

## JOB ANALYSIS

Job Title:	Transit Operator		
Department:	Transportation	Division:	Transit
DOT Title:	Bus Driver (motor trans.)	DOT #:	344.677-014
SVP:	4	Requestor:	Patricia Stinehour
Worksite Address:	Multiple locations; 7 Transit Bases	Office Contact Name/ Phone/ Email:	Saun Lund 206-263-3432 <a href="mailto:slund@kingcounty.gov">slund@kingcounty.gov</a>
Original Analyst:	Michael Richards, M.Ed., CRC	Analysis Date:	4/2004
Update Analyst:	Peter Hu, CRC	Update Date:	4/2009
Update Analyst:	Kyle Pletz, BA, BA, VRC, CDMS	Update Date:	8/24/22

On-Site    
  Interview    
  Representative

### JOB DUTIES:

Providing safe, secure and efficient operation of all forms of transit coaches and providing professional customer service to transport the public.

### ESSENTIAL FUNCTIONS ACCORDING TO THE EMPLOYER:

1. All King County jobs require ability/essential function to:
2. Demonstrate predictable, reliable, and timely attendance.
3. Follow written and verbal directions to complete assigned tasks on schedule.
4. Read, write, and communicate in English & understand basic math.
5. Learn from directions, observations, and mistakes and apply procedures using good judgment.
6. Work independently or as part of a team and interact appropriately with others.

This is a safety sensitive position and the employee is subject to random drug testing and other conditions as required to maintain a Commercial Driver's License (CDL). The employee must be able to operate diesel or electric-powered mass transit vehicles, collect passenger fares, issue passes, provide fare, route and schedule information, and comply with federal requirements under the Americans with Disabilities Act (ADA) for announcing stops.

1. Regularly and safely operate a transit coach on a pre-determined route and schedule; in order to transport passengers for a large public transportation system.
2. Comply with all traffic laws and rules, state/federal regulations, Metro Transit policy and procedures in order to provide safe and reliable service.
3. Perform inspection of coach before going on-route in order to provide safe and reliable service.
4. Operate transit coach using both hands on the steering wheel without interference.
5. Interact appropriately with the public and co-workers in order to provide positive customer services and the safe transport of passengers.
6. Assist passengers with limited mobility by operating an electronic lift or utilizing a ramp, lifting backing bus seats and kneeling to secure wheelchairs with straps and seat belts.
7. Change the destination sign.
8. Respond to emergency situations and apply braking and steering (to include pressure to arms, legs, and hands generated while bracing one's self during such maneuvers).

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9. Provide evaluation assistance to all customers, including physically assisting the elderly, customers with disabilities and young customers during emergency situations. As needed, use a fire extinguisher.
10. Walk to/from bus from dispatch window at a distance of up to 1760 feet within a set period of time.
11. As needed, walk the distance equal to the length of the coach to collect personal items left by passengers and to assist unruly passengers off coach.
12. As needed, rapidly move in and out of the driver's seat and/or move from side to side to avoid physical assault.
13. Call out stops on intercom, and answering passenger questions in order to assist them in reaching their destinations.
14. Provide transfers, schedules, and punch holes in transfer slips for customers.
15. Occasionally, reset the electrical poles on the trolleys.
16. Handle multiple tasks.

**EXPERIENCE, QUALIFICATIONS, KNOWLEDGE, SKILLS:**

**MINIMUM QUALIFICATIONS:**

Employee must be at least 21 years old at the time of hire, hold a Washington State driver's license, have an acceptable driving record, the ability to read and write in English, have an acceptable employment record, and be available for morning and for afternoon shifts. Ability to obtain a Commercial Driver's License (CDL) prior to completion of training. All CDL holders must complete a medical examination/fitness determination. Transit Operators must meet the Federal Physical Qualifications for Drivers as stated in the Federal Motor Carrier Safety Regulations (FMCSR), found at 49 CFR 391.41. The only exception to these standards, for Transit Operators, is for the condition of Insulin-Treated Diabetes Mellitus (I-TDM), following receipt of proper documentation. In addition, all CDL holders must meet the blood pressure standards adopted by the U.S. Department of Transportation, effective 10/1/04.

**Machines, Tools, Special Equipment, Personal Protective Equipment Used:**

Bus, keypad, radio, electric poles, paper punch, bucket of sand, wheel chock, transfers, seatbelts, and straps to secure wheelchairs.

**COGNITIVE and BEHAVIORAL REQUIREMENTS**

Frequency Scale	Strength	Work Pattern	
<b>N</b> = Never	<input type="checkbox"/> Sedentary	<input checked="" type="checkbox"/>	Full-time
<b>S</b> = Seldom (1-10 %, up to 48 min)	<input type="checkbox"/> Light	<input checked="" type="checkbox"/>	Part-time
<b>O</b> = Occasional (11-33%, 48 min. – 2 hr 25 min)	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/>	Seasonal
<b>F</b> = Frequent (34-66%, 2 hr 26 min – 5 hr 35 min)	<input type="checkbox"/> Heavy	2.5-10	Hours Per Day
<b>C</b> = Constant (67-100%, more than 5 hr 35 min)	<input type="checkbox"/> Very Heavy	5	Days Per Week

This is classified as a SENDENTARY job by the US Department of Labor.

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COGNITIVE DEMANDS	FREQUENCY					ACTIVITY DESCRIPTION
	N	S	O	F	C	
Articulating and comprehending information in conversations				X		Conversing with the Communication Coordinator, Service Supervisor, Base Dispatcher, Base Chief, other Drivers, public employees and transit customers (passengers). Receives instructions from and communicates or converses with Supervisors and other transit personnel. Diversity of conversation would vary, especially with the Seattle area general public as customers. Conversations with the Communication Coordinator frequently take place via mobile radio.
Reading, comprehending, and using written materials				X		Reviewing pre-plan and re-routing instructions, learning or referencing The Book (Policy and Procedures Manual), reviewing office mail and messages, reading daily bulletins and while using the schedule card, stop announcement card and map book. Complexity may vary from simple to mildly technical. Reading street signs, utilizing computer for reports, schedules, etc.
Understanding and solving problems involving math and using the results			X			Estimating or calculating time and distance of the transit vehicle in relation to the route schedule with estimated arrival time. Drivers account for exceptions by mentally adding and subtracting clock time. They also make conversions back and forth from 12- and 24-hour time. Experienced or seasoned drivers would make such calculations mentally with frequent time-distance estimates while proceeding through a route. Some math calculations would be completed when reviewing time and pay information and documenting work activity.
Using technology/instruments/tools & information systems				X		Operating the radio and communication equipment, using the electronic fare box (logging in, entering fare sets, etc.), or using the coach PA system. Uses a computer for reports (incident, accident, security), pay information, route qualification, etc. TITO electronic timecard machine. Operates electric coaches.
Remembering spoken instructions			X			Receiving verbal instructions or directions at a daily briefing, being advised regarding traffic and incident reports, receiving instructions by radio from the Communication Coordinator and general instructions or advisories from the Base Dispatcher, Base Chief or Service Supervisor. Transit Operators also receive spoken instructions from other drivers and occasionally from public officials (Firemen or Policemen). Drivers may also participate in training sessions or classes where instructions are presented verbally.

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	N	S	O	F	C	
Remembering written instructions					X	Applying policies and procedures from "The Book" or from reviewing daily operation and base bulletins. Instructions may be posted or copied or distributed by memo or other written material as related to special instructions, re-routing or general human resource or employee instructions.
Remembering visual information					X	Operating a transit coach along any given route. Route cues or reference points are often visual markers such as landmarks, intersections, known businesses, buildings, etc. Drivers also receive visual information through street signs and possibly streetlights and even hand signals. Identifying passengers. Identifying visual cues from passengers.
Recalling information incidental to task at hand					X	Following changes in traffic or assigned routes, providing directions to passengers such as addresses, bus stops, transfer points, etc.
Memorizing facts or sequences					X	Driving through assigned routes, responding to customer inquiries, following the electric pole sequences, while loading or unloading wheelchairs, when conducting check in - check out procedures or when making vehicle inspections.
Remembering simple instructions					X	Implementing route changes, communicating with Service Supervisor, Coordinator or others; or when following step by step procedures for reporting an accident. Following route schedule. Following King County rules or policies. adhering to driving regulations.
Remembering detailed instructions			X			Following details of a specific route modification or following procedures for incident reports. Responding to complex situations such as injures, accidents, security and recording the information accordingly.
Effectively learning and mastering information from classroom training		X				Occurs rarely such as during initial "hire-on" classes/training or later with refresher classes or specialized training (new requirements or equipment, accident prevention classes, etc.).
Effectively learning and mastering information from on-the-job training		X				Working with a Trainer on a bus, going through accident retraining or brief demonstrations by equipment specialists, short briefings on policies or procedures, etc.
Learning from past directions, observations, and/or mistakes				X		Learning from one's mistakes (such as making a wrong turn), using past verbal or written instructions and/or using feedback or comments from the customers.

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	N	S	O	F	C	
Using common sense in routine decision making				X		Making new or sequential decisions while driving a bus. Drivers very often have to adjust to traffic or weather conditions and the frequent to continuous dealings with customers arriving on and departing from the coach. Must be aware of surroundings to make safe decisions.
Recognizing and anticipating potential hazards and taking precautions					X	Being aware of road and traffic conditions, observing passengers and operating the vehicle in such a way as to protect both property and public well-being.
Thinking critically and making sound decisions					X	Dealing with an emergency situation, a hazardous exposure or potential security risk. Navigating a large bus. Interacting with persons who may be intoxicated or may have mental health issues.
Integrating ideas and data for complex decisions				X		Completing and reporting accident or incident information, documenting scheduling problems or tracking actual versus scheduled time and while recording other operations data as may be requested. Identifying route timing that may need to be adjusted.
Determining and following precise sequences					X	Following a time schedule and bus route, driving alternate routes, using protocol when communicating on the radio, assisting ADA passengers and performing general troubleshooting sequences or procedures related to coach systems.
Coordinating and compiling data and information		X				Completing and reporting accident or incident information, documenting scheduling problems or tracking actual versus scheduled time and while recording other operations data as may be requested.
Performing repetitive or short-cycle work					X	Following the guidelines, policies and rules of the road; driving on schedule through an assigned route; providing instructions or directions to customers; planning time and routing information; looking, listening and visualizing conditions, landmarks and checkpoints; and making stop announcement over the PA system.
Working under specific instructions					X	Following the guidelines and policies or rules of the road and otherwise utilizing ones training and supplemental instruction throughout any given work day.
Directing, controlling, or planning for others as necessary for basic tasks			X			Assisting passengers with routes, transfers and schedules. Answering questions from the general public.
Multi-tasking					X	Driving, watching passengers, checking traffic and vehicle operation conditions, giving instructions, using communication equipment, operating the fare box and making customer announcement in part simultaneously. These tasks occur throughout a workday - simultaneously and in various combination.
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Planning, prioritizing, and structuring daily activities			X			Route planning and when planning time and changing activity or schedules. Activity is greatly structured by the route and schedule, but drivers occasionally deal with unexpected changes and occurrences.
Maintaining predictable and reliable attendance					X	Is necessary each work shift as a basis to ensuring safe, reliable and dependable transit services to the public.
Being punctual					X	Is necessary each work shift as a basis to ensuring safe, reliable and dependable transit services to the public.
Taking rest periods at set times or only at times determined by breaks in job responsibilities					X	Is necessary each work shift in order to accomplish safe, reliable and dependable transit services to the public. Note: a degree of flexibility with breaks is required, but also structured, according to the schedule of the assigned route.
Adjusting to a flexible schedule of workdays and or shifts			X			Is necessary but variable depending on one's seniority, past experience, personal preferences or assigned duties. Some senior drivers have the ability to pick very consistent and regular schedules that change little. Others (commonly newer drivers) may choose their routes on a more frequent basis; as much as daily.
Receiving criticism and accepting limits appropriately			X			Receiving instruction from a supervisor or less formally through interactions with coworkers and/or customers.
Maintaining emotional control and organization under increased stress				X		While driving in adverse traffic/weather conditions or exposed to a wide range of variety in transit passengers. Drivers are occasionally exposed to unruly or otherwise inappropriate and even threatening passenger behavior. The ability to maintain emotional control while under stress is essential when working with the public.
Maintaining socially appropriate affect, temperament, and behavior					X	Providing a service to and engaging with the general public. Customer service is emphasized as Drivers represent Metro Transit to the public and are expected to demonstrate courtesy, composure and a positive attitude while providing a service to the public.
Monitoring own quality of performance and altering behaviors to correct mistakes or improve outcome					X	Maintaining a timely schedule, reducing customer complaints and maintaining high safety standards. Drivers are largely self-supervised while working alone along their designated route.
Working independently and/or unsupervised					X	Working alone driving a bus through the assigned route. Supervisory personnel or assistance can be summoned as needed while driving a route. Service Supervisors provide intermittent supervision as needed while Drivers are away from the Base.

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Adapting to frequent interruptions, changes in priorities, or changes in work location			X			Interacting with customers, talking with the Coordinator and implementing route or schedule changes. Work location or routes may change requiring adaptive behavior.
Responding effectively to emergency situations			X			Dealing with upset or inappropriate passengers, being involved in or within the proximity of an accident, exposure to hazardous material or having mechanical problems while away from the base.

**Analyst's Comments:**

The noise level is approximately 50-90 decibels. The noise level is moderately loud and is caused by traffic, the coach engine, emergency sirens and passengers. Work is performed in a moving and vibrating bus with several passengers on board. The employee is exposed to traffic dangers, exhaust fumes, cleaning solvent vapors, wind coming through open door, and the general public, which may include angry, intoxicated, unsanitary or hostile persons. Employee must remain awake and alert throughout entire shift to ensure safe operation of transit coach.

**Possible Employer Modifications:**

**Update Comments (if applicable):**

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**Note:** The information for this job analysis was gathered by either on-site observation, interview and / or is representative of the labor market as indicated on page one. Additional data may have been obtained from standardized industry resources such as the DOT, GOE, COJ, OOH, WOIS and O-NET. On occasion, practicality and feasibility prevent the direct observation and/or gathering of objective, quantifiable data. For this reason, a “best estimate” may have been used.

**Analyst: Kyle Pletz, BA, BA, VRC, CDMS**

**Update (if applicable):**

\_\_\_\_\_  
Vocational Consultant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vocational Consultant

\_\_\_\_\_  
Date

**Employer Verification:**

**Employee Verification:** (optional)

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

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**MEDICAL PROVIDER:**

- I agree that the employee can perform the physical activities described in this job analysis and can return to work. Date employee is released to return to work if different from today's date: \_\_\_\_\_
- I agree the employee can perform the described job but only with modifications (describe in comments section). Modifications are needed on a  permanent basis or  temporary basis.
- The employee ***temporarily*** cannot perform this job based on the following physical limitations:

**Anticipated release date:** \_\_\_\_\_

**Treatment plan:** \_\_\_\_\_

- The employee is ***permanently*** restricted from performing the physical activities described in this job analysis based on the following physical limitations (state objective medical findings):

**Comments:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

- Attending Physician       Consulting Physician       Pain Program Physician
- IME Physician       PCE Therapist       OT / PT Therapist       PEP Physician