

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

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Investigation of: *

DGNO TRAIN ACCIDENT IN CADIZ YARD, * Accident No.: RRD18FR010
DALLAS, TEXAS, AUGUST 13, 2018 *

* * * * *

Interview of: DALE ANDERSON

Hotel Indigo
Dallas, Texas

Wednesday,
August 15, 2018

APPEARANCES:

TOMAS TORRES, Rail Accident Investigator
National Transportation Safety Board

MICHAEL HOEPF, Ph.D., Human Performance Investigator
National Transportation Safety Board

BRET STRICKLAND, Operating Practices Inspector
Federal Railroad Administration

NOEL IGNACIO, Operating Practices Inspector
Federal Railroad Administration

JOHN DUNN, Safety Team
SMART TD

ROBERT HOLTZ, Vice President of Operations, Central
Region
Genesee & Wyoming Inc.

DAVID BROWN II, Chief Operating Officer
Genesee & Wyoming Incorporated

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I N T E R V I E W

1
2 MR. TORRES: Okay. Morning.

3 MR. ANDERSON: Morning.

4 MR. TORRES: We'll start here. NTSB -- this is a NTSB
5 informal interview. My name's Tomas Torres, T-O-M-A-S, T-O-R-R-E-
6 S. Today's date is August 15th, 2018. We are at Dallas, Texas at
7 the Indigo Hotel interviewing a safety officer in connection with
8 a accident that occurred in Cadiz Yard in Dallas, Texas on August
9 13th, 2018. The NTSB accident number is RRD18FR010.

10 The purpose of the investigation is to increase safety, not
11 to assign fault, blame or liability. NTSB cannot offer any
12 guarantee of confidentiality or immunity or -- from legal or
13 certificate actions. A transcript or summary of the interview
14 will go in the public docket.

15 The interviewee can have one representative of the
16 interviewee's choice. You have somebody you want to be
17 represented by?

18 MR. ANDERSON: I don't think I need anybody.

19 MR. TORRES: I mean, you don't need one.

20 MR. ANDERSON: I don't think I need anyone.

21 MR. TORRES: Okay. Do you understand this interview is being
22 recorded?

23 MR. ANDERSON: Yes.

24 MR. TORRES: Okay. Please state you name and spell it.

25 MR. ANDERSON: Dale, D-A-L-E, Anderson, A-N-D-E-R-S-O-N.

1 MR. TORRES: And your position?

2 MR. ANDERSON: Director of training.

3 MR. TORRES: Mike?

4 DR. HOEPF: Michael Hoepf, H-O-E-P-F, NTSB.

5 MR. STRICKLAND: Bret Strickland, S-T-R-I-C-K-L-A-N-D, FRA
6 operating practices.

7 MR. IGNACIO: Noel Ignacio, N-O-E-L, I-G-N-A-C-I-O, FRA
8 operating practices.

9 MR. DUNN: John Dunn, D-U-N-N, SMART, S-M-A-R-T, TD, Safety
10 Team.

11 MR. HOLTZ: Robert Holtz, Vice President of Operations,
12 Central Region. Last name is spelled H-O-L-T-Z.

13 MR. BROWN: David Brown, Chief Operating Officer, Genesee &
14 Wyoming, Incorporated. B-R-O-W-N, the Second.

15 INTERVIEW OF DALE ANDERSON

16 BY MR. TORRES:

17 Q. Okay. You go by Dale?

18 A. Yes.

19 Q. Okay, Dale, Tomas Torres with the NTSB. All right, can you
20 give us a description of what your job duties are or, you know,
21 what your job description is?

22 A. My job description currently?

23 Q. Yes.

24 A. I handle the training for the Central Region Genesee &
25 Wyoming, as far as operational transportation training. I oversee

1 initial training and annual recurrent training.

2 Q. And that's for conductor and engineers? Or --

3 A. Yes.

4 Q. And do you get involved in the trainmasters?

5 A. Yes.

6 Q. Oh, okay, yeah. So can you give us a description of what the
7 training is, you know, the training program for the conductors?

8 A. Initially, come on board for a minimum of 2 weeks to
9 familiarize themselves with the railroad. They have safety
10 training. They have initial safety training, do an exam, have
11 field training with a trainmaster, and then they have 2 weeks of
12 observance with a peer trainer in the field. They are allowed to
13 operate -- do basic items, just operate switches, handbrakes,
14 simple things like that, under immediate observation of a peer
15 trainer.

16 Then they come to a two-week conductor new hire class where
17 they learn -- where we cover everything they have to know for
18 certification. After the completion of that, then they go to the
19 field and they spend -- there's no set amount of time. It's based
20 around their abilities, it's based around the railroad that
21 they're working for and what the requirements are. And they spend
22 a period of on-the-job training and once the railroad determines
23 that they are qualified to perform the functions of the conductor,
24 they certify them.

25 Q. So first when they get hired, they go on the field first?

1 A. Right.

2 Q. Get oriented with the operation, then they learn how to
3 operate the switches and --

4 A. Well, they just get, they just get to view, so they get an
5 idea what switches are and what the track is and what the railroad
6 does, so that they have an idea of what they're getting into when
7 they come to class as opposed to not having any idea.

8 Q. So it's a field trip just to get a visual how things --

9 A. Yeah, just very basic. They don't really -- like I said,
10 just to familiarize themselves with what the railroad is and does.

11 Q. Okay, and the next step would be what? Classroom
12 instruction?

13 A. Right.

14 Q. And on the classroom, what's covered in the classroom? You
15 know, what's the --

16 A. Everything that they would -- I mean, we cover general code
17 of operating rules, safety rules, hazardous material instruction,
18 air brake and train handling as pertinent to the conductor, hours
19 of service, environmental, hearing conservation, field training on
20 how to perform various job duties.

21 Q. And that's basically 2 weeks?

22 A. Yes.

23 Q. And then from there they go?

24 A. Back to the field and they're assigned a peer trainer that
25 they work with, a peer trainer in the field until they reach a

1 point where they're -- till the railroad determines that they have
2 -- you know, that they meet the qualifications, they demonstrated
3 the ability to perform the tasks.

4 Q. And how does the railroad or, you know, the trainer monitor
5 their progress, you know?

6 A. They have progress reports that each trainer fills out each
7 day that they are with the student.

8 Q. And on those progress reports, what are they looking for, you
9 know, like --

10 A. We've got a list of different -- all the different types of
11 things that you may be performing as a conductor, and they
12 indicate whether they are performing satisfactorily, they need
13 more instruction, or if it was N/A, if they didn't do that during
14 that shift.

15 Q. Does that mean like getting on and off equipment, stuff like
16 that, or --

17 A. Yeah, that could be operating switches, derails, handbrakes,
18 including paperwork, hazmat placement, just about anything that
19 they would be required to do.

20 Q. Okay. And how to get in between equipment?

21 A. Right.

22 Q. I mean --

23 A. Yeah, three step in there.

24 Q. Okay. So they spend -- like they're only assigned one peer
25 trainer or do they go from one job to another? Or --

1 A. They do change jobs, because they'll spend some time on a day
2 job working and, you know, on switching out that. Then they'll go
3 to a, maybe a night job doing switching, and then they might go to
4 a road job so they can learn signals and track warrants, because
5 each job's going to have different requirements and they got to
6 know all these different requirements. So they will travel
7 between jobs to learn the different aspects.

8 Q. So that on-the-job training is like -- the length of time
9 again? Like it just depends on the --

10 A. It really depends on the railroad. I mean, for some
11 railroads that have very little, it could be a month, and then for
12 a complex operation, it could be, you know, 6 months.

13 Q. Yeah.

14 A. And it also depends on the conductor's abilities. So --

15 Q. On this particular railroad, do you know what's -- you know,
16 do you -- what's the requirement for this specific railroad?

17 A. There is no set requirement. I said it's based on the
18 abilities of the conductor and the management team and what they
19 feel, how he's progressing as they check on him.

20 Q. So once he progresses, you know, completes all his training,
21 who assesses that he's ready to be on his own?

22 A. It'd be a trainmaster.

23 Q. A trainmaster? And what is he looking for? Is he going to,
24 I mean --

25 A. He's got a similar checklist to what the peer trainers are

1 looking, are filing out, and he's checking off that this conductor
2 can perform all of these duties satisfactorily.

3 Q. So he'll give, have an evaluation out on the field --

4 A. Right.

5 Q. -- to be watching him, observing?

6 A. A field evaluation.

7 Q. And then, from there, once he's cut loose is he a certified
8 conductor? Or --

9 A. Yes.

10 Q. Or is he just --

11 A. Yeah, at that point he would be a certified conductor. He
12 would have completed all the requirements for certification.

13 Q. And what do those requirements entail, you know, to be --

14 A. To be a certified conductor, he has to have the previous
15 safety history check, a conductor certification exam completed and
16 passed, the familiarization of the physical characteristics exam;
17 he has to have hearing and vision, meet those requirements for
18 FRA, motor vehicle check, the completed final evaluation by a
19 trainmaster, and a minimum of -- our program requires a minimum of
20 100 hours in the field training, but that -- it's always
21 significantly more than that.

22 Q. On the characteristics of a territory, you know, can you give
23 us an example of what -- is it an exam?

24 A. Yes, it is an exam.

25 Q. I mean, can you give us an example of what, you know, type of

1 questions are in there?

2 A. It asks like, in what -- where would you expect to find an
3 absolute, or the -- an interlocking at on this subdivision, and
4 where would you expect to find -- or what's the speed limit on
5 this track and things like that. You know, just different
6 physical characteristics of the railroad on different areas of the
7 railroad.

8 Q. So it'd be places -- the locations that might have a risk or
9 is it just --

10 A. No, it's just seeing if they're familiar with the railroad
11 itself. Do they know that, hey, you can only go 10 miles an hour
12 on this track, or we've got an automatic interlocking at this
13 location, or we've got this over here on this.

14 Q. Okay. And as far as a trainmaster, how are you getting
15 involved with them on their training?

16 A. As far as?

17 Q. Like efficiency testing, are you part of that?

18 A. Okay. Efficiency testing training, they have to be -- well,
19 they have to be trained to be a efficiency testing, to do
20 efficiency testing. That consists of both a classroom and a field
21 training portion.

22 Q. And the classroom, what does that consist of?

23 A. We sit down with them, we go through this 217.9 program.
24 That's the efficiency testing program. We talk about how you do a
25 testing, how you talk to the employees, how to correct employees,

1 the minimum requirements set for the railroad, for the different
2 regulatory requirements, you know, for the different tests that
3 are required by regulation. Then we go through each test and
4 discuss, you know, this is what we're looking for, this is how you
5 test, this is where you test, this is when you test. I mean, we
6 go through each one of the tests that they're going to be required
7 to do and how to do it.

8 Q. On your 217 program, can you describe what's in it or, you
9 know, what is it that your railroad's looking for on this
10 railroad, this property?

11 A. What do you mean by what --

12 Q. I mean, 217, I mean, there's operating rules that they, if --
13 that like, you know --

14 A. Right. Yeah, well -- yeah, yeah. It's basically any kind of
15 operating rule out there. But we've got certain ones that we pull
16 out and -- you know, like all the 217 or 218 subpart F rules are
17 in there for protecting shoves, lining -- you know, handling of
18 switches in and derails, leaving equipment in the clear. You
19 know, so we've got those in there. We've got, of course, three
20 step, and securing equipment and operating handbrakes, getting on
21 and off equipment, precautions around equipment. And there's
22 about 30 or so different tests identified in that for the -- for
23 transportation.

24 Q. On the trainmaster's training, how long is that?

25 A. That classroom is usually a couple hours.

1 Q. Couple hours?

2 A. To go through all that and discuss all that.

3 Q. And then, do they go out in the field?

4 A. Then they go out in the field and we demonstrate -- we go
5 over efficiency testing with them and cover all the different
6 tests that they're going to have to perform and where you would do
7 it at. We go watch crews and we, you know, we talk about, okay,
8 what did you see them do right; what did you see them do wrong;
9 you know, what are we looking for, and that sort of thing.

10 Q. And how is that documented?

11 A. We've got a form we fill out that indicates all the tests
12 that he was part of.

13 Q. Okay. And then on the efficiency test for the employees, you
14 know, how is that conducted? I mean, like how is that monitored
15 and recorded?

16 A. Once a trainmaster goes and does the efficiency testing?

17 Q. Yeah, correct.

18 A. He'll document it. We give them a sheet they can use, if
19 they want, to fill out to keep track of their stuff as to what all
20 they saw. When they're done with their efficiency testing,
21 they'll go back and go into our SafeTrack program, enter all the
22 information during the testing, as far as the employee, the time,
23 the date, everything that he observed, whether they passed or
24 failed, any notes he wanted to put in there for each individual
25 rule, and then that get's saved into our SafeTrack program.

1 Q. And when an employee's tested, how is that communicated to
2 him?

3 A. At the completion of the observation, the supervisor will go
4 to the employee and let him know that I was, you know, efficiency
5 -- you know, we were testing you, this is what we saw you doing
6 right, this is what we need to work on, that kind of thing, so
7 they know that, you know, that he -- so that there's immediate
8 feedback after the -- you know, during the testing.

9 Q. Is there a requirement for them to fill out an
10 acknowledgement that, you know --

11 A. No. We don't use any sort of acknowledgement.

12 Q. So it's verbal?

13 A. Correct.

14 Q. And then it's entered into the system?

15 A. Yes.

16 Q. And what's the requirement for the trainmaster? Like how
17 many efficiency tests is he supposed to do per day?

18 A. There's no requirement for the trainmasters. Our
19 requirements in the 217.9 program are by railroad. So the
20 railroad has a minimum number of tests they got to perform, but it
21 doesn't list -- it doesn't break it down by who has to actually do
22 them.

23 Q. So like a trainmaster doesn't have to perform any, as long
24 as, as a group, they meet the requirements?

25 A. Right.

1 Q. So it's not an individual? It's like property --

2 A. Right. It's a group effort, not an individual.

3 Q. So on this property, you know, do you know what the
4 requirement is per month or year?

5 A. It would depend on what we're looking at. I mean, I can look
6 up in our 217.9 program. I don't want to misquote what the -- I
7 probably got, probably know what it is -- put the numbers in.
8 But it depends on the -- the subpart F rules have a separate
9 quota; part 220, electronic devices, has a quota; of course, drug
10 and alcohol has a quota; and then there's a quota for all rules.

11 Q. And there are some rules more critical than others? You
12 know --

13 A. Well, we stress, we stress to the supervisors to test on the
14 -- or 218 subpart F rules.

15 Q. And those rules, you know, since they're critical, I mean, if
16 an employee fails, you know, what's the remedial action? Or is
17 there any remedial action?

18 A. That's a case-by-case basis. It kind of depends on a lot of
19 different factors, such as how many other failures does he have,
20 you know, the severity of the infraction. So that would be
21 handled by their local management at the time of the infraction.

22 Q. So is there X number of infractions that he, you know, he
23 would have to have before there's action?

24 A. There is nothing -- there's no set --

25 Q. There's no set limit?

1 MR. TORRES: All right. At this time I'll pass it on to
2 Mike.

3 DR. HOEPF: Thanks, Tomas.

4 BY DR. HOEPF:

5 Q. I think you've covered the, you know, efficiency testing
6 pretty well there with Tomas. How about the -- I don't know to
7 what extent, you know, you personally get involved, but is there
8 training with -- for the crews, for a conductor specifically, for
9 switching operations? Do you have like switching training? I
10 mean, what would that, you know, what would that fall under in the
11 bigger training umbrella?

12 A. The rules regarding it would be covered in ground school.

13 Q. Okay.

14 A. The ground school instructor would do the initial out in the
15 field, this is how you operate a handbrake, this is how you, you
16 know, operate the pin lifter, the -- get on and off of equipment,
17 you know, all that -- you know, all their basic tasks that they
18 would perform while switching would be covered initially in ground
19 school. And then the peer trainers would then be reinforcing that
20 training during their on-the-job training.

21 Q. Got'cha. Got'cha. And how long did you say the peer
22 training goes on for?

23 A. It varies. It could be 1 to 6 months, I think. You know, it
24 just depends on the location, the railroad --

25 Q. Got'cha, got'cha.

1 A. -- how much experience the employee has.

2 Q. Right, right. So one of the things I'm just kind of
3 wondering about is, you know, there's different equipment, you
4 know, and different characteristics of, you know, different yards
5 and things like that. Is there -- do you have any kind of
6 training to help people identify, you know -- how does that work?
7 I mean, is that kind of like you get some general training, and
8 then you get, you know, the peer-to-peer training kind of helps
9 you through the different equipment issues you've got?

10 Okay. What I'm really trying to get at here -- I'll just
11 kind of get -- I'm not trying to play got'cha or confuse you or
12 anything.

13 A. No.

14 Q. I'm just -- so when I'm looking at, you know, the Cadiz Yard,
15 I went out there and there's, you know, there's three different
16 types of switches. There's the main line switch, you know, and
17 then there's the 400/401 switch which is different than the
18 401/402 switch. And I understand UP owns the, you know, owns
19 the -- maintains the yard.

20 A. Right.

21 Q. But I'm just wondering, you know, like how would somebody get
22 trained on how to use that 400/401 switch?

23 A. The different types of switches?

24 Q. Yeah.

25 A. Well, in training we -- the location that I choose for my

1 training, I have several different types of switches. So for
2 ground school, they see different types of switches, different
3 types of ground throws.

4 Q. Um-hum.

5 A. Then as they -- and as they travel, as they're doing their
6 on-the-job training, they do travel and they'll hit every single
7 job on that particular railroad, and they'll get -- and during
8 that, so during that they'll get to see all the different types of
9 switches that they -- you know, on each job as they become
10 familiar with each job.

11 Q. Um-hum. Okay, so it's sort of a familiarization --

12 A. Oh, absolutely.

13 Q. -- process. Okay, okay. And then is there -- you know, are
14 people trained to report if there's like an issue with the switch
15 or something?

16 A. Oh, yes. Yeah, if they have any problems with a switch, they
17 have the ability -- they have the, you know, the responsibility
18 for reporting that to the proper authorities, you know, what's
19 wrong with it.

20 Q. Right, right. Okay. I'm just wondering, I mean, because,
21 you know, it's not -- it's a broader issue in railroading, you
22 know, with sort of this human factors problem of misaligned
23 switches. There's a lot of different kind of configurations that
24 we have with it, and I'm just wondering, you know, how do you go
25 about training people to, you know -- well, maybe you can do this.

1 How do you train people -- let's say that they need to, they need
2 to through a switch and put some cars here, put some cars here.
3 What is the proper, you know, protocol for them to make sure that,
4 you know, that's properly lined?

5 A. Okay. Well, I've got a -- I think it's about an eight-step
6 process that I teach. First step, look both ways, make sure
7 nothing's coming. Second step, go check and make sure that
8 there's nothing between the points and that it's not spiked. And
9 then, third step, we go, we go back to the switch, we take the
10 lock off, we step on the latch if it has one, keeping our body
11 clear just in case the latch is under pressure.

12 Then we operate the switch, keeping our body centered on the
13 switch stand, moving with the switch, so that we don't twist and
14 hurt our back and that kind of thing. Latch the switch, make sure
15 that it's latched, the latch is properly engaged. Put the lock
16 back in place.

17 And then go back, check the points, make sure that the points
18 are flush with the rail, and then confirm that with the engineer.
19 And then we talk -- and we also have a double check that we use on
20 Genesee & Wyoming where they, anytime that a conductor operates a
21 switch, the engineer's required to request a double-check, the
22 employee's required to double check the position of the switch and
23 report that it's double-checked.

24 Q. Um-hum.

25 A. And we're stress -- and we stress that the double-check is

1 from a different point of view than where they actually operate.
2 We don't want them standing right over the switch double-checking
3 it. We want them to step back and have a different look at it so
4 that they can see, where is it lined to?

5 Q. Right, right. Yeah, and it makes sense. So is there -- you
6 know, given that people are trying to -- you know, people are
7 always kind of trying to get things done quickly, you know, I
8 mean, is there -- how do you try to get people from, you know,
9 skipping steps in that process?

10 A. Well, I'm a big believer in muscle memory and that if you --
11 and then that's what I push on my students. You do it the same
12 way every time, you're going to do it the same way every time.
13 It's just going to become a natural -- you know, you're not going
14 to skip a step because you're teaching your body to do it step by
15 step by step by step by step.

16 Q. Um-hum.

17 A. And -- so --

18 Q. Try to get them to develop good habits.

19 A. Right. A habit, that's the --

20 Q. Yeah. How about at night, you know, is there requirements
21 for, you know, what kind of lights they're supposed to have with
22 them, you know --

23 A. They're required to have a light at night, a railroad-
24 approved light. It doesn't specify what that is.

25 Q. Okay. So could that be -- I mean, can that be just like a

1 light on your cell phone? Could that be --

2 A. Well, no, since you can't have your cell phone out, so that
3 would not be -- that wouldn't be adequate.

4 Q. Okay.

5 A. It would have to be - I said railroad approved, the
6 railroad's probably either going to approve a lantern, in some
7 cases they've approved a head lamp, I think for like the engineer
8 to use if he's going to go in and work on the locomotive. He
9 would have his hands free if he was going to start the locomotive
10 up and he'd have a head lamp as opposed to having to try to carry
11 a lantern with him, or that kind of thing. But it's going to be
12 something to that -- of that nature.

13 Q. Got'cha, got'cha. And I don't want you to like -- you know,
14 don't speculate on something you're not, you know, specifically
15 aware of, but --

16 A. Yeah, I don't know what they've approved. It's just based on
17 the railroad and what they deem as safe to use. And, of course,
18 the director of safety would have the right to refuse if they, you
19 know, if somebody brought something that wasn't --

20 Q. Right.

21 A. Can we use this? He could say, no, that's not going to work.

22 Q. Okay. So from the training perspective, it's just you have
23 to have a railroad-approved light and you have to use it at night?

24 A. Yes.

25 Q. And go through your steps just directing the light at any

1 (indiscernible)?

2 A. That's correct.

3 DR. HOEPF: Okay. Okay. I think that's all the questions
4 I've got for right now. I'll go ahead and pass it on to Bret.

5 MR. STRICKLAND: Okay. Bret Strickland, S-T-R-I-C-K-L-A-N-D,
6 with FRA operating practices.

7 BY MR. STRICKLAND:

8 Q. Dale, you own the 217.9 program here for DGNO? You're the
9 one that maintains the program?

10 A. Sure. Yeah.

11 Q. Yeah. So when you have trainmasters that are trained on
12 operational testing, and you take them out with the other manager
13 to do your field portion, like you mentioned earlier, who is
14 qualified to do that? Are all the trainmasters and the road
15 foreman qualified?

16 A. Yes, someone who's qualified on the program can --

17 Q. Somebody that's previously been qualified. So you use all
18 them -- they're the ones that sign off on the field --

19 A. That's correct.

20 Q. -- portion of that? Okay. Okay. And all of these
21 trainmasters, the three that we were talking about -- well, the
22 one we previously talked to, was a pretty long-term guy. Are the
23 other trainmasters pretty new or are they long-term guys, or --
24 just off the top of your head.

25 A. Yeah, I'm trying to think of who we have currently on the

1 DGNO. We've got -- who have we had there? Corley and --

2 UNIDENTIFIED SPEAKER: Michael Stewart and Miguel Fernandez.

3 MR. ANDERSON: Oh yeah, yeah. Stewart is fairly new.

4 Fernandez comes to us with experience, or experience as a
5 trainmaster, so -- he's fairly new to the DGNO, but not to -- not
6 as a supervisor.

7 BY MR. STRICKLAND:

8 Q. Okay. And you have road foremen here, one or two or --

9 A. Road foreman of engine? Or --

10 Q. Yeah. Yeah.

11 A. Yeah, we have a regional road foreman.

12 Q. Regional road foreman?

13 A. Yeah. He kind of oversees the DSLEs -- not necessarily
14 trainmasters per se, but at least the DSLE aspect of it.

15 Q. Yeah. So you have craft people that are DSLEs too?

16 A. No, no.

17 Q. They're all managers --

18 A. DSLEs are strictly a trainmaster.

19 Q. -- all managers? Okay.

20 A. Strictly a engineer trainmaster.

21 MR. STRICKLAND: All right. Thanks. That's all I have.

22 Thank you.

23 BY MR. IGNACIO:

24 Q. Noel Ignacio, I-G-N-A-C-I-O. On your testing program, do you
25 have a critical skills that you look at?

1 A. As far as, particular --

2 Q. Yeah, like --

3 A. I mean, besides the ones that are already the minimum
4 requirement ones? Or --

5 Q. Yeah, just like (indiscernible) the eight list. They do that
6 one, the eight list?

7 A. No, we don't identify anything like that other than --

8 Q. No critical skills?

9 A. Just the 217 -- the 218 subpart F.

10 Q. So there's not -- everything can be coach and counsel, not if
11 you miss --

12 A. Right. Yeah, there's no -- no, we have no set discipline --
13 we have no discipline built into the operational testing program
14 other than the fact that it can result in discipline depending on
15 the situation.

16 Q. So does the employee know how many failures they have or how
17 many tests, you know, the running totals that they have, or --

18 A. No they don't. I don't know that they have, they would have
19 a running total unless they kept track themselves when they were
20 counseled.

21 Q. So then we don't, okay. And then, on the bad order switch,
22 do the employees have the right to bad order a switch on, or do
23 they have to call the trainmaster to bad order --

24 A. Well, yeah, they absolutely have the right to refuse to
25 operate a switch that's unsafe to operate.

1 Q. And, just I didn't get this cleared up. In your safety
2 items, lights, do you guys issue that?

3 A. Like lanterns?

4 Q. Um-hum.

5 A. Yes.

6 MR. IGNACIO: All right. That's it.

7 BY MR. DUNN:

8 Q. John Dunn, D-U-N-N, SMART. That was my question. If you do
9 -- employees are given switch keys and a lantern, I suppose.

10 A. Yes.

11 Q. You all furnish that?

12 A. That's correct.

13 Q. At no charge to the employee?

14 A. That's correct.

15 Q. And do you require them to use a lantern, switchmen use
16 lantern at night?

17 A. A railroad-approved light at night.

18 Q. So there's a second light you give them?

19 A. Well, I said we leave it open to the railroad and the
20 situation. We let some flexibility there. It's typically a
21 lantern, yes. Every railroader is issued a lantern. But they may
22 approve something else to use if they need to keep their hands
23 free.

24 Q. Okay. And you said the training, after they go to field they
25 get a little bit of -- 2 weeks of walking out there and seeing

1 what the railroad is.

2 A. That's correct.

3 Q. And then they go to class for 2 weeks.

4 A. That's correct.

5 Q. And then there's more field training --

6 A. That's correct.

7 Q. -- before they go to a conductor's class?

8 A. No, the -- no, the ground school is their conductor's class.

9 Q. That's their conductor's class? Okay. So the 2 weeks'
10 classroom is in there, and that's only 2 weeks?

11 A. That's correct.

12 Q. Okay. Now there is no set time as to when this guy is
13 qualified to turn out as a switchman or conductor. Are they
14 considered switchman --

15 A. A minimum of --

16 Q. -- slash conductor? Or --

17 A. It's a minimum of 100 hours is what's in our 242 program.

18 Q. Um-hum.

19 A. But it's -- that's the bare minimum. But it's going to be
20 based on, like I said, the conductor's abilities and the railroad
21 and the, you know, the complexity of the operations.

22 Q. Okay. And is there a point where you say, this is too long;
23 you're not going to make it, sir?

24 A. Oh, I'm sure the railroad, you know, would want -- you know,
25 would have to do that. I mean, that's part of the process of

1 evaluating an employee, if they're unable to perform the duties.

2 MR. DUNN: Okay. That's all I have. Thank you.

3 MR. TORRES: Mike, any follow-up?

4 BY DR. HOEPF:

5 Q. Yeah, just a couple real quick follow-up questions for you.
6 Okay. So just on the topic of the switch, I understand they're
7 all different and I understand, you know, you're not switch
8 designer and also that you don't own -- G&W does not own the Cadiz
9 Yard. But it seems to me from, I mean, a human factors
10 perspective, that we'd have a safety improvement if somebody just
11 took some white, you know, paint and put, you know, 400 on this
12 handle position and 401 on this handle position so it would be
13 more clear to have that knowledge on there.

14 Am I missing something, you know, in terms of -- I mean, and
15 I know you guys don't own the -- you don't own that switch, but
16 like is there a reason why that's not on there?

17 A. I -- not to do that. There are switches that some railroads
18 allow you to run through, they're variable switches, and if you
19 run through the switch it flops the points over but it doesn't move
20 the handle. So if you label the handle, and you ran through the
21 switch, like you would be allowed to do on some railroads, then
22 they would no longer correspond.

23 Q. Oh. Interesting, interesting. Okay, okay. I mean, I
24 understand that it makes sense that there should be a double check
25 that they should, you know, verify which position it's actually

1 in, but just -- I'm trying to figure out, you know -- and some
2 discussions we've had, we've said, you know, you can't just look
3 at the banner to know -- you know, all that really means is
4 there's a switch there and you really have to verify the position,
5 but, you know, I'm just wondering if there's some reason why we
6 can't do some kind of ergonomic, you know --

7 A. Yeah, that's why we teach them to look at the points, because
8 that's the one thing that's not going to change. That's the one
9 thing that's going to tell them for sure which way they're going.

10 Q. Right, right. So there's, based on, just because of the
11 reality of these different switch designs, you can't really train
12 them to look at indicators on the handle reliably or the banner?

13 A. Exactly. Because each switch is going to be different.

14 Q. Okay, okay. All right, that makes sense.

15 And then just the other thing I just wanted to ask you is,
16 okay, so -- you know, your business card says G&W and, you know,
17 how does that work in terms of like, you know, you're training for
18 the other companies, you know, that they're under G&W? You know
19 what I mean?

20 A. Right. The other railroads that are in our region?

21 Q. Yeah, yeah. Like is -- are you responsible for, you know --
22 well, what all are you responsible for then?

23 A. Currently the training process.

24 Q. Okay. For, I mean, for what -- you know, what smaller
25 railroads are you --

1 A. Bauxite Northern; I have the Arkansas, Louisiana &
2 Mississippi; Arkansas Midland; Dallas Garland Northeastern. Let
3 me run through my head here. Kiamichi Railroad; Kyle Railroad;
4 Missouri & Northern Arkansas Railroad; Rapid City Pierre &
5 Eastern.

6 Q. Okay, okay. I'm just kind of wondering, so like does --

7 A. I think they're all on the back of that card, so --

8 Q. Oh, are they? Oh, okay. Okay. Ah, there you go, there you
9 go. Okay. So you make some kind of effort presumably to, you
10 know, kind of make sure that the training is consistent across
11 these companies, or does it --

12 A. Yes.

13 Q. -- depend on what their operation is like?

14 A. We have a consistent training program that's put out, even as
15 far as the classroom training, we use what --

16 Q. Yeah.

17 A. -- what's put out through corporate.

18 Q. Got'cha. Got'cha. Okay. And then, I mean, what does that
19 process look like? If somebody has a question, you know, between
20 -- you know, like how do you draw these lines of the different
21 boundaries? You know what I mean? Like if it's -- so DGNO is a
22 different company but it's controlled by G&W, and so -- I mean,
23 like do they just pick up the phone and call you?

24 A. Do you -- I don't -- that would be the --

25 Q. Is it -- maybe you're not the right person to talk to.

1 A. I don't think I'm the right person for that question.

2 Q. Okay, okay. We'll talk to somebody else about that. That's
3 okay.

4 DR. HOEPF: I think that's all the question I've got.
5 Thanks, Dale.

6 MR. STRICKLAND: Brett Strickland, S-T-R-I-C-K-L-A-N-D, FRA.
7 It might help if you -- if someone would kind of go over the
8 umbrella of how that works with Genesee & Wyoming and the regional
9 concept and how that falls into place, I think. I think he's
10 probably trying to put the pieces together of how that works. If
11 somebody wouldn't mind doing that? More of a statement I guess
12 than a question. But if somebody could do that, it probably it
13 would help.

14 UNIDENTIFIED SPEAKER: Maybe it would. Robert?

15 MR. HOLTZ: Sure. So Genesee & Wyoming is obviously similar
16 to a holding company. We acquire properties where rail specific,
17 several different types of operations. The business model is we
18 have regional autonomy. So for the Central Region, which are all
19 the railroads listed on the back of the card that Dale gave you,
20 we have a consistent process for the support and guidance we
21 provide each of those roads. We make sure we comply with all
22 federal regulations and we also follow a corporate culture where
23 safety is number one.

24 When you get to the specific railroad level, that's where
25 Dale's talking about the physical characteristics, because each of

1 those railroads are going to be different, right? They're
2 independent properties. They're managed independently, and they
3 have their own management teams. So there's a corporate guidance
4 and a consistency that we provide, and Dale provides for training
5 purposes, and then as an employee gets to a specific railroad or
6 property that they are an employee of, that physical
7 characteristics familiarization and on-the-job training, where
8 they demonstrate proficiency to become a full-fledged conductor,
9 that's where that takes place.

10 So they're getting the federal requirement to do the job and
11 then they get the specific requirement for the physical
12 characteristics of the territory of the railroad they work for.

13 MR. STRICKLAND: Okay.

14 MR. HOLTZ: Does that help?

15 MR. STRICKLAND: Yeah, yeah, that's helpful. And I think
16 we're going to, like have -- I think we're going to interview
17 Robert probably in a separate interview just to kind of talk a
18 little bit about that, you know. So thanks.

19 MR. STRICKLAND: That's all I have. I don't have anything
20 else.

21 MR. IGNACIO: I don't have anything else.

22 MR. TORRES: If there's no further questions, this will
23 complete the interview. Thank you very much.

24 MR. ANDERSON: Thank you.

25 (Whereupon, the interview was concluded.)

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

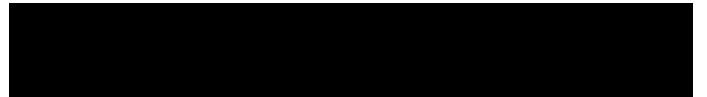
IN THE MATTER OF: DGNO TRAIN ACCIDENT IN CADIZ YARD,
 DALLAS, TEXAS, AUGUST 13, 2018
 Interview of Dale Anderson

ACCIDENT NO.: RRD18FR010

PLACE: Dallas, Texas

DATE: August 15, 2018

was held according to the record, and that this is the original,
complete, true and accurate transcript which has been transcribed
to the best of my skill and ability.



Deborah Dowling Sweigart
Transcriber