performing background checks. Once a candidate is selected, background checks are run, which include employment history, state criminal checks, credit checks and driving record checks.
- Middle management employees handle the interviewing and selection process for supervisory positions. For upper management positions, a two-tiered interviewing process is used in which the Executive Director interviews a candidate first and then other managers interview that candidate separately. Each of the interviews lasts approximately one hour.
- Typically, applicants for managerial positions come from within the state of Missouri. OATS has difficulty finding candidates with transit experience and believes that it is better to hire someone with a strong management background and then teach them transit specific skills. The Assistant Executive Director believes management and leadership skills are not easily taught.

- OATS extensively promotes managers from their internal ranks. Top tier management positions are often filled by second tier managers. Historically, OATS most successful upper management hires have come from inside the organization.

Training and Development

- Managerial training is primarily provided on the job. OATS makes strong use of mentoring by high level managers with seniority. This process appears to work effectively, although it is not formalized and structured.
- One of the significant managerial training challenges is bringing managers together for training because of the many regional offices spread throughout the state.
- OATS does not have a formal management development program, although the establishment of such a program is one of the Assistant Executive Director's goals.
- Monthly management meetings are held at the OATS home office and this provides the opportunity for delivery of some management training.
- The agency takes advantage of training opportunities provided through CTAA and the State Transit Association.
- OATS encourages its managers to become CCTA CCTM. Currently over half of OATS managers have their CCTM certification and, based on that or any other special certification, they receive special bonuses.
- Some training utilizing generic off-the-shelf programs, in such areas as sexual harassment and other basic topics, is provided.
- The agency does not make extensive use of webinars or online training but the Assistant Executive Director sees this training delivery model as the wave of the future and would like to see OATS become more involved in using this technology.
- OATS does not have a formal succession planning process. However, individuals who are close to retirement generally mentor a potential successor. It is OATS philosophy to attempt to have a second in command for all top management positions so that a smooth leadership transition can occur.
- Employee performance appraisals that include yearly goal setting are conducted annually by an immediate supervisor. The agency utilizes a merit-based salary system associated with these performance appraisals.

Retention

- The managerial turnover rate is very low and those who leave normally do so either because of retirement or because they are moving out of the state.
- Turnover is low primarily because individuals are recruited into supervisory or management positions based on their commitment to the OATS mission.
- OATS works hard to develop mission consciousness and utilizes an internal communication plan to obtain buy-in and keep commitment to mission alive and well. This plan includes:
 - An employee only website where employees can log on and access policy information and forms.
 - A news section on the website that provides information on events within the company.
 - Cultivating a sense of family, a term OATS uses frequently to describe its workforce.
 - Sending out weekly emails (which include such things as customer service tips) to all management and supervisory staff to make them feel connected.

- Constantly informing front line and management staff of the reasons behind decisions that are made.
- The Assistant Executive Director believes that the agency's high retention rate is due to developing a positive mission based organizational culture. Staff is constantly reminded that OATS is a charitable nonprofit agency and that its employees at all levels "make a difference."
- The average tenure for the management team is 12 years. Many managers who have moved up through the ranks have been with OATS 20 to 30 years.
- Because of the company's size, there are many opportunities for upward advancement. There are also opportunities to learn and grow within one's job. OATS is not a stagnant place to work and managers face new challenges each day.

Lessons Learned

- Managerial success is primarily determined on the front end during the recruitment effort. Agencies must hire the right person. Although it is nice to hire people with transit backgrounds, those skills can be taught. Loyalty, a commitment to customer service, and basic leadership talent is not easily taught and these attributes must be sought out during managerial recruitment efforts.

12. OCCK, Inc.

Participant Information

Transit System: OCCK, Inc. Salina, Kansas

Interviewees: Deanna Lamer (Senior Director of Human Resources), 785-827-9383,
dlamer@occk.com
Debby Atkinson (Transportation Coordinator)

Transit System Profile

OCCK, Inc. is a not-for-profit company that serves people with disabilities by removing barriers to employment, independent living, and participating in their communities. As part of their array of services, OCCK offers fixed-route service with 6 vehicles and general public demand response service with 9 vehicles. The company has 240 employees, 34 of which are drivers, 1 Transportation Coordinator, and 2 Transportation Team Leaders. OCCK has three transportation-specific managerial jobs, all of which have been filled within the last two or three years. The company competes for applicants with other not-for-profit human services providers.

Recruitment

- OCCK's Human Resource recruiting function is completed by one staff member for hourly position recruiting, though the Senior Director of Human Resources is involved with hiring managers.
- The company has several recruitment challenges including:
 - Low availability of potential applicants due to the labor market;
 - Competition with local employers for pay; and
 - Finding applicants with transportation experience.
- To address their recruitment challenges, OCCK has:
 - Recruited managers from other departments that have strong leadership skills but no technical skills.
 - Used unique strategies to publicize job openings as such using a local radio station's website for placing job notices, in addition to using traditional advertising channels such as newspapers. RadioWorksJobLink.com allows OCCK and other local companies to host job notices via their job link page.
- OCCK also uses a written behavioral assessment to screen out unqualified applicants. The company used its five best team leaders to create scoring parameters for this off-the-shelf measure. The assessment is called "The Behavior Forecaster," which was developed by The Mercer Group. It measures individuals along 3 key dimensions: Interpersonal Style; Personality; and Motivations (i.e., factors that motivate the person). Factors measured by the Interpersonal domain include friendliness; extent to which a person is aggressive versus passive; and preference for team or individual work. For Personality, adherence to rules; extent of optimism; and level of calmness and feeling versus fact-focused are measured. Motivational factors include the extent to which money is a motivator; interest in helping others; creativity motivation; extent to which power is motivating; and extent to which knowledge/learning is desirable.

Training and Development

- About half of training for managers is developed and conducted within OCCK by the Senior Director of Human Resources. For new management hires, OCCK has developed a structured learning experience that consists of eight training modules covering content such as generational differences, performance appraisals, accident investigation, conflict management, and employment law. However, much of the technical training is

conducted informally and one-on-one with the Transportation Coordinator. The company occasionally partners with outside vendors (e.g., The Center for Management Development at Wichita State University and their insurance company for risk management training) for monthly and quarterly trainings.

- Participation in monthly and quarterly training sessions is voluntary and open to all managers and OCCK provides lunch for participants as an incentive. Many managers attend the offered training.
- OCCK's training and development challenges include: managers having enough time to attend training activities and keeping the material fresh and interesting. As a counter to these challenges, OCCK has strong training and development support from upper management, which includes financial support. This financial and upper management support also allows managers to take an outside training course if there is a topic of interest to them.
- To balance the need for technical and manager skills in the area where transportation skills are limited, OCCK prefers managerial experience over direct transportation experience. The agency believes that it is easier to teach technical skills than teach manager skills. Based on past experience, OCCK expects to hire half of its managers externally and half from current employees.
- An example of OCCK internally developed training includes training on Generational Differences. Examples of topics covered in this training include:
 - Stereotypes of Baby Boomers, Silent Generation, Gen X, and Gen Y
 - Impact of technology with respect to generations
 - Impact on the workplace of generational differences
 - Values of different generations
 - Career goals
 - Preferences for rewards, retirement and feedback approach
 - Work-life balance preferences
 - Training, managing and retaining different generations
- OCCK maintains Training In-Service Outlines that track the type of training (e.g., "Performance Appraisals and Feedback"), the instructor, summary description of the training, how the in-service training supports the philosophy and mission of OCCK, objectives of the training (see example objectives below), who should attend the training, how often individuals should attend the training, prerequisites for the training, class size, equipment needs, and handouts needed.
 - For OCCK's performance appraisal in-service training, these are the following objectives (e.g., skills and knowledge participant is expected to gain):
 - Review of OCCK's procedure
 - Review of OCCK's performance appraisal forms
 - How to prepare for appraisal interviews
 - How to effectively provide feedback to employees
 - Goal setting guidelines
 - Legal consideration for performance appraisals

Retention

- OCCK has a very low turnover rate, which has decreased in the last year due to the slumping economy. They believe their retention success is due to its adherence to the company's mission, employee/manager buy-in to this mission, and also to its benefits package. This is despite lower wages than other local companies and the local school system offer. OCCK offers benefits including:

- Health insurance and dental 100% paid by OCCK
- State retirement benefits, in which anyone working over 20 hours can be involved
- 10 holidays per year, more than manufacturing companies
- 12 personal leave days and 12 sick leave days per year
- Part-time benefits to staff after 3 years of employment (with only a minimum of 10 hours worked per week)
- OCCK is perceived as a stable employer. While many local manufacturing companies are laying off employees, OCCK is not. The company also performs exit interviews with all exiting employees and managers.

Lessons Learned

- OCCK believes it is important to not overlook a company or agency's reputation in the community, as this is what has helped them when establishing their transportation services. The company's good reputation and publicity in the community made it easier to hire for transit jobs.
- The agency suggests that small communities and agencies place information about what it is that they do into local newspapers or cable access TV channels. Several OCCK employees have been featured in a weekly newspaper about the work life of local employees.

13. Palace Transit

Participant Information

Transit System: Palace Transit, Mitchell, SD

Interviewees: Teri Bertness (Human Resources Director),
Brenda Paradis (Senior Services Executive Director), 605-995-8440,
bparadis.rsvp@midconetwork.com

Transit System Profile

Palace Transit offers general public demand response service via 11 buses and three minivans to a population of about 14,600 in the city of Mitchell, SD. The company employs seven full-time and six part-time employees. Palace Transit has one transportation-specific manager job, which has been filled by the same person for the past 30 years. Competitors for applicants and employees include privately run taxi services and the local school system for bus drivers, but, in general, there is not much competition among these organizations.

Recruitment

- The recruiting function for Palace Transit is completed by the City of Mitchell's Human Resources Director and a part-time Human Resources Assistant. The HR Director serves as the main recruiter for all positions.
- Palace Transit's recruitment challenges include: a changing applicant pool consisting of individuals with little experience; recruiting qualified women; and recruiting minorities.
 - To address their recruitment challenges, Palace Transit has:
 - Partnered with other city departments (e.g., the police and fire departments) when participating in job fairs and career expos to increase their visibility to potential applicants and promote the transit system.
 - Recruited via the South Dakota Municipal League monthly magazine; this provides a venue to advertise state-wide for city positions.
 - Contacted agencies that offer similar transit services such as those in Aberdeen, SD and Pierre, SD to identify potential candidates.
 - Spread the word about openings to local vocational and technical colleges in an attempt to attract more diverse applicants.
- Palace Transit is receiving more applications than it used to, in part due to the downturn in the economy. However, the applicants have largely been individuals with the right educational background, but no transit experience, or, applicants who are simply unqualified for the position. As a result, the agency is spending more time screening applicants who are not qualified than on recruitment activities.

Training and Development

- About half of the training for managers is developed and conducted within Palace Transit. In 2008, the agency developed its own managerial training in order to discuss general management topics for supervisors and managers within the city. Training is voluntary and is conducted cross-functionally across departments. Managers have responded positively to the training and have considered it to be a bonding experience. This manager training is ongoing and conducted bi-monthly for about two hours. Some of the training topics include:
 - Harassment
 - Attendance
 - Workers compensation
 - Drug and alcohol policies

- The agency uses outside training resources from their insurance company, Mitchell Technical Institute, and the Society for Human Resource Management-sponsored Mitchell Area HR Association, and it also uses substance abuse professionals to provide training.
- Palace Transit has requested help from agencies in Aberdeen and Pierre to find training on specific topics.
- The agency faces several training and development challenges, including: obtaining manager buy-in; finding time to conduct training; ensuring that the topics are timely; and ensuring that the topics are important. Palace Transit has implemented the following strategies to address these challenges:
 - Gaining buy-in from participants is difficult because they often think that training is less important than their regular duties. Palace Transit emphasizes to managers the need for both as important elements of manager jobs.
 - Because the agency is stretched for resources, it is often difficult to take time away from duties for training. Conducting training sessions during lunch hours has proved to be an effective strategy to increase participation, as it makes it easier for participants to attend. In addition, the agency provides lunch as an incentive for managers.
 - To ensure that training is both timely and important, the agency has the flexibility of conducting its own internal training courses and partnering with outside organizations for training support. In addition, the city has been supportive in giving time and financial commitments in order to conduct frequent training.
 - Although the agency has not attended CTAA Expo for several years due to staffing issues, in the past they have found this to be a good training resource.
- Because the qualified applicant pool for transit managers in the Mitchell area is low, Palace Transit has begun to do more internal promotions for high potential employees with strong technical skills, but who often lack managerial skills. The agency offers these employees training for managerial duties to groom them for potential promotions.

Retention

- Palace Transit has very low manager turnover. In the coming years the agency is expecting many retirements, but they are not expecting employees to leave for other positions. They believe their key to retention is that the city government is great to work for, and Palace Transit has a great team who believe in the work they do. In addition, the agency's benefits are some of the best compared to other employers in the area, which also helps increase retention. Palace Transit's benefits include:
 - Health insurance and dental 100% paid by the agency.
 - Participation in the South Dakota retirement system because they are part of a municipality. This retirement system is more stable and secure than other retirement systems such as 401(k) plans that often emphasize investment in stocks, bonds, money market investments, etc., which are more volatile.
 - Palace Transit matches employee contributions of 6% with an agency contribution of 6%.
 - Vacation and sick leave increases with tenure (e.g., 80 hours up to 5 years; 120 hours after 12 years; and 160 hours after 15 years) which encourages retention.

Lessons Learned

- Palace Transit believes that a big part of retention and employee commitment is that employees feel like a part of the organization, that they feel valued, and that they are heard. This can be accomplished with basic courtesies like treating people with respect and consideration. They think that these gestures mean a lot to people and encourage them to join and stay with an organization.

14. Pee Dee Regional Transportation Authority

Participant Information

Transit System: Pee Dee Regional Transportation Authority, Florence, SC

Interviewee: Billy Bundy (Human Resource Director)

Transit System Profile

Pee Dee Regional Transportation Authority (PDRTA) is located in Florence, South Carolina and is both a small urban and rural transit system. PDRTA operates fixed-route and demand response services and the overall service area includes 6 counties in South Carolina. PDRTA is a stand-alone transit authority established by the State Legislature. The 120 vehicle fleet consists of buses, cut-a-ways, and vans. PDRTA has 103 primarily full time employees and 11 managerial/supervisory positions. Their main facility is located in Florence but they have other satellite locations.

Recruitment

- The management/supervisory recruiting function is managed by the Human Resource Director with involvement by the Executive Director and a manager from the operational function of the position being filled.
- Five managerial vacancies have been filled over the last 3 years in the areas of Finance, Procurement, and Transportation.
- The Human Resource Director feels that filling transportation operational positions is more of a challenge than filling administrative positions. It has not been difficult to find people with appropriate finance and administration backgrounds, but finding individuals with a combination of transit experience and strong leadership skills has been difficult. The last two transportation managers that were hired did not have a transit background but had excellent supervisory / managerial experience and, based on that, were the best candidates for the job. These managers had to be trained from scratch on transportation specific job knowledge and skills.
- Because PDRTA is able to offer a benefit package consistent with that offered by the state, it is very competitive in terms of its retirement plan, health insurance, and 401(k).
- To fill management vacancies the agency advertises in the local Florence Sunday newspaper and utilizes the paper's "Hot Jobs" website. It also advertises through the local Employment Security Commission of the State Job Board and uses their website for posting job vacancies. Job openings are also posted internally in order to offer upward mobility opportunities for those who might be qualified and interested. Since most drivers do not have the appropriate background and skills, promotions to managerial positions from within are rare.
- PDRTA does not advertise its vacancies nationally, although it does at times run state-wide ads through a newspaper published in Columbia, South Carolina. Often the most effective strategy in recruiting has been a combination of word of mouth and internal contacts. Managerial candidates come primarily from within the state of South Carolina and often locally.
- PDRTA's primary competition for managerial candidates is the local private sector, but the agency also competes with the school systems for individuals who have transportation backgrounds.
- The recruitment and selection process is based on the following model:
 - Resumes are screened and candidates with no appropriate background or no steady employment history are weeded out.

- Interviews for qualified candidates are held often using a team interview approach with no formal structuring or scoring. Interviews take approximately 30 to 45 minutes.
- Once the most qualified candidate has been identified, a background check is done on that individual. This check includes criminal, job history, and reference checks. If the position being filled is safety sensitive, a DOT physical and DOT pre-employment drug test are also mandated.
- PDRTA has a very diverse management team with almost 50% of the managers being female and 40% belonging to a minority group.
- The economic downturn has had a significant impact on recruitment with an increase in the volume of candidates but a decrease in the quality of candidates. A recent dispatcher vacancy generated 60 to 70 applicants, but only 8 to 10 could be interviewed based on qualifications for the position. In rural areas the economic impact has been even greater due to plant closures, layoffs, and job eliminations.

Training and Development

- PDRTA does not have a large training budget and presently does not offer any formal managerial or supervisory training programs. However, it utilizes a very extensive on-the-job training program for new transit managers and supervisors. This training covers all training that drivers receive, which is ADA orientation, defensive driving, accident handling, bio-hazard, and CPR/First Aid. Newly hired operations managers/supervisors are required to ride all routes with drivers to get to know the service area and the customer. These ride-a-longs initially occur 2 or 3 days per week and, as time goes on, scales down to a day here and there. This on-the-job training experience for managers and supervisors encompasses both the fixed-route service in Florence and the multi-county demand response service offered in rural areas. Newly hired managers and supervisors are also assigned to work with dispatchers to learn the scheduling and dispatching processes, how to handle customers over the telephone, and how to make driver job assignments. Informal mentoring by senior staff occurs as well.
- PDRTA does not have a formal management development relationship with local colleges or universities, but often sends managers to training courses sponsored by the Transportation Association of South Carolina.
- The agency does not utilize any online training resources and does not have a job rotation or succession planning process.
- PDRTA utilizes a structured and scored performance appraisal system with appraisals taking place after six months of employment, again at one year of employment and then annually thereafter.
- Managers participate on a very limited basis in the APTA and CTAA national conferences due to the expense involved.

Retention

- PDRTA has a strong record of retention and longevity of managerial/supervisory employees. Most of the managers in senior positions have been employed by PDRTA for at least 7 years and some even longer. This is particularly true of those working in the operations area. Of the five managers and supervisors that departed over the last 3 years, four of those were dismissed for cause.
- There are two retention issues of concern to the Human Resource Director:
 - Over the next several years there will be a number of baby boomer generation managers retiring.

- Since retirement benefits can transfer from PDRTA to state government, some employees in managerial/supervisory positions may leave PDRTA for a job in state government.
- One of the primary reasons the retention level is high is the quality of the benefit packages the agency offers, which includes medical, dental, and vision with PDRTA paying the employee's premiums for standard plans.
- PDRTA also has an escalating sick and vacation leave policy based on time of service and provides employees with one paid personal day per year.

Lessons Learned

- It is critical that transit systems do their homework up front in the recruitment and selection process. This must include not only interviewing effectively but doing in-depth background checks. The price a system will pay for hiring the wrong person is long-term and detrimental to the management team and organizational culture.
- Leadership positions can be filled by individuals without transit experience as long as they have strong leadership skills, a history of management experience, and a good work ethic. The PDRTA internal transportation specific on-the-job training program for newly hired managers and supervisors has been very effective and proves this point.

15. Port Authority of Allegheny County

Participant Information

Transit System: Port Authority of Allegheny County, Pittsburgh, PA

Interviewees: Stephen G. Bland (Chief Executive Officer), sbland@portauthority.org
Tawnya Moore-McGee (Assistant General Manager for Human Resources)
Inez Colon (Director of Employment and Development)

Transit System Profile

Port Authority of Allegheny County is a body corporate and politically organized and existing to provide public transportation services in Allegheny County, Pennsylvania. The agency offers fixed route service through three modes: motorbus, light rail, and incline plane. Port Authority contracts ADA paratransit service through ACCESS Transportation Systems. The authority has a total of 2,716 active employees, approximately 110 of those in managerial positions. It has a fleet size of 818 buses, 48 small transit vehicles, 83 light rail transit vehicles, 2 inclines, and 279 non-revenue vehicles. Front line employees are members of bargaining units.

Recruitment

- The CEO has responsibility for the overall management, development, and direction of planning, finance, administration and operation of transportation services, in conjunction with broad, general policies and plans established by the Authority Board of Directors. He supervises the functional activities of the Division Directors and the staff of the Office of Executive Director.
- The Assistant General Manager of Human Resources has overall responsibility for the human resource function and day-to-day responsibilities are carried out by the Director of Employment and Development.
- Two of the greatest challenges in recruitment facing the Port Authority are:
 - Somewhat limited opportunities for upward mobility, and
 - Difficulty in being competitive with the private sector in managerial compensation.
- Although managerial salaries may be lower than competitors can offer, the Authority has a very strong benefit package.
- In order to maximize compensation competitiveness, operationally related jobs were benchmarked with other transit properties for compensation comparison, and jobs in non-transit specific disciplines were compared to the local market and existing internal positions. Based on this benchmarking procedure, the compensation package to external candidates was revised and internal managers' compensation was reviewed for salary compression and internal equity and appropriate adjustments were made. This initiative was performed using reputable salary survey instruments, total reward trends, and a point factor method to determine fair and equitable offers.
- All vacancies are posted internally and employees interested in a position submit a Career Opportunity Application (COA).
 - COAs are acknowledged and examined for qualifications matching those needed for the open position.
 - Qualified employees participate in a competency-based interview.
 - If applicable, the successful employee completes testing to demonstrate competency in any software that may be specified in the job description.
 - The promotion is extended and if accepted the employee is given a start date.

- Port Authority uses its website, the local newspaper classified ads, trade journals, Internet, and social networks to advertise openings and solicit resumes if there are no qualified internal candidates or resumes of qualified individuals on file.
 - Resumes resulting from advertising are acknowledged and examined for qualifications matching those needed for the open position.
 - Candidates submit an application/resume and participate in a competency-based interview.
 - Background checks are completed and, if applicable, the candidate completes testing to demonstrate competency in any software that may be specified in the job description.
 - A conditional offer of employment is extended and the candidate is scheduled for the medical/drug screening.
 - A start date is then provided to the candidate.
- The agency seeks applicants from transit agencies, governmental agencies, and individuals from areas of specialized expertise.
- For senior level positions, the services of executive search companies are used. The agency has recently begun making significant use of social networking sites including LinkedIn, Monster, and Twitter. Television or radio advertising is not used, but occasionally the agency advertises through APTA's *Passenger Transport* and the State Transit Association.
- The recent economic downturn has significantly increased the volume of applicants to fill vacancies, but there has been no huge drop off in quality of applicants. This increased number of applications/resumes puts additional stress on the Human Resource screening process.
- Most managerial positions are filled locally, but occasionally hiring is done from out of the area. The Port Authority will pay for out-of-the-area candidates to travel to Pittsburgh.
- Before any job vacancy is advertised, the job description associated with that vacancy is reviewed to ensure that it is up-to-date and accurate.
- The model that the Authority uses for screening resumes/applications is to match them against a spreadsheet of all job requirements taken from the applicable job description. Matches are checked off from this spreadsheet to see if basic qualifications are met. Based on this process, applications/resumes are divided into 3 groups with one group being those highly qualified, the second group being those basically qualified, and the third group being those not qualified. The Port Authority normally would interview approximately 10 candidates for a managerial position based on this screening process.
- The agency uses as its interview tool and structure a "Behavior-Based Interview" model. This model is purchased from a vendor who trains individuals at Port Authority to be interviewers using the Behavior Based Interview process. This tool has been researched, validated legally, and when challenged in court found to be defensible. It is based on breaking down the component parts of the job description. The tool forces a candidate to give real life examples of skills that would be applied to the position they are competing for. Interviews take a minimum of one hour and are normally conducted by a representative from Human Resources and the department hiring manager. A structured interview guide is utilized and the interviewers select questions from a pool of questions available to them. No one can perform an interview unless they have been trained on the Behavior Based Interview model.
- The next step in the selection process is to prepare a grid snapshot of the results of interviews which are scored for each job description competency requirement. Prior to

being offered a position, the highest scored individual has a background check performed on them. These background checks include education, criminal, previous employer, DMV, and possibly a financial check. The Authority does not check personal references because they do not have faith in the validity of such references.

- After background checks, job offers are extended, contingent upon passing a required pre-employment drug test and medical exam.
- Since the Port Authority utilizes an objective selection process based on minimum qualifications, and since job descriptions, depending upon position, speak to transit experience, successful candidates for management positions will either have a combination of strong transit and leadership backgrounds or strong non-transit technical skill and leadership backgrounds.

Training and Development

- The Authority is piloting a 360 degree assessment process. A manager being assessed selects 10 people to assess his/her performance and this group must include superiors, subordinates, peers, and possibly even vendors. The results of this assessment are sent to a consultant who compiles the data and provides the Port Authority with a 50 to 60 page report on the person's leadership skills and strengths and weaknesses. This information provides the foundation for identifying future training and development opportunities for the assessed manager. The process is used as a developmental tool rather than a discipline tool, is presently being used at the Washington Metropolitan Area Transit Authority (WMATA) and is similar to the approach used by the Center for Creative Leadership.
- The agency has a comprehensive in-house training program that utilizes a cafeteria style array of training offerings that are listed in an internal training catalog. Certain training courses are mandatory for managers while other training courses are recommended for attendance.
- A series of in-house instructor led leadership courses, as well as online training offerings, are available in such areas as change management, conflict management, dealing with difficult people, and delegation.
- Online training utilizes outside vendors that offer an array of online training opportunities which, once completed by an employee, must be validated by a test that is printed and submitted to the Human Resource department. These courses are generic and not transit specific.
- The Port Authority hosts outside training offerings such as those presented by the NTI as well as sending employees to external training courses in a variety of areas. The Authority also has a strong tuition refund program for course work through colleges and universities.
- Training and development resources made available through APTA and CTAA are utilized, including "Leadership APTA."
- The Authority is developing a new labor relations course to be offered in-house to managers.
- In the past the Authority has utilized a "Walk in Your Shoes" program in which non-represented employees requested to walk in the shoes of another supervisory or managerial position. This provided an opportunity for cross-functional development and career advancement and had obvious mentoring opportunities.

Retention

- The Authority does not have a significant retention problem and experiences very minimal turnover. The agency is considered a very good place to work and those who leave do so primarily to advance their career at another transit agency, to advance their career in a professional technical discipline within the private sector, or strictly because of compensation concerns.
- The major challenge is retaining managers in the engineering and IT fields.

Lessons Learned

- The CEO and HR leadership team recommend making extensive use of social networking and ads on websites to recruit for hard to fill jobs. They have had great success using this approach. It is the wave of the future. The private sector uses it, and transit needs to do the same in order to be competitive. The younger generation does everything on line, including looking for employment.
- The job description must be the seminal document of all Human Resource activity.
- Extremely high managerial retention levels are not necessarily an organizational positive. The organization tends to become stagnant and there is always a need for new energies and new vision. The future of transit is dependent on that.

16. Souris Basin Transit

Participant Information

Transit System: Souris Basin Transportation, Minot, ND

Interviewee: Darrel Francis (Executive Director), (701) 852-8008, sbtransit@srt.com

Transit System Profile

Souris Basin Transportation (SBT) is a stand-alone transportation agency that is a registered nonprofit organization. SBT offers deviated fixed route service in seven counties over a 12,000 square mile area, and it offers ADA paratransit within the city of Minot, North Dakota. The agency operates 20 vehicles, 14 of which are body-on-chassis and 6 are vans. SBT has a total of 32 employees with 5 of those positions being managerial or supervisory in nature. SBT contracts out approximately 75% of its maintenance activities.

Recruitment

- The human resource function is carried out primarily by the Executive Director.
- SBT has 3 major recruitment challenges:
 - Low unemployment rate in the area;
 - Competition from energy based companies, including oil fields and wind farms; and
 - Competitors offer larger salaries.
- SBT meets its recruitment challenges primarily by offering a very competitive benefit package that follows State guidelines and includes health care, dental and vision, with 100% of premiums paid by the employer for single coverage and a smaller percentage paid for employees with family coverage.
- The agency advertises job openings in newspapers state-wide, on its own website, through the North Dakota State Job Service, and through the Dakota Transit Association. It also advertises at vendor transit shows and annual state fairs.
- SBT has filled 4 of its 5 management positions in the last two years. These positions became available partially due to a recent merger with the City of Minot transit system.
- SBT focuses on attempting to hire employees who present the prospect of longevity of employment with the agency. Transit experience is considered extremely important in the hiring process. However, lack of transit experience is not a disqualifier for some positions. Leadership and management skills are heavily considered in the hiring process. The agency often hires employees from the City bus transit system, the public school system, and those who have recently retired from other positions.

Training and Development

- SBT relies heavily on external entities for management and supervisory development support. It utilizes the CTAA's management and supervisory certification programs. It also sends managers to a three-day class offered through North Dakota State University in Fargo. This class focuses on small urban and rural transit management issues including human resources, operations, scheduling and dispatching, and developing policies, procedures, and handbooks.
- Training challenges include a limited internal training budget and difficulty in finding time for managers to attend training.
 - The RTAP has been extremely helpful in supporting training opportunities.
 - The Dakota Transit Association has begun to offer specialized training for supervisors and front line employees at state association conferences.

- The North Dakota State Non-Profit Association provides some leadership training opportunities through workshops presented 2 or 3 times per year in the state.
- The agency does not use local community colleges as a training resource.
- SBT does not have a formal mentorship or succession planning program, but the organizational culture encourages the cultivation of training and development opportunities.

Retention

- SBT faces a serious retention challenge. This challenge is created by other companies, particularly those in the energy field, offering significantly more compensation than the transit system's budget allows. The primary reasons employees leave SBT is retirement or because they can earn a higher salary in another place of employment.
- The agency is attempting to meet its employee retention challenge by emphasizing the following strategies:
 - Gaining approval for an increase in base pay.
 - Emphasizing an open door policy that allows employees to discuss their employment and career goals with management.
 - Offering flexible work hours, including a four day work week.
 - Accommodating an employee's personal needs, including time off the job.
 - Emphasizing that employment with SBT provides individuals with the personal satisfaction of knowing that the results of their efforts improve the quality of life of individuals in the community.
 - The requirement during the employment selection process that candidates ride SBT vehicles, thus giving them an opportunity to either embrace the SBT mission of quality service to others, or to deselect themselves as candidates because of lack of comfort with the job.

Lessons Learned

- SBT understands that it must keep pace with pay scales offered by other employers in the community. However, beyond the issue of pay alone, the Executive Director believes that it is important to talk to applicants about why they are interested in transit employment and to positively emphasize the supportive, flexible, and less stressful atmosphere that SBT represents. The Executive Director truly believes that offering the opportunity to help others, to be a part of a flexible work environment, and to be a member of a supportive team represents an extremely successful strategy in offsetting pay differential concerns.

17. South Lane Wheels

Participant Information

Transit System: South Lane Wheels, Cottage Grove, OR

Interviewee: Tara Sue Salusso (Executive Director), (no longer employed at South Lane Wheels)

Transit System Profile

South Lane Wheels is a not-for-profit system that operates 3 main service delivery models: (1) deviated fixed-route within Cottage Grove; (2) door-to-door demand response program with South Lane County, which serves 8 small rural towns, getting people into town or back home. The door-to-door demand response service was initially established for medical purposes but legal regulations state it cannot be restricted so this service has expanded for use for any purpose; (3) organized group trips like those for senior centers, Special Olympics, and low income groups. The system does not have a specific paratransit arm; every mode is available to the general public. While South Lane Wheels does not work for Lane Transit District (LTD), LTD has presented a ridership challenge by offering a fixed route service in the same areas that South Lane Wheels services. South Lane Wheels typically maintains 10 vehicles and will be adding its 11th vehicle this year. The additional vehicle will be a “low access vehicle” that has a ramp and allows all passengers to access through one entry point. The system consists of 12 staff, two of whom are management staff. The bookkeeper will soon be considered a management job as that position takes on the responsibilities of office manager and begins to collaborate on human resource decisions.

Recruitment

- South Lane Wheels Human Resource recruiting function is completed by an operations manager/assistant for drivers and dispatchers and the Executive Director recruits and hires office staff (e.g., management jobs).
- The system does not have a formal way of screening or ranking applicants. The Board of Directors has been invited to participate in the final interviewing process for one management job. Factors that are reviewed on resumes include: years of applicable experience, relevant education, skills that are related to the job (e.g., human resource experience, management experience, QuickBooks knowledge), and nonprofit experience. The Executive Director believes a for-profit mentality is very different from a not-for-profit.
- The system’s greatest recruitment challenges include: low compensation and insufficient benefits. LTD and the School District are highly competitive for drivers and some management jobs. LTD also has a union for employees. Both agencies provide higher compensation and benefits which South Lane Wheels does not offer. Specifically, South Lane Wheels does not offer healthcare benefits for staff. All compensation decisions must be presented and negotiated before a Board of Directors.
 - To address their recruitment challenges, South Lane Wheels has marketed the management jobs as ones that offer potential for increased responsibilities and increased compensation as the individual builds capability. The system highlights the growth potential of the job since the initial compensation is low.
 - The Executive Director suggested that past recruitment processes have been too lengthy (over 4 months) resulting in a potential loss of great talent who are “snatched up” by other firms.
- Since South Lane Wheels has a very limited budget, the system uses 4 primary sources to recruit workers: Craigslist website (free), local newspaper, United Way, and the State’s

employment department. For a management type job such as bookkeeper, the system has found the United Way and State Employment Department to be less effective sources. The interviewee suggested that these agencies may tend to attract individuals with lower skill sets whereas individuals with management potential tend to network with other managers for jobs. For a recent opening, the system received 9 applicants within 24 hours on craigslist.org.

- One recruiting strategy used by the system is to train and develop individuals from within for future management jobs, even when there is not a current vacancy. For example, the Executive Director identified a volunteer who was very active for the system, working 20 hours a week. As the volunteer requested additional responsibilities, the Executive Director saw this as an opportunity to groom the individual for employment by training the volunteer in maintenance and drug testing. The volunteer was then offered a part-time job administering the drug and alcohol program and the maintenance program. As soon as a full-time slot became available, the employee was offered a full-time position providing oversight to the Maintenance program. While in that job, the employee was trained and prepared to take over the operations manager job. As soon as the Operations Manager left, the employee was moved into the new job. The employee is now being trained to step into the Executive Director role if that position ever needs to be filled.
- A strategy the system has used to increase diversity in ridership but has yet to use for recruitment is to leverage contacts with local agencies with whom they work to serve the community. For example, the system works with agencies that provide support to special groups through parenting resources, low-income support, and food provisions. With these agencies, the system has a Hispanic outreach plan and develops training plans to teach these agencies about the system's services so the agencies can speak in Spanish and teach community members about the ridership options available to them.
- To support diversity, the system also has a Spanish section on their website that provides "more about us" information on South Lane Wheels.
- Another approach that could be used in recruitment is the use of employee personal profiles and reports about their job. For example, the system uses profiles of individuals to attract riders, i.e., a youth talking about her experience using the service.

Training and Development

- Essentially 100% of training for managers is conducted off-site.
- There is ample time and money available in the system's budget to support training. Training is highly valued by the system. RTAP reimburses for most of transit offsite training and travel.
- To determine the type of training and support needed by managers, the system holds weekly management meetings to discuss "what is working well," "where help is needed," "the critical mass," "what resources are needed to succeed," and "where we can grow-as individuals." At all levels of the system, intervention training is conducted. This entails sitting with employees and managers to: (1) identify issues; (2) put steps in place to provide needed support; (3) set goals; and (4) schedule times for check-in and review of goals.
- The system leverages community associations and financial support for training managers. In Oregon, the Ford Family Foundation puts resources into the development of leadership (leadership training is available yearly for free). The system leverages opportunities provided by the Ford Family Foundation. The Technical Assistance for Community Services (TACS) also has great training to help nonprofits build capacity – financial, leadership, employment practices. All 3 managers are planning to attend that training.

Retention

- The system has especially high turnover for one management job, the Bookkeeper. To address this issue, the Executive Director decided to recruit individuals for management jobs who currently have employment as opposed to those without a job. The rationale is that those with a job are leaving their current job due to real interest in the South Lane Wheels job; however, someone without a job may be desperate to find anything and may be planning to move on quickly as soon as he/she finds something better.
- The system believes its training and support plans (e.g., intervention training) help to retain employees.
- The Executive Director believes one of the weakest areas is the low compensation and absence of health insurance. For example, one bookkeeper left to go to an organization that offered more comprehensive employee benefits like health insurance.
- After 6 months of employment, employees begin to accrue vacation and sick time for a maximum of 4 weeks of vacation (20 days). Vacation is allocated based on tenure as follows: 2 yrs (1 week), 4 yrs (2 weeks), 8 yrs (3 weeks). Employees also receive 2 personal days per year.

Lessons Learned

- The system believes that employee benefits are critical to offer when compensation is low.
- Training managers, leveraging existing community resources, and funding for training is beneficial to smaller systems with few resources.

18. Transfort

Participant Information

Transit System: Transfort, Fort Collins, CO

Interviewee: Marlys Sittner (General Manager), 970-416-2113, msittner@fcgov.com

Transit System Profile

Transfort is a department of the municipal government of Fort Collins, Colorado. The transit General Manager is a direct report to the Planning, Development and Transportation Director of the city. Transfort is defined as a large urban transit system (over 200,000 population) because it is part of a Transportation Management Area (TMA) and receives FTA section 5307 funding. The fleet consists of approximately 40 buses and the agency operates both fixed route and ADA paratransit services. Transfort has a total of 85 employees including 5 individuals in management/supervisory positions.

Recruitment

- Generally the recruitment and selection process is supported by City Human Resources but is carried out by Transfort. The Transfort General Manager completes a Job Analysis Questionnaire (JAQ) that provides the details of the position to be filled, and then City Human Resources develops a recruitment brochure and advertises in jointly agreed upon media. Human Resources does not screen applicants, but will participate in interviews if asked to by the Transfort General Manager.
- As a model of the recruitment and selection process, an Assistant General Manager position was recently filled. The position was advertised nationally in *APTA Passenger Transport*, *CTAA Community Transportation* magazine, through the State Transit Association, on a local public works type website, in the *Denver Post*, and in the local Fort Collins newspaper. Response to this advertising campaign was relatively limited in terms of applicants with the appropriate transit background and experience. Generally, people were not interested in an Assistant General Manager position as opposed to a General Manager position, and many applicants expressed concern about the salary level. The salary level, however, seemed to be appropriate given that it was based on a JAQ and the APTA Compensation Manual. The initial communication with qualified applicants was a telephone interview. Based on the telephone interview, three individuals were selected and flown in from out of state for personal interviews. The individual who was ultimately selected for the position first accepted but then later declined due to family issues. Finally, a Senior Transportation Planner from the City, with some transit planning experience, was selected for the position.
- Two out of three of the Operations Supervisor positions have been filled by the promotion of bus operators.
- The General Manager believes that if forced to choose between an individual with strong leadership skills and limited or no transit background versus an individual with a strong transit background and limited leadership ability, the choice is clearly hiring based on strong leadership skills. The teaching of transit nuts and bolts can occur once an individual is hired.
- An actual interview for a manager or supervisor position at Transfort lasts between one and two hours with an interview panel that includes a cross section of Transfort staff representing supervision and front line.
- Once a candidate has been selected, background checks and resume checks are then undertaken.

Training and Development

- In-house supervisory/management training is offered through the City of Fort Collins. The City has a program called the “Supervisory Summit” in which all supervisors and managers attend a set of required classes on different subjects over a two year period. These classes are instructor led and are generally not transit specific. The classes address such topics as discipline, sexual harassment, fair labor standards, ADA, performance management, etc. The City also offers basic leadership training in which attendance is voluntary or can be mandated by one’s supervisor, and the curriculum is generic.
- Department heads and their supervisors within the City Government are formed into a group called the Leadership Link. This group meets for a half day on a quarterly basis and during these sessions focuses in a variety of ways on leadership development concerns.
- Up until recently, Transfort encouraged participation in national and state sponsored transit trainings and conferences. However, due to present City budgetary constraints, restrictions have been placed on travel and training, and therefore external training opportunities are limited.
- Transfort takes advantage of online and conference call training through the City, as well as national online training through such organizations as NTI. The agency recently agreed to be host city for NTI training on “Project Management for Managers” and in return for hosting that event received 10 free seats in the training.

Retention

- The agency has not experienced any significant retention issues recently. Unfortunately, due to financial stress on the City budget and the possibility of more difficult financial times ahead, retention could become a problem down the line. Inevitably financial stresses increase workloads, often involve freezing of wages, and have the potential to impact organizational morale.

Lessons Learned

- The General Manager believes that one of the primary tools in recruiting, developing, and retaining transit supervisors and managers at any agency is the impact of the CEO’s leadership style on agency staff. The CEO must set the example for others and support them in carrying out the transit mission. Regardless of external forces, managers at every level can and must model positive behavior and provide support for employees who are putting service on the street. Working in transit is often cause and mission based. People get into the field by accident and then find it hard to leave. It is always good to get new blood into transit. This infusion can bring the energy and excitement that is needed for a high performing work force.

19. UMASS Transit

Participant Information

Transit System: University of Massachusetts Transit

Interviewee: Glenn Barrington (Operations Manager)

Note: This system was interviewed mostly as a potential source for management talent (i.e., a student run bus system) whereas other systems were interviewed for the practices in recruiting, developing, and retaining managers.

Transit System Profile

University of Massachusetts Transit started in 1969 as Student Senate Transit. Other than management staff, the system is entirely student-run. The system provides transportation around campus, with about 85% of ridership comprised of students. The system also provides paratransit services for the disabled and the temporarily disabled (with doctor's note). This paratransit arm, Special Transportation Services (SpecTrans), has been a part of UMass Transit Service since 1986. SpecTrans provides free transportation service around the Amherst campus to students, staff, and faculty with disabilities. The system has 37 buses and 8 special transportation vans. The workforce is approximately 150 to 170 employees but fluctuates based on student interest each year. The system has 6 full time office staff. The student jobs are 3 temporary positions with the exception of the student-staff management job. This job is reserved for a veteran student driver who moves up to Driver Supervisor and then into a sub-management role and contributes to department work. There are 8 management jobs and 5 mechanic jobs. While the system does not offer management opportunities to students other than the student-staff management job, systems such as First Transit partners with this system to identify high potentials for future management jobs.

Recruitment

- The Operations Manager performs the Human Resource recruiting function for management jobs whereas the Safety & Training Coordinator is responsible for assigning shifts to students each semester.
- All recruitment is done through “Word of Mouth” by students. Students are given \$50 for each driver referred. Since students cannot receive management jobs (and no one leaves the management jobs at UMass Transportation), the system refers top students to First Transit (Hartford branch) for employment. When a job comes open, there is a specific University protocol that must be followed. For example, the first two steps include: (1) on campus advertising (must submit “yellow sheet” and advertise to all current University employees); and (2) posting notices in APTA *Passenger Transport* magazine.
- The system's greatest recruitment challenge for drivers is that there are no assigned shifts or knowledge of who is returning other than the core 50 employees at the beginning of each new semester. The system relies on students telling other students about the jobs. On the first Friday of the semester, shifts are assigned. Two weeks prior to start of semester, a list is posted of shifts and students select which they want. Then the students have to provide their class schedule and interests so that shifts can be assigned during the first week of classes. The system relies on high morale and a positive reputation to recruit new students each year. The year 2000, due to a new Safety & Training Coordinator, was the only year that the system was not able to fill all driver positions.
- The system has not had to recruit for a manager job in over 10 years.

- If advertising for management jobs, this system would consider postings on the buses once the steps required by the “university protocol” for job postings have been attempted.

Training and Development

- Given the University resources, training is readily available to managers so training challenges are limited for this system with the exception of finding time to participate in the programs.
- The Workplace Development Center on the University’s campus provides core competency training to all managers.
- The General Manager attends management training, group meetings and operations conferences through the APTA.
- Drug and Alcohol Training is obtained through the FTA.
- Managers are also provided tuition waivers to take any UMass class they can justify would be beneficial for professional development.

Retention

- This system had no turnover or change in management personnel in over 10 years. Approximately 10 years ago, a new Safety and Training Coordinator came on board. The biggest challenge for this person was to adjust to the way in which the system staffs for drivers each year. Up until the first week of school, management does not know how many drivers they will have. Drivers are all staffed by university students who must choose if they want to come on board each semester. Thus, maintaining high morale amongst current drivers and a positive image, the student community is especially key for ensuring staffing each semester.
- Compensation for drivers increases each semester. To boost employee morale, the system offers special recognition such as employee appreciation days/pizza days.
- The workplace culture and generous leave time benefits are considered aspects that promote retention among managers. Managers get state employee benefits of 4 weeks of vacation and 6 personal days. There is a professional staff union. They have 13 state holidays. During the summer, work is reduced and more flexibility is allowed. The system goes from 27 buses at peak to 10 during the summer.

Lessons Learned

- The interviewee mentioned that as a young manager, he felt very isolated because he was given his first job in a remote location.
- The interviewee suggested that if systems are planning to send a young person to a remote location (e.g., an outpost running school bus operations), they should consider ways to provide support for that youth who will suddenly have limited social contacts, given the individual likely has come from a very social environment such as a school setting.
- Important to consider in promoting and supporting diversity: When hiring former students or youth that are around 23-24 yrs of age, the system needs to consider issues that may come up for those youth supervising seasoned drivers who are much older. The system needs to train youth and older workers to prepare for generational differences in work ethic and attitudes about work, so that multiple generations can work together effectively.

20. Virginia Regional Transit

Participant Information

Transit System: Virginia Regional Transit

Interviewee: Mark McGregor (CEO/President), 540-338-1610, mark@vatransit.org

Transit System Profile

Virginia Regional Transit (VRT) is a unique, private, not-for-profit public transportation agency. They receive grants from 17 local government jurisdictions, the commonwealth of Virginia, and the federal government. This funding arrangement allows VRT the freedom to cross jurisdictional boundaries. VRT offers fixed-route, deviated fixed-route, ADA, and demand-response services to 17% of rural Virginia. Between 112 and 115 vehicles operate per day, 60 to 70% of which are body-on-chassis buses. VRT employs between 150 and 170 employees (seasonal positions and recruitment efforts influence this number), of which 75% are full time with full benefits, and 25% are part time with limited benefits. About 80% of employees are over the age of 55, about 60% are male, and 60% are from a minority group. The agency has 18 managers, including 11 Operational Managers, 3 Senior Managers, and 4 Executive Managers. The agency competes for applicants with Washington, D.C.'s Metro, MV Transportation, private sector school bus companies, school districts, and shipping and freight companies. VRT does not believe that other rural transit systems are competitors because VRT is one of the largest and can afford higher salaries.

Recruitment

- VRT has a Human Resources Department consisting of an HR Specialist and an HR Support person. These are management level employees who fall under the Executive Management team. The Human Resources Department is responsible for all recruiting efforts for Senior Managers and staff positions. The CEO/President is responsible for executive level recruiting.
- The agency has two major recruitment challenges: salary and applicant experience. To address these recruitment challenges, VRT uses these techniques:
 - Historically, the rural transit industry has not paid people well, unlike more urban systems where salaries are often much higher. In the applicant screening process, VRT discusses salary expectations in order to quickly identify applicants who will accept their salary levels.
 - VRT is very different from many other rural systems because of its jurisdiction overlaps. This increases the complexity of manager positions making recruitment difficult. The agency continuously recruits and hires, whether or not there are vacancies because the pool of good transit management is small and they believe it is better to hire managers before vacancies exist.
 - The agency also identifies high potential employees and supervisors and offers them training opportunities such as (CCTS) Training through CTAA to increase their likelihood of promotion into management positions.
- In the past year, VRT has hired three managers. These managers were recruited from a newspaper advertisement, a transportation industry conference, and networking with another transportation company who was experiencing tough financial circumstances.
- VRT's proactive networking means that the agency is always on the lookout for managerial talent. Although VRT does not have a formal recruitment strategy, this technique allows the system to operate proactively rather than reactively to vacancies, like many transit systems.
- VRT also has a formal applicant screening process with five steps.

- The first step of applicant screening is to determine whether the applicant will likely meet the job description's ability to perform essential functions (e.g., supervise assigned staff and ensure staff is trained in performing their duties), education requirements (e.g., Bachelor's degree in Government, Planning, or Business Administration), KSAs (e.g., Excellent customer service skills), and potential start dates.
- Next, selected applicants have a screening interview with Human Resources. This screening interview serves to verify information from the applicant's resume and ask questions about the applicant regarding:
 - Goals and motivations
 - Self-esteem and personal effectiveness
 - Dedication
 - Personal integrity
 - Ability to get along with others
 - Stress management
 - How the applicant accepts direction and feedback
 - Relationships with supervisors
- Once suitable applicants are identified with the screening interview, the agency discusses salary expectations with the applicants. VRT believes that it should not get excited about an applicant if they will only refuse the position due to lower than expected salary. Thus, salary is discussed before any offer is made.
- Next, the top four applicants are forwarded to a Senior Manager or Executive Manager who then interviews the applicants.
- Finally, a hiring decision is made by the same Senior Manager or Executive Manager.

Training and Development

- Training opportunities at VRT are offered in-house and externally. The Human Resources Department and Operations Department determine what should be offered each year and then develop the in-house training when possible. Providers of in-house training are indicated when training is not developed by VRT. In-house training is mandatory and offered one Saturday a month for four hours for eight months, making a total of 32 required training hours. Although training is targeted to direct service personnel, all managers are also required to attend training. Content of VRT offered courses include training for:
 - Leadership
 - Passenger assistance (Transit consultant)
 - EAP practices
 - Fire extinguisher operation (Fire extinguisher company)
 - Lift operation (Lift operation company)
 - Insurance policies
 - Accident investigation
 - Procurement
 - Safety and security (Transit consultant)
- VRT also offers external training through a number of sources. The following are some of the training opportunities VRT requires or provides on a voluntary basis:
 - All managers are required to become CCTM within their first three years in the position. This certification is offered through CTAA.
 - Each year VRT sends managers to TransitSCORE. All managers eventually go through this series of courses that requires three weeks of off-site training

delivered in several chunks. TransitSCORE courses help participants develop skills in recruiting and training within their transit systems and skills to provide Safe, Courteous, On-time, Reliable, Excellent service. TransitSCORE is a collaborative effort of the DOTs in Pennsylvania, Maryland, Virginia, and New York. Transit employees from other states are also welcome to enroll.

- VRT strongly suggests that supervisors become CCTS through CTAA training.
- The greatest challenge VRT faces in the training and development of managers is dealing with a diverse workforce. Because VRT trains all of its employees and managers annually, some senior employees and managers can lose interest in the content. This is especially true if the training is repeated. Therefore, it is difficult to strike a balance between offering training basics for new employees and keeping more senior employees and managers interested.
 - VRT uses a unique retention program that uses a point system to keep employees and managers involved in training. If the employee or manager does not attend training, they are not eligible for an annual bonus. This retention program is discussed below.

Retention

- In general, VRT experiences 40% turnover in the first 90 days of employment, 20% in the first year, and only 6% turnover after one year of employment. However, in the first 90 days and first year, it is typically drivers who leave the organization.
- VRT credits its retention success to a great benefits package. The agency's benefits include:
 - Health insurance and dental 80% paid by VRT for a single plan, and 75% paid by VRT for a family plan
 - Paid vacation leave that increases with tenure (1 week up to 5 years, 2 weeks after 5 years, 3 weeks after 10 years, and 4 weeks after 20 years)
 - Paid sick leave of 12 days per year
 - Paid discretionary personal leave on a case-by-case basis
 - Paid bereavement leave (3 days for immediate family [an additional 5-10 days paid leave at CEO's discretion], 2 days for other family, and 1 day off for friends)
 - A retirement system that includes a 3% employer match
 - Short-term and long-term disability benefits
 - An Employee Assistance Program which entitles employees and their families to professional consultations for assessment, referral, and short-term counseling for issues.
- The agency also offers an innovative retention program known as the Road to Reward Program. Each year, VRT's 18 managers determine their 15 biggest problems in delivering service throughout the previous year (e.g., accidents; pre-trip inspections). The managers then identify objective measures for each of the 15 issues along with point values for each measure. Employees accrue points for an annual bonus. For example, if a driver drives 11 months without an accident, he/she will receive those points. This year's measures for managers include:
 - Has manager presented specific knowledge and skills at a minimum of two training sessions for employees during the evaluation period? Yes = (+5)
 - Has manager reduced the percentage of preventable accidents and incidents in their region by at least 20%? Yes = (+5)
 - Does manager have perfect attendance? (excluding vacation and funeral leave as defined in the Personnel Manual) Yes = (+10)

- Does manager have a current school bus endorsement? Yes = (+10)
- Has manager actively pursued one or more new service or department specific opportunities which was started (or is in the process of being started) during the current evaluation period? Yes = (+5)
- All employees and managers are provided with the year's measures, so they know how they can earn bonus points. It is expected that managers do not give 100% of points to each employee just so that they receive the maximum bonus, thus ensuring the fairness of the award program. The employee or manager's supervisor meets with the employee to review and discuss the total points awarded. This point total is multiplied by the year's bonus dollar figure (e.g., \$4.00). This figure is then multiplied by the employees' years of service, up to five years. This program serves several purposes:
 - It encourages retention of employees and managers
 - It allows for a review of all the successful things an employee has accomplished throughout the year
 - It is paid between Thanksgiving and the December holidays so employees do not feel that they need to get a seasonal job to pay for holiday expenses

Lessons Learned

- VRT emphasizes spending at least 60-70% of the money transit systems receive on employees and focusing 90% of the attention on buses and equipment. The agency believes that a system's biggest investment should be in its employees.

Glossary

Commonly Used Acronyms

- APTA—American Public Transportation Association
 CCTM—Certified Community Transportation Manager
 CCTS—Certified Community Transportation Supervisor
 COA—Career Opportunity Application
 CSSM—Certified Safety and Security Manager
 CTAA—Community Transportation Association of America
 DOT—Department of Transportation
 EXPO—this stands by itself—it is referring to the CTAA annual conference
 FTA—Federal Transit Administration
 KSA—Knowledge, Skills, and Abilities
 NTI—National Transit Institute
 OATS, Inc.—this stands by itself—this is the transit system’s name. It is a not-for-profit public transit system serving 87 counties in Missouri.
 OCCK, Inc.—this stands by itself- this is the name of the organization. It is a not-for-profit Kansas corporation dedicated to helping people with physical or mental disabilities remove barriers to employment and other resources.
 PASS—Passenger Assistance and Sensitivity Skills
 PennTRAIN—Pennsylvania Training Resource and Information Network
 RJP—Realistic Job Preview
 RTAP—Rural Transit Assistance Program
 TSI—Transportation Safety Institute
 VMMI—Vehicle Maintenance Management and Inspection

Abbreviations and acronyms used without definitions in TRB publications:

AAAE	American Association of Airport Executives
AASHO	American Association of State Highway Officials
AASHTO	American Association of State Highway and Transportation Officials
ACI-NA	Airports Council International-North America
ACRP	Airport Cooperative Research Program
ADA	Americans with Disabilities Act
APTA	American Public Transportation Association
ASCE	American Society of Civil Engineers
ASME	American Society of Mechanical Engineers
ASTM	American Society for Testing and Materials
ATA	Air Transport Association
ATA	American Trucking Associations
CTAA	Community Transportation Association of America
CTBSSP	Commercial Truck and Bus Safety Synthesis Program
DHS	Department of Homeland Security
DOE	Department of Energy
EPA	Environmental Protection Agency
FAA	Federal Aviation Administration
FHWA	Federal Highway Administration
FMCSA	Federal Motor Carrier Safety Administration
FRA	Federal Railroad Administration
FTA	Federal Transit Administration
HMCRP	Hazardous Materials Cooperative Research Program
IEEE	Institute of Electrical and Electronics Engineers
ISTEA	Intermodal Surface Transportation Efficiency Act of 1991
ITE	Institute of Transportation Engineers
NASA	National Aeronautics and Space Administration
NASAO	National Association of State Aviation Officials
NCFRP	National Cooperative Freight Research Program
NCHRP	National Cooperative Highway Research Program
NHTSA	National Highway Traffic Safety Administration
NTSB	National Transportation Safety Board
PHMSA	Pipeline and Hazardous Materials Safety Administration
RITA	Research and Innovative Technology Administration
SAE	Society of Automotive Engineers
SAFETEA-LU	Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (2005)
TCRP	Transit Cooperative Research Program
TEA-21	Transportation Equity Act for the 21st Century (1998)
TRB	Transportation Research Board
TSA	Transportation Security Administration
U.S.DOT	United States Department of Transportation