

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

* * * * *

Investigation of:

*
*

ENBRIDGE - LINE 6B RUPTURE IN
MARSHALL, MICHIGAN

*
*
*

Docket No.: DCA-10-MP-007

* * * * *

Interview of: REX VADER

Crowne Plaza Hotel
Edmonton, Alberta
Canada

Wednesday,
February 1, 2012

The above-captioned matter convened, pursuant to notice.

BEFORE: MATTHEW NICHOLSON
Investigator-in-Charge

APPEARANCES:

MATTHEW NICHOLSON, Investigator-in-Charge
Office of Railroad, Pipeline, and
Hazardous Materials Investigations
National Transportation Safety Board

[REDACTED]

BARRY STRAUCH, Ph.D.
Supervisory Investigator
National Transportation Safety Board

[REDACTED]

KAREN BUTLER, Supervisor
Accident Investigations
PHMSA

[REDACTED]

JAY JOHNSON, Supervisor
U.S. Compliance
Enbridge Pipelines

[REDACTED]

<u>ITEM</u>	<u>I N D E X</u>	<u>PAGE</u>
Interview of Rex Vader:		
By Dr. Strauch		5
By Ms. Butler		19
By Dr. Strauch		23

I N T E R V I E W

1
2 MR. NICHOLSON: This is NTSB Pipeline Case Number DCA-
3 10-MP-007, Enbridge Energy, July 2010 crude oil release in
4 Marshall, Michigan. These are the Human Factors Group interviews
5 being conducted at the Crowne Plaza Hotel in Edmonton, Alberta,
6 Canada. Today is Wednesday, February 1st, 2012.

7 This interview is being recorded for transcription at a
8 later date. Copies of the transcripts will be provided to the
9 parties and the witness for review once completed.

10 For the record, Rex, please state your full name, with
11 spelling, employer name, and job title.

12 MR. VADER: Rex Lyncoln Vader, R-E-X, L-Y-N-C-O-L-N, V-
13 A-D-E-R. I'm an operator number 3 in Enbridge's control center.
14 I'm running at the moment the Clearbrook terminal in the United
15 States.

16 MR. NICHOLSON: And for the record please provide a
17 business contact phone number and e-mail address.

18 MR. VADER: I
19 believe it is. I don't e-mail myself often.

20 MR. NICHOLSON: Okay. All right. Rex, you're allowed
21 to have one other person of your choice present during this
22 interview. This other person may be an attorney, friend, family
23 member, coworker or no one at all. If you would, please indicate
24 for the record whom you've chosen to be present with you during
25 this interview.

1 MR. VADER: No one.

2 MR. NICHOLSON: Okay. We'll go around the room now,
3 have each person introduce themselves. For the record, my name is
4 Matthew Nicholson, M-A-T-T-H-E-W, N-I-C-H-O-L-S-O-N. I'm the NTSB
5 IIC. My phone number is [REDACTED] My e-mail address is

6 [REDACTED]

7 MR. JOHNSON: Jay Johnson, Enbridge, Supervisor of U.S.
8 Compliance, [REDACTED]

9 MS. BUTLER: Karen Butler, K-A-R-E-N, B-U-T-L-E-R. I
10 work for PHMSA [REDACTED].

11 PHMSA is the Pipeline and Hazardous Materials Safety

12 Administration. I can be reached at [REDACTED], [REDACTED]

13 [REDACTED] and I'm the Accident -- Supervisor of Accident
14 Investigations for the region.

15 DR. STRAUCH: And I'm Barry Strauch with the National
16 Transportation Safety Board headquarters in Washington, D.C., B-A-
17 R-R-Y, S-T-R-A-U-C-H. My e-mail is [REDACTED] and my phone
18 is [REDACTED]

19 MR. NICHOLSON: Okay. These are human factors
20 interviews, so I think we'll start with Barry and continue.

21 DR. STRAUCH: Okay.

22 INTERVIEW OF REX VADER

23 BY DR. STRAUCH:

24 Q. Rex, can you walk us through your background from the
25 time you finished school till the present?

1 A. When I left school I worked -- the first job I had would
2 have been working at a hospital. I repaired hospital equipment.
3 From there I went to work on the drilling rigs and started
4 roughnecking on the rigs and ended up being a tool push which is a
5 rig manager. I was supervisor over 12 men, moving drilling rigs
6 -- drilling the holes, bringing them into production, that kind of
7 stuff. Of course, the oil business in the '80s went down the
8 tubes there and I moved on, went back to school and went
9 apprentice plumbing for a while and ended up at Enbridge and I've
10 been there for 26 years as of March 31st this year.

11 Q. So 26 years, if I do the math correctly, it means you
12 started in 1980 --

13 A. '86.

14 Q. And what have your positions been at Enbridge since
15 then?

16 A. I started out as a pipeline -- in pipeline maintenance
17 as a repair -- repairing pipelines and putting in loops and stuff,
18 and then I went to the Edmonton terminal as a gauger and worked
19 myself up into being an operator, and then now I'm in the control
20 room as an operator number 3.

21 Q. Okay. When did you become an operator?

22 A. I was a step-up operator in the late '90s and in 2000 I
23 became an operator in Enbridge's downtown facility.

24 Q. And what's operator number 3 mean?

25 A. That's the highest you can go.

1 Q. So it was around 2000 when you became an operator at the
2 control center?

3 A. Yes. I was hired -- I confirmed the field -- in the
4 field I was a step-up operator, so I only got to operator when
5 people were on holidays because I had to wait for somebody to quit
6 or retire.

7 Q. What kind of changes have you seen since you became an
8 operator, changes in the control room, since 2000?

9 A. Well, first of all, we remoted, right, so that was a big
10 step from everybody being on the satellite terminals and running
11 things to bringing it all in. And it actually went quite well and
12 I was actually quite impressed at how it all worked, and the nice
13 part was having everybody in the same room. Communication-wise it
14 was good. So that was good because now instead of having to phone
15 somebody or send a message through teletype or field messaging you
16 just stood up and talked to them, so that worked really well.

17 I think the efficiency has gotten better in the system
18 because of that, the remoting. We may have lost a little bit of
19 -- how do I put it, people with a lot of expertise that were older
20 and with the company for a lot of years because they didn't move
21 into the control rooms. They -- a lot of them retired or just
22 stayed where they were at, right, so we've hired a lot of new
23 people in -- you know, since I started there.

24 Q. And what's been the affect of the loss of experienced
25 people and the hires of the new people in that time, how has that

1 affected things in the control center?

2 A. Well, to be honest with you, it's ran well. I feel
3 myself that the loss of experience is kind of like having a --
4 making a tape of a tape. Every time you train somebody you lose a
5 little bit and you train -- that person trains another person and
6 you lose a little bit. That's my feeling. I think experience is
7 a great thing to have, and we do have some experienced people
8 still in the control room with 20-some years and over 10 years
9 experience, so --

10 Q. Okay. What about the quality of the supervision, how
11 has that changed in that time?

12 A. Well, it's become an upside down pyramid. There's been
13 a lot more supervisors than what I've ever seen in my life, and to
14 me, I gather that's the way industry goes, middle management.
15 They've gotten younger, I guess, maybe out of school, hire
16 educations, stuff like that. Did you say quality?

17 Q. Yes.

18 A. Well, I'm old school. I like the older guys because I
19 think they've seen a lot. So my feeling is we've got some people
20 that know their stuff, but they haven't seen everything that I've
21 seen or other people have seen, and I think experience is a big
22 thing myself.

23 Q. So how would you characterize right now the experience
24 level in the control room of the operators and the supervisors at
25 the time of the accident?

1 A. Young, young operators, young supervisors, and I've
2 never been possibly in the situation they were in.

3 Q. What effect, if any, did this have on the outcome of the
4 incident in line 6B?

5 A. I would look at it -- through my eyes I would look at it
6 and say that possibly the decision-making was not done with the
7 thought process or the experience of thinking that there could be
8 a greater problem. Now I've -- not to say that the guys weren't
9 experienced enough to know because I don't run pipelines, I run
10 terminals, the pressures, looking at everything that's happened on
11 the pipeline. I just think that old guard sometimes has its
12 purpose.

13 Q. Okay. Did you have any sense that people may have been
14 under more pressure to start a line than to stop a line from
15 operating?

16 A. I think that junior employees that have just become
17 operators would have a feeling of trying to make the supervisors
18 happy, and, yeah, they would possible have that feeling.

19 Q. Did you see any change in that independent of an
20 operator's experience in the time you've been there, a change in
21 pressure, let's say, for now people to continue operating a line?

22 A. It's better now.

23 Q. Since the accident? How was it before the accident?

24 A. I think there was more pressure to run before the
25 accident. That's my feeling.

1 Q. Where do you think this pressure came from?

2 A. I think -- how would I put that in words? I think it
3 would be more so from trying to prove something. As a supervisor
4 that -- or shift leads, you know, we did so much throughput. We
5 did so much -- everything ran. We did a bang up job. That's my
6 opinion, but -- and I've seen it before in the oil patch and the
7 drilling rigs, but that's sidetracking. But no, that's just my
8 opinion, but --

9 Q. So you think it came from the shift leads?

10 A. Partially.

11 Q. What other -- what would be the other sources?

12 A. Well, there must be people above them, but, you know, I
13 have no idea what they talk about. I'm not in those
14 conversations.

15 Q. At the time of the accident were you working any of the
16 shifts?

17 A. The day of the accident?

18 Q. Yeah, because it was actually two days, the 25th and
19 26th.

20 A. Yeah, I wasn't involved. No, I came later after it was
21 over.

22 Q. Okay. Did you work on any of the shifts with Tim Chubb
23 and Ghazal Derhami?

24 A. Yes, I have. I work directly with them because I do a
25 lot of line 4, deliveries and injections, and I've done so much

1 that I could do it with my eyes closed. Let's put it that way,
2 so --

3 Q. Okay. How would you describe Tim Chubb as an operator?

4 A. He was still on a learning curve and very conscious of
5 what he was doing, but also wanted to please, so he might have
6 been a little naïve.

7 Q. Naïve in what respect?

8 A. Believing that what he was told by his supervisors to
9 start the line up or something like that, he did it because they
10 told him to. You know, that might have been maybe not to his best
11 judgment himself.

12 Q. And how would you characterize Ghazal?

13 A. I like Ghazal. She's a nice girl. And she was still on
14 a learning curve as an operator, too. They didn't have a lot of
15 time under their belt, either one, and she was doing okay. Tim
16 was, I would say, a smoother operator pipeline-wise. If I had to
17 pick of the two to spend the shift with I would have picked Tim
18 because he was smoother. He was not sold, looking, jumping at
19 little conclusions so far on things happening, where I watch the
20 pressures. I watch everything that's happening when I do stuff
21 right, so I know what's going on. I know if a valve's opening, if
22 it isn't, and I always have an escape route. But yeah, they're
23 both good people. I like them.

24 Q. But they were both relatively inexperienced is what
25 you're saying? The words you used were on learning curves.

1 A. Well, yeah, because, you know, they've only been there a
2 few years and as far as I'm concerned an operator with one or two
3 years is still well on a learning curve as far as I'm concerned.

4 Q. How long does it take before someone is no longer on a
5 cleaning curve?

6 A. Well, some people are faster than others, right?

7 Q. Right.

8 A. You know, we have some young fellow there, Shane Gummell
9 (ph.) or Greg Poulin (ph.), who have been there for less than 10
10 years that are fantastic operators. Shane started the line back
11 up, and they just have more of a knack. You know, some people
12 pick up on stuff faster. So to me 2, 3 years and they start to
13 feel -- to get a little more comfortable, and I start to, you
14 know, not question things and, you know, look at the stuff they
15 send me and whatever.

16 Q. Was it common to pair two relatively inexperienced
17 people together in the control room?

18 A. It happens. It happens, yeah, because of a shortage of
19 people, yeah, a shortage of -- like right now what do we have?
20 We've got -- you know, the percentage of the new people in the
21 control room is unreal. Yeah, it is.

22 Q. What would you say the percentage is of new people right
23 now?

24 A. Well, less than 10 years there's go to be 50 percent in
25 there probably.

1 Q. Okay. Well, how do you think this affected their
2 working relationship, Ghazal and Tim, in that they were both on
3 learning curves?

4 A. Well, I would put it this way. If you were new at a job
5 and your boss told you what to do, you would jump in with both
6 feet, and that's what happens when you're new and you're on a
7 learning curve. You trust the people that are above you because
8 they've been put into those positions because they are supposed to
9 be knowledgeable into those positions and make the right decisions
10 for you and what's going on, so they both would have had to
11 basically trust what they were told, right?

12 Q. Um-hum.

13 A. And it's up to them. We're always told that it's up to
14 us to say no if we don't feel something is safe.

15 Q. But with somebody new that may not have been the case?

16 A. They may have been afraid. They may have been afraid to
17 lose their job or who knows, you know. You never know what goes
18 on in people's minds, right?

19 Q. How well did they get along, Ghazal and Tim?

20 A. I don't think that was -- I think they got along. I
21 don't think too bad, not that I know of. I know that Ghazal, you
22 know, had some feelings of people not getting along with her, but
23 I can't remember which ones, you know, which people it was. I got
24 along fine with her. I didn't think Tim and her got along too
25 bad. I may be wrong, though.

1 Q. Why do you think Ghazal would have felt that some people
2 didn't get along with her?

3 A. Just some of the, you know, things that she said when
4 she was working there, that she felt pressured and stuff like
5 that.

6 Q. In your position and observing things in the control
7 room do you feel her feelings were justified?

8 A. At times, yes.

9 Q. What would have caused that, what would have caused
10 people to treat her that way?

11 A. My feeling would be if I was to sit back and look at the
12 situation, which I have done, and maybe I'm talking too much here,
13 but just looking at it I think it was because of her performance
14 as an operator trying to please the supervisory staff and get her
15 performance where they wanted it at. That was my feeling.

16 Q. Wouldn't they have taken into account the fact that she
17 was relatively inexperienced?

18 A. I would hope they would have done that, yes.

19 Q. Why do you think they didn't?

20 A. I don't know.

21 Q. Were other women treated the same way as Ghazal?

22 A. None that comes to -- that I could say any names of,
23 like being female or anything at Enbridge never has been -- I
24 think has ever been an issue. We have some fantastic female
25 operators and some -- you know, some really sharp girls there

1 doing really great jobs that I work with on a daily basis. No. I
2 think that -- no, I really don't think so. I think it was more
3 just performance.

4 Q. You said -- you were talking about the shift leads and
5 commenting on their relative inexperience. You know, during the
6 time that you have been serving as a controller Enbridge made a
7 deliberate attempt to provide their shift leads with supervisory
8 training and managerial trainings and the attempt was made to
9 refocus shift leads' interpersonal skills. Did you witness any
10 change in the outcome of these efforts, you know, the quality of
11 the supervision that you experienced at Enbridge?

12 A. Well, I took a management course myself when I worked on
13 the rigs because they sent me to it, and I came out of there
14 knowing that if you gain respect from your employees they will
15 work harder for you and do a better job than if you slam your fist
16 on the table and yell at them. Not all people should be
17 supervisors obviously, and some did and some didn't, I guess. And
18 maybe I'm just old and I look at things differently, but I know
19 how I treat people and I've been down the road of training people.
20 A lot of people I've trained for Enbridge. And I've been a boss
21 myself, and I know yelling and screaming didn't get me anywhere
22 when I first started out as a young fellow, and I know how I'd
23 handle the situations, but some did and some didn't I would say.

24 Q. So is it fair to say you have seen supervisors yell and
25 scream at people?

1 A. Yes.

2 Q. Some supervisors more than others?

3 A. Yes.

4 Q. Were any of these supervisors on duty during the
5 accident?

6 A. No.

7 Q. If I asked you to name the supervisors would you do
8 that?

9 A. Aaron Zimmel and Darin Parsons.

10 Q. Yes. Do they yell and scream at people?

11 A. No. They were decent guys.

12 Q. Allister Ewing?

13 A. Are we going to go through all of them?

14 Q. We might.

15 A. Well, I've seen him get a little heated.

16 Q. Okay. Bob Donald?

17 A. Bob Donald is one of the fairest guys you'll ever meet
18 in your life and the only time he gets excited is if the young
19 fellows get out of hand and he straightens them out because it's a
20 professional place and that's the way it should be, is a
21 professional place, so no, Bob's a good guy.

22 Q. Brad Ashcroft?

23 A. One of the best supervisors you've got in the room
24 probably, very easy to talk to, easy to approach, and he evaluates
25 what you say, and no.

1 Q. Kelly Saprovich (ph.)?

2 A. Good guy.

3 Q. Randy Andruachuk (ph.)?

4 A. Has changed. He was one of the more aggressive. We'll
5 put it that way.

6 Q. Curt Goeson?

7 A. He's our supervisor now.

8 Q. Yes.

9 A. He's writing down stuff over there that might go right
10 over to him.

11 MR. JOHNSON: If you don't want to answer that's fine.
12 I understand. I mean if I need to leave the room I'll leave the
13 room. I don't have a problem with that.

14 MR. NICHOLSON: Do we need to go off the record here
15 or --

16 MS. BUTLER: And you can do both, you can ask him to
17 leave the room and go off the record.

18 MR. NICHOLSON: Why don't we go off the record here. Is
19 there something you need -- do you need to send Jay out? Is there
20 something we want to talk about here?

21 MR. VADER: I'm just -- yeah, let's go off the record
22 for a minute.

23 MR. NICHOLSON: We're off the record now.

24 (Off the record.)

25 (On the record.)

1 MR. NICHOLSON: Okay. Back on the record.

2 DR. STRAUCH: Yeah. I just have a few more questions.
3 We're back on the record?

4 MR. NICHOLSON: Yes, we're back on the record, Barry.

5 BY DR. STRAUCH:

6 Q. Okay. Yes, Barry Strauch. Were you interviewed at all
7 by Enbridge as part of their internal investigation of this
8 accident?

9 A. No.

10 Q. Okay. Were you aware of anybody who asked to change
11 their pod mates in the control room?

12 A. That has happened. I wouldn't say pod mates, just
13 change shifts so they didn't have to work with certain people,
14 yes.

15 Q. And their response was favorable when a request was made
16 like that?

17 A. It was just -- yeah, they didn't -- sometimes it didn't
18 happen that I seen, so --

19 Q. What didn't happen?

20 A. They didn't change.

21 Q. So was -- were people changed or -- and people not
22 changed? It just depends or --

23 A. The only one that I was involved in was a fellow asked
24 to change with me and I said I would do it. It was up to the
25 shift leads to make that decision, the supervisors, and their

1 decision was that that person could get along where he was at.

2 Q. Do you know why they made that decision?

3 A. No.

4 Q. Are you aware of any other experiences like that or is
5 this the only one?

6 A. That was the only one.

7 Q. Okay. I have no more questions at this time.

8 MR. NICHOLSON: Okay. Karen?

9 MS. BUTLER: I've got a question.

10 BY MS. BUTLER:

11 Q. You kind of alluded to a statement, and I can't repeat
12 it back to you, but Ghazal may have had a desire to please. You
13 were talking about taking what her supervisors talked to her about
14 and trying to improve or trying to make adjustments.

15 A. Well, I'll put it this way. If you're new in the work
16 force and you've got a mortgage or you've got bills and it's your
17 job, yeah, you're trying to please your supervisors, so, you know,
18 she was trying hard to do her best.

19 Q. So you didn't see her respond in a way with trying --

20 A. Oh, yes.

21 Q. -- to address anything that was --

22 A. Oh, yes. She was trying hard, yes.

23 Q. Okay. And because you have so much experience I'm going
24 to take it as an opportunity to ask you a bigger question, and
25 that is do you believe that there's anything that needs change in

1 this control room to make it safer?

2 A. I would like to see more of the old guard or more mature
3 people in power. That's my feeling and I -- I'm not an expert.
4 I'll tell you that right now.

5 Q. So when you say more mature, does that also translate in
6 your mind to more experienced?

7 A. More experienced, yes.

8 Q. Okay. So more experienced on the consoles or the
9 terminals at your desks?

10 A. Supervision.

11 Q. Okay.

12 A. More so supervision. They're going to have a hard time
13 getting experienced people on the pods because of the shortage of
14 labor nowadays and this problem, so probably all over.

15 Q. Okay. And --

16 A. It's probably like North Dakota is right now. It's
17 crazy there, too.

18 Q. So having seen what you saw with Ghazal and possibly
19 being more experienced and possibly more mature it sounds like
20 you've trained a lot of people in your life. What would you do
21 different if you could take the goings on, I guess, and maybe make
22 a control room, that fit in the control room?

23 A. Some people take longer times to train than others,
24 number one. Number two is people train differently. Some people
25 don't get it one way. You have to look at a different approach.

1 I've trained people that have done things that made me laugh and
2 people that were so smart that it just amazed me that they would
3 pick up on things before you even told them. For me, calmness and
4 patience is a big factor because you can't have a nervous person
5 who is afraid that they're going to make a mistake because now
6 they're not focusing totally on what they're doing. So to me the
7 person has to be comfortable, number one, not thrown into the
8 position too early, and confident in themselves and confident in
9 the people -- and comfortable with the people who are supervising
10 them.

11 Q. So do you think they can become afraid or that change,
12 how you respond or you don't respond in a calm way, based on the
13 console you're asked to operate or based on the supervision you're
14 given or the training that you're given? Is it all those factors?

15 A. It could be all of those factors. If you're not ready
16 to do the job and you're thrown into it, yes, you would be
17 nervous, and if a person that's training you has a limited time on
18 that console they haven't seen everything also, yeah. So like I
19 said earlier on, it's like making recordings from a tape. Every
20 time you do it you lose a little bit. And over the years you see
21 a lot of stuff and you can relate that with the experience more so
22 than this is the way I was trained and this is the way -- when
23 somebody asks you why, you say I don't know, but this is the way
24 we do it.

25 Q. Okay. I believe that Barry asked you a question about

1 supervisors and if they had yelled at somebody, and he went
2 through some names and he mentioned Randy's name and you said he's
3 changed. Does that mean since the accident or Marshall or --

4 A. Since for sure.

5 Q. Okay. All right. And have you ever had an opportunity
6 to -- say somebody tells you that they were going to go in and
7 talk to management about something that was bothering them or went
8 into management and they came back and said I'll never do that
9 again, has anything like that ever occurred that you can recall?

10 A. Well, you've got to remember you've got to take a grain
11 of salt with what people tell you, you know --

12 Q. Right.

13 A. -- because you ain't going to always get the truth. I
14 think sometimes that the people that would come out and say that
15 have possibly had a problem before they went in there that --
16 that's the question that I really -- it's jilted.

17 Q. Okay.

18 A. I think it's jilted because I -- you know, unless I sat
19 in on the meeting then I would just be a third party on something
20 like that.

21 Q. Okay, more than fair, your response. So have you ever
22 seen anybody come out of management's office and they were crying?

23 A. Not directly.

24 Q. Okay. So I take it you've been told about that when you
25 said not directly?

1 A. Well, I know that there has been people that cried,
2 yes --

3 Q. Okay. All right. That's all I have.

4 A. -- but I'm a guy.

5 Q. Okay, fair enough.

6 MR. NICHOLSON: Jay?

7 MR. JOHNSON: No questions.

8 MR. NICHOLSON: Barry?

9 BY DR. STRAUCH:

10 Q. The people that cried, how would you characterize them?
11 You said you were a guy.

12 A. Well, let's put it this way. My oldest brother who's 65
13 this year says to me you're either on the ball or on the bus, and
14 if you're going to go up there to do the job you might as well do
15 your best and become as high up in there as you can be. I would
16 say that those people were feminine, females, and possibly felt
17 overwhelmed.

18 Q. How do you think they were treated by whoever they saw,
19 whose office they left crying?

20 A. One of them was treated all right as far as I know, and
21 the other lady that you guys talked about, it would just be
22 hearsay if I said anything about that.

23 Q. So it would just be --

24 A. Hearsay. Like I would just be gossiping. That's all it
25 would be, so I'd rather not repeat anything that's gossip because

1 it's, you know --

2 Q. Okay. Did you observe any instances of people in the
3 control room being treated unfairly by supervisors?

4 A. By unfairly what do you mean?

5 Q. Whatever was said or done to them was undeserved or
6 other people who had done the same thing were treated differently.

7 A. I can say that happened.

8 Q. What do you think would cause the unequal treatment?

9 A. I think it's a thing that happens in the world. It's
10 the way the person might look or the way the person -- their
11 personality or maybe you've been outspoken and angered that
12 person.

13 Q. Was there something about people who were outspoken at
14 Enbridge that --

15 A. If I answered that it would be my own personal feeling.

16 Q. Please.

17 A. I feel that some supervisors, yes, if you're outspoken
18 you would become a pain to them or whatever. But then again you
19 can be too outspoken and be a pain if you know what I mean. I
20 think you have your right to voice your opinion on stuff, but
21 you've got to know when to let it go because your supervisors
22 don't have time to argue with you 24/7 on an old issue or
23 something. If it's a really important thing then you have the
24 right to talk to them and if you don't get what you want you have
25 the right to go above them.

1 Q. Okay.

2 DR. STRAUCH: Karen?

3 MS. BUTLER: I think that that's it. That's all I have.

4 Thank you.

5 MR. NICHOLSON: Okay. At this point I guess we'll
6 conclude the interview. Thank you so much, Rex.

7 (Whereupon, the interview was concluded.)

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: ENBRIDGE - LINE 6B RUPTURE IN
 MARSHALL, MICHIGAN
 Interview of Rex Vader

DOCKET NUMBER: DCA-10-MP-007

PLACE: Edmonton, Alberta, Canada

DATE: February 1, 2012

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.

Cheryl L. Phipps
Transcriber