

2024 SIT Recruitment Study Guide

Thank you for your interest in this recruitment for King County Metro's First-line Supervisor position. First-line Supervisors promote teamwork, resolve conflicts, and work to promote a positive working environment through effective communication, using sound judgment and quality decision-making to take appropriate action. First-line Supervisors are solution generators in a time-sensitive environment where decisions must support Metro's safety and service goals. This leadership role requires the ability to communicate effectively with a diverse, multi-generational customer and employee group to proactively solve problems that impact service delivery and an operator's ability to provide world-class transit service.

This study guide has been prepared to ensure a fair and transparent recruitment process for the Supervisor in Training (SIT) position. It will help you familiarize yourself with the type of questions asked and the recruitment process. The study guide is also designed to help you evaluate how well-prepared you are and to provide information on how you can further prepare for the position of Supervisor in Training. Please note that this study guide is intended as a study tool and does not guarantee the success of the actual recruitment process.

This is not a promotion based on seniority, longevity, or experience. The experience gained as an Operator is but one component of the job of a First Line Supervisor. The recruitment process will test your current knowledge of Policies and Procedures and various skills, such as narrative writing, decision-making, and computer use. These skills and abilities are not necessarily developed as an operator but can also be drawn from previous job experience, training, and education.

The recruitment process has three phases:

- 1. Knowledge Test.*
- 2. Narrative/report writing and computer use.*
- 3. Interview Panel that includes a role-play scenario.*

Knowledge Test

The knowledge test will be a single-choice answer question. Among the alternative answers, more than one may present an action to resolve the problem. However, you will get credit only for choosing the best alternative. The best alternative will not only solve the problem but also consider others' feelings or limit the probability that more problems will arise. Choose the best alternative among those that will solve the problem.

- Use the facilities before beginning the knowledge test. Once the test is started, the timer cannot be stopped.
- You will get 60 min to complete this phase of the recruitment process. If you do not pass with a score of 80% or higher, you will not continue to the next phase.
- You will be asked to set your PED/cellphones/smart watches on silent and put them away. Failure to do so will result in forfeiting the recruitment process. The classroom will have a time display.
- An HR representative, a Chief, and a first-line supervisor will be in the room for any questions or concerns. While they are there to assist you and ensure the process flows smoothly, they are not there to help you answer test questions or tasks.

The questions will be divided into the following categories.

Time computation.

Supervisors often need to calculate time. Base Dispatchers compute pay time. Service Supervisors compute how long an Operator drives a coach from one point to another. Coordinators may need to turn back a coach and add an extra to ensure a route is well-served.

Using "military time" or a 24-hour clock is sometimes convenient. Transit operations here at King County operate on a 30-hour clock when a run begins in the evening and terminates after midnight.

With the 24-hour clock, 5:00 p.m. becomes 1700 hours. Twelve hours is added to the 5:00 making 17. Dispatchers may extend into the next 6-hour period to refer to times after midnight. For example, 2:15x (or 2:15 a.m. of the following day) will be referred to as 2615 hours. The 30-hour clock is the same thing. It is useful to think of it as a 30-hour clock when computing pay time.

In this recruitment test section, you can expect questions based on this "military time" 30-hour conversion method.

Working with the public.

Metro's goal is to transport customers safely, quickly, comfortably, and dependably. We want to maintain excellent customer service. As Metro's primary and most visible public contact representatives, operators and supervisors need to be sensitive to balancing customer and operational needs. Customers expect to be treated with respect, courtesy, and friendliness. If a problem does arise, it is best to resolve the issue in a simple way that takes the least amount of time and has the best outcome. Customers should walk away feeling that the operator or supervisor has been very helpful.

In this recruitment test section, you can expect questions based on customer service and working with the public.

Assigning work.

As a Base Dispatcher/Planner, you will be required to know the current rules, policies, procedures, and labor agreements. This will include but not be limited to assigning work, assigning overtime, scheduling for time off, checking mail, answering phone calls, prioritizing, and managing time-sensitive matters.

In this recruitment test section, you can expect questions about how you would run the window as a First Line Supervisor.

Helping operators work efficiently.

The key to helping an operator improve their performance is making the operator feel and act as part of the team. An operator is one of the supervisor's customers. Operators view good supervisors as helpful, courteous, and friendly. When an operator has a work problem, the supervisor must be willing to deal with the problem in a respectful way. Operators are Metro's most valuable resource. Supervisors protect Metro's investment by helping operators to succeed.

The Manual covers many issues. Other situations are not explicitly spelled out. As a supervisor, you will be called on to handle many situations for which you must use your judgment. An effective supervisor seeks consistency by understanding and following the spirit of the rules and policies in all situations. The supervisor needs to be aware of the big picture, not just a specific issue.

In this recruitment test portion, you can expect questions based on helping operators and handling situations that are unusual rather than routine. You will have to exercise critical thinking and decision-making to the best of your knowledge.

Handling emergencies.

As the supervisor, you must know emergency procedures. In an emergency, you will not have time to look up the solution. In addition, you must know when enough information is available to respond to the problem. As a supervisor, you have to see the nature of the problem before you know what kind of assistance to provide.

In this recruitment quiz portion, you can expect questions that might require you to think outside the box and make quick and safe decisions.

Mechanical problems.

A supervisor needs to take responsibility for solving problems. This requires knowledge of equipment and what it takes to keep service moving. The supervisor should also be knowledgeable of common mechanical problems and how they can be fixed with the least disruption in service.

In this recruitment test portion, you can expect questions based on mechanical issues that operators encounter daily.

Narrative/Report Writing and Computer Use

Computer use is an essential daily aspect of Supervision. Supervisors use a wide variety of computer programs and online tools. These tools/programs include, but are not limited to, Microsoft Applications, SharePoint, Adobe Acrobat, SSaMs, Easy Street Draw, HASTUS, Mobile Forms, and Init. As a First-Line Supervisor working in your section, you are required to know how to use these computer/PC tools proficiently.

Supervisors use these programs to document activities, schedule work/events, organize work/workforce, communicate with staff and other agencies, track coaches/schedules, run payroll, and other essential operations tasks.

While the year-long SIT program encompasses most of these tools/programs in its curriculum, basic computer knowledge is **required** to be accepted into the program.

Service Supervisors respond to a wide variety of Metro-related events and activities that require documentation. Supervisors generate reports about events that may include, but are not limited to, operator assaults, security incidents, theft, protests, shootings, unsafe events, injuries, disciplinary actions, and many more.

Service Supervisors use Field Incident Reports (FIRs) to document and inform management and other stakeholders of the details of these events. Often, agencies outside of Metro also read these reports, including news media, police, attorneys, judges, and juries.

The Narrative/Report Writing and Computer Test will be in the form of a Field Incident Report (FIR).

Field Incident Report (FIR)

Upon completion of the Knowledge Test with a score of 80% or higher, you will be asked to stay for the narrative/report writing and computer portion of the recruitment process.

During the Narrative/Report Writing and Computer testing session, the test takers will have access to the SQ SharePoint site. You will be required to download the FIR template, fill it out based on a given scenario, and email it to the appropriate recipient.

The ability to log in to the workstation, locate the document, download it, rename it, fill it out, write a narrative, attach the document, and email it is **all part** of the recruitment test. Staff present in the room will NOT assist with the tasks mentioned above.

Pay close attention to all the empty fields in the FIR. You will be required to fill out some of those fields based on the information provided to you at the time of testing. In the FIR, you will also be required to write a narrative.

A narrative is an essential aspect of a Field Incident Report (FIR).

Narratives should be well organized, presented with appropriate grammar and punctuation, and written with a broad audience in mind. Supervisors provide information to others who are not on the scene. It is essential that your reports include attention to detail and showcase high-quality work.

Below are links to tutorial videos on some PC/Computer tasks. These video tutorials provide knowledge for all skill levels, beginner and advanced. In this recruitment process, you will be asked to complete some basic tasks. These tasks **are** demonstrated in these tutorials.

Some of the tasks mentioned in this video are for more advanced computer users.

The FIR narrative and the information fields within will be graded, and only the top-scoring report writers will move on to the next stage of recruitment, the interview.

The following video tutorials are critical and target essential tasks required for the recruitment test.

Outlook 101 - <https://www.youtube.com/watch?v=rnnDyU9hgRM>

Attaching files - <https://www.youtube.com/watch?v=zDVdlBRd5BQ>

Save as - <https://www.youtube.com/watch?v=mull9g2hSTg>

Downloading documents - <https://www.youtube.com/watch?v=O7GeDgZSWV8>

Renaming documents - <https://www.youtube.com/watch?v=3JFc4mjT53U>

The following video tutorials are supplemental. However, familiarizing yourself with these talks may further assist you in the path of becoming a First-Line Supervisor.

Word - <https://www.youtube.com/watch?v=2MCmnr2L50o>

https://www.youtube.com/watch?v=Q_AaL6ljudU

Outlook - <https://www.youtube.com/watch?v=olLCI8zXewc>

https://www.youtube.com/watch?v=DTI-9DnV_g

<https://www.youtube.com/watch?v=RyPPL6gGvj4>

PC Navigation - <https://www.youtube.com/watch?v=DALQ7XR1Yv4>

Attached below is a blank Field Incident Report (FIR) for your familiarization.

Service Quality First-line Supervisor's
FIELD INCIDENT REPORT
FOR TESTING PURPOSES ONLY

- ☐ **OPERATOR RELIEVED OF DUTY**
- ☐ *Mandatory e.g. 2-5-0, struck above shoulders*
 - ☐ *Operator Request*
 - ☐ *Supervisor Observation **

**An ROD based on supervisor observation must be justified in detail in the narrative; exactly what behavior, condition, or expression of state of mind or emotions was observed that caused the supervisor to conclude the operator was unable to continue driving*

Operator Phone: - - Email:

Check all that apply ► ☐ Incident ☐ Security Incident ☐ Accident ☐ School ☐ OJI

INCIDENT/OPERATOR DATA

Date MM/DD/YY	Time of Incident/Accident : AM <input type="checkbox"/> PM <input type="checkbox"/>	Direction <input type="checkbox"/> N <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> W	On (Street/Ave)	At (Cross Street w/# of feet near or far-side)	
Operator Name (Last, First,, Initial)			ID#	Route / Run / Operating / /	Vehicle ID
					Camera coach? <input type="checkbox"/> Yes <input type="checkbox"/> No
Time of ROD : AM <input type="checkbox"/> PM <input type="checkbox"/>	Aid Offered to Opr? <input type="checkbox"/> Yes <input type="checkbox"/> No	SIF 2 Issued? <input type="checkbox"/> #	72-Hour Phone Contact Document above As needed	Transported to	By
Nature of employee injuries			Base	Chief	
Employee was directed to contact Chief? <input type="checkbox"/> Yes <input type="checkbox"/> No			Supervisor/Coordinator directed operator/employee to submit the following report(s) <input type="checkbox"/> None <input type="checkbox"/> Accident <input type="checkbox"/> Security Incident <input type="checkbox"/> Incident		

SUPERVISOR'S INCIDENT NARRATIVE

INSTRUCTIONS: Organize events in order of occurrence to create a clear account of the incident. Be **complete** - include who, what, where, when, how and why. Be **concise, specific, factual** and **objective**. When delayed, document the actions taken to restore service. (for more detailed instructions see [Narrative Guidelines](#))

SECURITY INCIDENT DATA (check all that apply)									
<input type="checkbox"/> Operator assaulted <input type="checkbox"/> Pass. assault / fight <input type="checkbox"/> Operator harassed / threat <input type="checkbox"/> Pass. harassed / threat		<input type="checkbox"/> Sleeper <input type="checkbox"/> Alcohol / drug related <input type="checkbox"/> Unsanitary passenger <input type="checkbox"/> Removed from coach		<input type="checkbox"/> Fare related / dispute <input type="checkbox"/> Evicted by MTP or other <input type="checkbox"/> Weapons shown / implied <input type="checkbox"/> Theft		<input type="checkbox"/> Sexually Motivated <input type="checkbox"/> Cited		<input type="checkbox"/> Metro Property Loss <input type="checkbox"/> Personal Property Loss	
						Police Case Number		Jurisdiction	
OFFENDER DATA									
Number of offenders (document additional individuals in the narrative)									
1	Gender <input type="checkbox"/> M <input type="checkbox"/> F	Ethnic origin	Age	Height / weight x'xx" / xxx lbs	Hair / eye color xxx / xxx	Glasses? <input type="checkbox"/> Yes <input type="checkbox"/> No	Facial Hair? / type <input type="checkbox"/> Yes <input type="checkbox"/> No /		
Student? <input type="checkbox"/> Yes <input type="checkbox"/> No		Chronic / repeat offender? <input type="checkbox"/> Yes <input type="checkbox"/> No		Identifying marks or characteristics (tattoos, voice, etc)					
2	Gender <input type="checkbox"/> M <input type="checkbox"/> F	Ethnic origin	Age	Height / weight x'xx" / xxx lbs	Hair / eye color xxx / xxx	Glasses? <input type="checkbox"/> Yes <input type="checkbox"/> No	Facial Hair? / type <input type="checkbox"/> Yes <input type="checkbox"/> No /		
Student? <input type="checkbox"/> Yes <input type="checkbox"/> No		Chronic / repeat offender? <input type="checkbox"/> Yes <input type="checkbox"/> No		Identifying marks or characteristics (tattoos, voice, etc)					
ASSISTANCE RENDERED BY									
<input type="checkbox"/> MTP (unit #[s])			<input type="checkbox"/> Other Police (Jurisdiction)			<input type="checkbox"/> Fire (Jurisdiction)			
<input type="checkbox"/> Aid Car (Jurisdiction)			<input type="checkbox"/> Ambulance (Provider)			<input type="checkbox"/> Other Transit Agency ()			
ACTIONS TAKEN									
Observation documented with PR? <input type="checkbox"/>		PR #		Additional policy violations? <input type="checkbox"/> (explain in narrative)		Operator Contacted? <input type="checkbox"/> In Person <input type="checkbox"/> By Radio <input type="checkbox"/> Not Contacted			
Photos Taken <input type="checkbox"/>	Reasonable Susp Eval <input type="checkbox"/>	Additional resources requested <input type="checkbox"/> SQ Supv. <input type="checkbox"/> VM <input type="checkbox"/> Spill Resp. <input type="checkbox"/> MTP <input type="checkbox"/> PD <input type="checkbox"/> FD <input type="checkbox"/> Med Aid					Jurisdiction / Provider		
NON-EMPLOYEE INJURIES (use additional injuries form as needed)									
1	Name (Last, First, Initial)		Address (No., Street)		City		<input type="checkbox"/> Male <input type="checkbox"/> Female		Age - -
Nature of Injuries								Removed From Scene By	
2	Name (Last, First, Initial)		Address (No., Street)		City		<input type="checkbox"/> Male <input type="checkbox"/> Female		Age - -
Nature of Injuries								Removed From Scene By	
WITNESSES (use additional witness form as needed)									
1	Name (Last, First, Initial)		Address (No., Street)		City		<input type="checkbox"/> Male <input type="checkbox"/> Female		Age - -
Witness Statement (paraphrase – be more complete in the narrative as needed)									
2	Name (Last, First, Initial)		Address (No., Street)		City		<input type="checkbox"/> Male <input type="checkbox"/> Female		Age - -
Witness Statement (paraphrase – be more complete in the narrative as needed)									
RESPONDING SUPERVISOR(S) DATA									
Name (Last, First, Initial)			ID#		District (AM/PM)		Chief		Supervisor lead at scene if not same
Time of Radio Call : AM <input type="checkbox"/> PM <input type="checkbox"/>		Time Arrived : AM <input type="checkbox"/> PM <input type="checkbox"/>		Time Cleared : AM <input type="checkbox"/> PM <input type="checkbox"/>		Channel		Coordinator	
Other Supervisors at the scene (include name and District)									

By affixing my name to this report I certify that all the information reported here is true and accurate to the best of my knowledge, and that it represents the most complete information available to me at the time

Date of this report

Name

MM/DD/YY

TEMPLATE #1

Narrative Outline

Call info	2-3 sentences	<p>Which district are you? Who called you? What are you responding to? Where is the incident? Who is also going?</p> <p>Remember that you are also writing this narrative for parties outside the organization. Details of what you are responding to should be mentioned in the first paragraph.</p>
Observations	1-2 sentences	<p>Provide a description of relevant observations. Paint a picture to the reader of what you are walking into.</p> <p>What did you observe when you arrived? What is the vehicle positioning? Did the vehicles move from the original location? Did any party leave the scene? Are first responders on the scene? If there is damage, and what kind?</p>
Statement of Operator	1-2 sentences	<p>Gather the statements.</p> <p>Provide facts only in this detail. Avoid writing anyone's suspicions, judgments, opinions, or assessments of actions or conditions. Provide only objective observations in the report. Write as complete an account as possible.</p>
Statements of other parties/witnesses	1-2 sentences if gathered	<p>Provide facts only. Avoid writing anyone's suspicions, judgments, opinions, or assessments of actions or conditions. Provide only objective observations in the report. Write as complete an account as possible.</p> <p>Give out as many witness cards as you can.</p>
Resolution	1-2 sentences	<p>Provide a conclusion/resolution to the event. How did you clear the call?</p> <p>What did you do with the coach/service? Was any vehicle towed, or was the suspect arrested? Who transported the Operator to the wellness center when applicable? (do not mention 250) When was the scene clear? Was anyone cited? Case number?</p>

Note: The amount of detail/information will vary depending on the situation's complexity. Remember, you are providing information to others who were not on the scene. It is essential that your reports include attention to detail and showcase high-quality work because all documents prepared by Service Supervisors are official County documents and, thus, are part of the public record.

Also, for your reference, the Narrative Writing Guidelines Service Quality Supervisors are using when reporting events they respond to in the field are attached.

01-2024

Jan 2, 2024

Narrative Writing Guidelines

Below are the guidelines for writing a professional narrative for your reports in Service Quality. Please be thorough and concise. Focus on factual information. Accident/Security Reports and FIR narratives are simply reporting full and accurate information about an occurrence or event. Your narratives should be well organized and presented using appropriate grammar and punctuation (utilize Grammarly and Spellcheck). They should be written with a broad audience in mind.

1. **Call Info (2-3 sentences)**
 - a. Which district are you?
 - b. Who called you?
 - c. What are you responding to?
 - d. Where is the incident?
 - e. Who provided assistance at the scene?
2. **Observations (1-2 sentences)**
 - a. What did you observe when you arrived?
 - b. What is the vehicle positioning?
 - c. Did the vehicles move from the original location?
 - d. Did any party leave the scene?
 - e. Are first responders on the scene?
 - f. Is there damage and what kind?
3. **Statement of Operator (1-2 sentences)**
 - a. Gather the statement.
 - b. Provide facts only in this detail. **Avoid writing anyone's suspicions, judgments, opinions, or assessments of actions or conditions.**
 - c. Provide only objective observations in the report. Write as complete an account as possible.
4. **Statements of other parties/witnesses (1-2 sentences)**
 - a. Gather the statements.
 - b. Provide facts only in this detail. **Avoid writing anyone's suspicions, judgments, opinions, or assessments of actions or conditions.**
 - c. Provide only objective observations in the report. Write as complete an account as possible.
 - d. Pass out and collect as many witness cards as possible.
5. **Resolution (1-2 sentences)**
 - a. Was any vehicle towed, were there any injuries or was the suspect arrested?
 - b. Was the operator ROD? Reason? Time?
 - c. Was the Drug and Alcohol Administrator consulted? Who transported the Operator to the wellness center when applicable? (do not mention 250)
 - d. Was the coach sequestered and/or Safety consulted?
 - e. Was anyone cited?
 - f. Case number?
 - g. What did you do with the coach/service?

If your report does not contain the above information, it will be sent back to you for completion. The amount of detail/information will vary depending on the situation's complexity. Remember, you are providing information to others who were not on the scene. It is essential that your reports include attention to detail and showcases high-quality work. Your resulting narrative will be viewed as your professional judgment regarding what took place at an event based on the best information available to you at the time. If possible, consider another Supervisor read the narrative for feedback. Please remember all documents prepared by Service Supervisors are official County documents and thus are part of the public record and are Service Quality's report card to the world.

The Service Quality Bulletin is published monthly or whenever it's necessary to officially communicate with our employees.

Interview/Role-Play

The final part of the selection process is an interview, which will include a role-play scenario. The interview may last as long as an hour. You are not to bring notes or other written material into or out of the interview. You may be given material to consider before answering questions from the panel.

Transit Human Resources will facilitate the interviews. The panel may consist of First-Line Supervisors, Bus Operations Chiefs, and Superintendents, as well as transit stakeholders.

The interview will focus on the relevant competencies for the position, including situational questions that directly relate to the skills required of a Supervisor-In-Training. This assessment covers interpersonal relations, communication, and tangible problem-solving. The panel will look for you to demonstrate sound decision-making and creative problem-solving skills.

During the role-play portion of the interview, the panel will present you with a hypothetical scenario. You will be asked to play the role of a First-Line Supervisor in this incident.

Job Analysis

The following pages contain skills and characteristics that outstanding First-Line Supervisors possess.

Familiarizing yourself with this outline will help prepare you to become a good First-Line Supervisor and will assist you in this promotional process.

Initiative:

1. Self-starter. Seeks for opportunities and stays proactive.
2. Performing day-to-day activities to the best of one's ability.
3. Makes good use of time.
4. Fulfills obligations and meets deadlines in a timely manner.
5. Anticipates potential issues/concerns and takes proactive steps to prevent them.
6. Makes positive suggestions for organizational improvement.

Policies and Procedures:

1. Familiar with The Manual, policies, and procedures.
2. Familiar with The Route Book.
3. Familiar with The Contract.
4. Knows Metro's Mission, values, and goals.
5. Knowledge of Metro's standing policies (EEO, harassment, alcohol etc.)
6. Knows how and why rules, policies, and procedures apply to specific situations.

Knowledge of Metro and Service Area:

1. Knowledge about Metro service in King County.
2. Knowledge about critical areas in King County.
3. Keeps up to date with changes that may affect Metro service.
4. Knowledge about transit service adjacent to King County.
5. Knowledge about jurisdictions and boundaries in King County (Police, Fire, MTP, etc.)

Practical:

1. Knowledge about a wide variety of Metro transit vehicles.
2. Prioritizes safety when making decisions or suggestions on mechanical breakdowns/calls.
3. Possesses a physical and mental capability/knowledge to work with basic tools in the field.
4. Knowledge of the labor agreement established with VM.
5. Ability to troubleshoot minor coach mechanical problems.
6. Knowledge of Trolley Coaches, Trolley wire, and overhead.

Role Model and Support for Operators.

1. Leads by example, conducting themselves in a professional manner in the workplace.
2. Encourages and improves diversity awareness in Metro.
3. Respectful and does not display favoritism.
4. Develop good working relationships with Operators, Chiefs, and coworkers.
5. Approachable and available to assist Operators.
6. Understand and demonstrate the role and responsibilities of the organization.
7. Able to deliver constructive feedback to Operators in a positive way.
8. Able to take criticism/feedback and learn from mistakes.
9. Understand the viewpoint of various participants in Metro (Operators, customers, management, schedules, etc.)

Handling Emergency situations:

1. Able to assess a situation and determine an efficient course of action/solution.
2. Prioritize safety when making decisions or taking a course of action.
3. Communicate professionally with all parties involved.
4. Use the appropriate communication channels.
5. Follow the established chain of command.
6. Able to be on your feet for hours at a time when dealing with emergencies or events.
7. Delegate effectively with assisting parties (Supervisors, Chiefs, Safety, etc.)

Documentation:

1. Demonstrates professionalism when writing documentation.
2. Demonstrate attention to detail and accuracy.
3. Completes paperwork/documentation in a timely manner.
4. Submits clear, concise, professional reports.

Base Operations:

1. Works on large problems with many moving pieces of information in an organized way.
2. Works on large projects from beginning to end without procrastination.
3. Attention to detail and efficient record keeping.
4. Notices mistakes and makes necessary corrections.
5. Ability to prioritize and address problems that should be addressed right away.

Tech/Software:

1. Able to adapt to a constantly improving and upgrading technical/software work environment.
2. Proficient with software programs required to do the job.
3. Able to communicate over the radio effectively.
4. Seek opportunities to improve and streamline objectives.

Customer Relations:

1. Visible, helpful, and professional with the public and stakeholders.
2. Mindful of surroundings and maintaining professionalism when dealing with high-stress situations.
3. Approachable and evenhanded with all the public.

