

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

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Investigation of: *

CSX EMPLOYEE FATALITY AT THE SEAGIRT *

MARINE TERMINAL IN BALTIMORE, *

MARYLAND ON JUNE 28, 2023 *

Accident No.: RRD23FR012

* * * * *

Interview of: GREGORY ANDERSON, MTO

CSX Transportation

via Microsoft Teams

Monday,
July 10, 2023

APPEARANCES:

RICHARD SKOLNEKOVICH, Investigator
National Transportation Safety Board

SHAWN LAWTON, Investigator
BLET Safety Task Force

JARED CASSITY, Alternate National Legislative Director
and Chief of Safety
SMART TD National Safety Team

JARED CAVE, Operating Practices Inspector
Federal Railroad Administration

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I N T E R V I E W

(8:00 a.m.)

1
2
3 Okay, good morning, everyone. My name is Richard
4 Skolnekovich and I'm the NTSB operations group chairman for this
5 accident. We're conducting a Teams interview today on 10 July
6 2023 at 8:00 a.m. with Greg Anderson, who works for CSX
7 Transportation. This interview is in conjunction with NTSB's
8 investigation in the accident that occurred in Baltimore, Maryland
9 on 26 June 2023. The NTSB accident reference number is
10 RRD23FR012. I'd like to take the time now to remind everyone that
11 the purpose of this investigation is to create safety, not to
12 assign fault, blame, or liability.

13 Before we begin our interview and questions, we'll go around
14 and introduce ourselves. Please spell out your last name and
15 state your title. I'll start off, again, my name is Richard
16 Skolnekovich. The spelling of my last name is S K O L N E K O V I
17 C H and I am the NTSB operations group chairman for this accident.

18 MR. LAWTON: Shawn Lawton, L A W T O N, BLET Safety Task
19 Force.

20 MR. MEADOWS: Matthew Meadows, CSXT, I'm sorry, you spell my
21 last name M E A D O W S, CSX senior director in the safety
22 department.

23 MR. CASSITY: Jared Cassity, C A S S I T Y, I'm the alternate
24 legislative director and chief of safety for SMART Transportation
25 Division.

1 MR. CAVE: Jared Cave, C A V E, FRA operating practices
2 inspector.

3 MR. ANDERSON: Greg Anderson, A N D E R S O N, MTO Baltimore
4 Terminal.

5 MR. SKOLNEKOVICH: Okay, thank you, everyone.

6 All right, Greg, do you understand today that this interview
7 is going to be recorded?

8 MR. ANDERSON: Yes.

9 MR. SKOLNEKOVICH: Okay, and we have your permission to
10 record this with you today, correct?

11 MR. ANDERSON: Correct.

12 MR. SKOLNEKOVICH: All right, and you understand that the
13 transcript is part of the public docket and as such, we cannot
14 guarantee any confidentiality?

15 MR. ANDERSON: Okay, great.

16 INTERVIEW OF GREGORY ANDERSON

17 BY MR. SKOLNEKOVICH:

18 Q. Okay, we'll go ahead and get started. All right,
19 Mr. Anderson, if you could, could you give us a little bit of your
20 background with the railroad?

21 A. Yeah, about 2006 to 2010, I was a conductor in Baltimore
22 Terminal. From '10 to 2013, I was involved with the RCO training
23 and new hire onboarding. Then from '13 to about '15, went to
24 engineer training and locomotive from Baltimore to Philadelphia
25 and I took to management there as an MTO in 2018 until current.

1 Q. Okay, so you started working out in the Baltimore area?

2 A. Yes.

3 Q. And so, where all -- were you qualified in all the yards?

4 A. Yeah, all the yards and from Baltimore to Philadelphia on the
5 main line.

6 Q. Okay, did you work at Seagirt Yard or intermodal facility?

7 A. Yes.

8 Q. Before we delve into that, I'd like to get a little bit of
9 just your days and responsibilities -- your current one is an MTO,
10 so what are your roles and responsibilities as an MTO?

11 A. Safe movement of trains through the terminal. We have two
12 originating trains here. I'm in charge of all the crews here that
13 are working out on the ballast line and also the yard masters that
14 work -- I control the yards and the terminal.

15 Q. Okay, now is yard master, like, a permanent thing or are you
16 just -- you fill in when needed?

17 A. No, I just manage the yard masters that are here.

18 Q. You just manage the yard, okay. How many yard managers do
19 you manage?

20 A. One -- two per shift and it's a total of ten.

21 Q. Two per shift, total of ten. You said you also supervise the
22 trainmen as well -- the trainmen?

23 A. Yes.

24 Q. Okay, how many trainmen do you supervise?

25 A. It varies per shift. But we have probably, in total, maybe

1 about 70.

2 Q. Maybe about 70 total?

3 A. Yes.

4 Q. Okay. All right, so you -- so do you directly supervise yard
5 managers and kind of indirectly supervise crews as you get
6 exposure to them? Okay.

7 A. We have operational testing that we have to do every month.
8 We usually test about 90 percent of our day for safety, whether it
9 be (indiscernible) walk on the crew, with the crew on the ballast
10 line, just working beside them, conversating, making sure, you
11 know, they're performing their duties in a safe manner.

12 Q. Okay, let me ask you, since we're on the rule testing
13 portion, what type of operational testing are you mandated to
14 conduct each month?

15 A. We have to have a banner test, which symbolizes turning ahead
16 or a properly lined switch, shoving, the handling of switches,
17 riding equipment. It also -- we have to do two training rides a
18 month, whether it be a mainline train, or an inbound, or outbound
19 working train.

20 Q. Do you mean, like, industrial or industry-type local, local-
21 type train?

22 A. Yeah, industry or across the road, so from one location to
23 another.

24 Q. So, just two rides per month, it could be either road, yard,
25 or industry?

1 A. Or local.

2 Q. Okay, or local. Okay. All right, and is there -- what are
3 your overall testing requirements as far as, like, a mount?

4 A. So, we have to do two banners.

5 Q. Okay.

6 A. Or a five-step test (phone rings) -- one sec. So, we have
7 four switch tests to do, alignment of switches, two strap tests,
8 two rides. We have to do two industry tests, one mainline test
9 where the conductor or engineer talks through a work authority and
10 also, a test on calling signals or radio rule.

11 Q. Okay, so is it radio rules, or single rules, or is it a
12 combination?

13 A. Combination.

14 Q. Okay. All right, so with the testing itself, is this done --
15 is it just a general what you get or is anything targeted? So, I
16 got to do this different type of crew, then I got to do that
17 different type of crew or is it just general you get your test?

18 A. It's just general -- just testing on the actual rule in
19 general. The crews may vary.

20 Q. Okay, now do the crews have any type of annual requirement
21 testing that you have to do on them?

22 A. Not annual. We do this monthly.

23 Q. Okay.

24 A. Yeah, we do this monthly. The only testing that the crew is
25 required, it happens when recertification happens and that's every

1 three years.

2 Q. Okay, so there's no requirement -- for instance, let's say
3 that you check all your employees for cell phone, or check all
4 employees for a particular signal, or --

5 A. Well, that happens during the operational testing each month.

6 Q. Okay, but I guess my question is -- you know, is there some
7 type of requirement where -- so, for instance, you could test one
8 guy one five times and one guy never, do you have something that
9 you --

10 A. No.

11 Q. Directs you to -- okay, so you could do -- I could do ten
12 tests on one guy and miss this guy ten times?

13 A. Correct.

14 Q. Okay. All right, so just on a basic, daily schedule, just on
15 general, what's your schedule like? What do you normally do?

16 A. Our schedule right now is currently Tuesday through Saturday,
17 7:00 a.m. to 7:00 p.m.

18 Q. Okay, and during those days that you're working, what are
19 your duties? What do you typically do? Like give me an idea of
20 what you do on a daily basis?

21 A. Okay, so I come in, check my training lineup, check my crew
22 base, see who's working. However, each -- I'll go back, so each
23 employee should be tested every 30 days or less.

24 Q. Every 30 days?

25 A. Yeah.

1 Q. Okay, is -- go ahead.

2 A. So, I'll check to see who hasn't had a test through our
3 system, it's called TOP, T O P, and see if -- who's entering my
4 terminal, who's leaving my terminal, who is working around my
5 terminal that hasn't had a test or any manager to employee
6 engagement. Then I'll start my day out like that, I'll go to each
7 of my yards; we have three here. I go around, I brief each crew,
8 whether it be via phone or in person, about critical rules,
9 shoving, switches, riding equipment. Then I'll go set up, whether
10 it be a drone test or banner. We try to at least get testing on
11 each crew on a daily basis. We're trying to maintain originations
12 and train movement through the terminal.

13 Q. Okay, so let me ask you this, with the tests themselves, are
14 they targeted test, are you going to out to do, like, banner test
15 one day and switching test the next day or is it you just grab
16 them from what you see when you're out there?

17 A. Based on who's working and based on the last occurrence that
18 transpired with that individual. It's kind of the target base.

19 Q. So, you're looking at -- so you're looking at the individual
20 test, you're kind of seeing what you have or have hit them on and
21 then go out and test them on typical things?

22 A. Correct.

23 Q. Okay, and then anything that happens to be hot at the time,
24 you'll test on that as well?

25 A. Yes, they change it monthly based on what's going on around

1 the system.

2 Q. Okay, how do you get notified of these tests?

3 A. So, via email or a Teams call like we're on now. We do a
4 safety call each week for about 30 minutes to an hour to discuss
5 things that are going on around. Maybe not so much in our
6 terminal, but other surrounding terminals and if they change
7 something or they want us to test on a particular move, then we'll
8 do that.

9 Q. So, they post that like a safety letter on an email or just
10 in -- okay.

11 A. Yeah, a safety alert or -- a safety alert around a rule or a
12 certain rule they want you to engage on.

13 Q. Who was the staff at the last safety alert that we received?

14 A. What was that -- the riding equipment.

15 Q. Okay, can you tell me a little bit about that safety alert
16 and what it said?

17 A. Yes, so basically, just a proper run and of this particular
18 equipment, which would've been an intermodal car, how to ride over
19 oil crossings, how to position yourself on the car, hand holds,
20 and maintain three points of contact.

21 Q. Okay, and it specified intermodal cars?

22 A. Yes.

23 Q. Now, back onto the riding portion of it, when it talks about
24 riding over grade crossings, what did it say as far as riding over
25 grade crossings on an intermodal car?

1 A. Yeah, just make sure you have your feet on -- holding onto
2 both hand holds and just ride across or -- yeah, that was it.

3 Q. Okay, did it specify when you could or could not ride the
4 bottom stirrup?

5 A. No.

6 Q. Okay, back to some of the other tasks, for drone tests, how
7 do you conduct a drone test?

8 A. Oh, it's just you set the drone up -- I'm not drone
9 qualified, so I'm just qualified as an observer. We just observe
10 after the pilot puts the drone up. We have a rule where just
11 outside of -- you can't fly directly over any of the employees and
12 you can't fly out past 15 hundred feet and not over 400 feet. But
13 the same thing if we were observing in person, it would be the
14 same as a drone, just looking for checking switch points, position
15 riding on equipment, awareness in the yard, make sure they're not
16 fouling any additional tracks while they're switching cars in the
17 yard.

18 Q. Okay, so let me ask you this, if you -- technically with the
19 drone, if you see some non-compliance, how do you address that?

20 A. So, we'll just call the employee on the radio, have them
21 move, stop, we'll bring the drone back, and drive over to the
22 employee and meet him on the outside.

23 Q. Now, with the non-compliance, what system is that recorded
24 in? What is your system for -- is it Ops Test (ph.)?

25 A. OPTS.

1 Q. OPTS?

2 A. Yes.

3 Q. Now, how often do you think that you observe your crews
4 riding the equipment? Just at in a general month?

5 A. Daily.

6 Q. Daily, okay. Is that a mixture between the drone and on-
7 ground observation?

8 A. Yes.

9 Q. What do you think the -- just general, you know, what you
10 think the ratio is, do you think it's more drone, do you think
11 it's more on ground observations? Or is it a mix?

12 A. Mix.

13 Q. Mix, okay. Have you had many shoving non-compliances?

14 A. No.

15 Q. Okay, what do you think the average is? Maybe like for ten
16 folks you see, you see one or 20? Do you see one?

17 A. Maybe 20 to one.

18 Q. 20 to one? What are the typical non-compliances you see when
19 riding equipment?

20 A. Well, just not protecting the shove is the most I see. As
21 far as riding equipment, we used to have a bunch when we had the
22 first introduction of the new rule around riding tank cars. But
23 since it's been out for a while, we haven't caught or had any --
24 many non-compliances around tank car riding.

25 Q. Okay, so the majority of the non-compliances has been just

1 not protecting the shove there? They've been riding correctly,
2 they just weren't properly protecting the shove?

3 A. Correct.

4 Q. Okay, just visibility wise or being in the wrong place, like
5 on the ground?

6 A. Visibility, yes.

7 Q. Yeah, visibility wise? Is that -- are they, like, too far
8 down the track and proceeding to move or are they just --

9 A. Were not present there at the equipment at all.

10 Q. Okay, good. Okay, no back to riding the intermodal cars, can
11 you walk me through the feet placement? Where are the feet
12 allowed to be on the intermodal car per rule?

13 A. The bottom stirrup and two hand holds on the adjacent bars.

14 Q. Okay, the stirrup. Now, what about crossing a grade, where
15 are their feet supposed to be?

16 A. Above the bottom stirrup, but still holding on with two
17 hands.

18 Q. Have you ridden intermodal cars before? I'm assuming you
19 have?

20 A. Yes.

21 Q. Okay, have you -- you're familiar with the intermodal car
22 that was involved in the accident?

23 A. No.

24 Q. Okay, it's a well car?

25 A. Okay.

1 Q. 18 TX (ph.), okay. So, have you ridden those cars before?

2 A. Yes.

3 Q. Okay, just your opinion, how easy is it to maintain three or
4 four points of contact not using the bottom stirrup and just using
5 the hand grips and the rung above it? Just your opinion.

6 A. I haven't had any issues.

7 Q. All right, has there been any rules where crews were allowed
8 to place either one or two feet on top of the top platform of any
9 car while they're moving?

10 A. No.

11 Q. So, there's point in time, they're allowed to put their feet
12 on top of the platform?

13 A. Only on a tank car.

14 Q. Tank cars?

15 A. Yes.

16 Q. Can you walk me through how they're supposed to ride a tank
17 car?

18 A. So, it would be one foot on the bottom stirrup, one foot on
19 the top platform, holding onto the handrail. On a traditional
20 tank car, it did improve on certain tank cars where you have
21 adjacent handholds and a bottom stirrup.

22 Q. Do you know why they allow to put a foot on the top platform
23 on a tank car and nothing else?

24 A. Well, I guess it's just for positioning. They don't want you
25 standing on top. You used to be able to stand on top of the

1 platform and ride. But they had an incident a couple of years ago
2 in Harpers Ferry, where an employee was ejected off the rear
3 standing up and went over a D rail. So, then we changed the rule
4 to sit in the Captain Morgan style of riding.

5 Q. All right, is that rule still in effect as far as riding tank
6 cars?

7 A. Yes.

8 Q. Okay. All right, now with the individual's crews, did you --
9 are you familiar with the employee was fatally struck on the 26th
10 of June?

11 A. Yes.

12 Q. Okay, have you met him and spent some time with him prior to
13 the incident?

14 A. Yes.

15 Q. Okay, did you conduct any tests on him that you can recall?

16 A. Yes, I did -- I had a ballast line, a little walk with him.
17 We was working the Wellwin (ph.) 29 this particular day. I had
18 two or three interactions out in the field with him and then maybe
19 one or two during our biweekly meetings that they do for all the
20 trainees.

21 Q. Okay, can you kind of characterize the -- you know, the times
22 you were out observing him, just his performance and what the
23 interactions were?

24 A. Yeah, he was doing a fine job. I took no exceptions when he
25 was working along as an additional conductor, just basically did a

1 check in with him, make sure he was picking up everything, seeing
2 if he had any issues with the conductor that was training him.
3 That was kind of pretty much it.

4 Q. How do you feel -- just your overall impression with the
5 conductors that are out training? Did you ever have any issues
6 with any of the training that they're giving trainees or is there
7 anything you've had to correct?

8 A. What, when they get to Baltimore or just in general?

9 Q. Yes. Yeah, just -- well, in general, so you've got
10 conductors that are being trained by a conductor, correct, OJT?

11 A. Yes.

12 Q. Okay, do you ever have any issues with the way just the
13 conductors are training the trainees and had to correct anything?

14 A. Yes, this is daily corrections. It's based on them working
15 with various individuals. Some of them are working with a guy
16 that just marked up, so he's only going to be able to teach him
17 half of what he knows because he's not going to remember a hundred
18 percent of it.

19 Q. Right.

20 A. So, those are some of the challenges that we face with this
21 turnover around training. So, we try to get out with the new
22 employees when we see they're pairing up with the TT, or trainer
23 in training.

24 Q. Okay, now do you -- when you see this, do you spend any time
25 with the conductors or you just focus on the trainees?

1 A. Both, they're both (indiscernible), so I would just be out
2 with them for about an hour while they do their training or down
3 at industry switching out.

4 Q. Do you get much involvement with the conductor mentor?

5 A. Yeah, we have two here. One handles the scheduling and the
6 biweekly classes and the other one just focuses on RCO training,
7 and onboarding, and working the schedules on the RCO side.

8 Q. Now, do you know if they give classes to the trainees?

9 A. Yes.

10 Q. Do you ever observe any of their training?

11 A. Yes, I try to get over at least for about an hour, maybe a
12 half hour while they're doing the biweekly training.

13 Q. Okay, when do they do that, what days?

14 A. Fridays -- either Fridays or Mondays depending on scheduling,
15 if we can get everybody in because we do have some big stuff
16 (indiscernible), so we just got to look for a Monday if everybody
17 is out on Friday.

18 Q. Now, are you ever involved in their training, or do you just
19 observe what the mentors are doing?

20 A. Sometimes, I'm involved, depending on the day or things that
21 come up, I'll stop in and talk with them for about an hour about
22 whether the onboard issues or rules.

23 Q. Okay, now do they have -- let me ask you this, just your
24 opinion, a structured training program or is it more just they're
25 teaching off what they know?

1 A. Just teaching off what they know. They have -- the
2 structured part, the REDI Center requires them to have phase two
3 portion, which encompasses the terminal. So, you have the
4 physical characteristics, tests, (indiscernible), things in the
5 terminal, the area that you cover or work, and then an additional
6 rules test in order for them to be promoted, along with certain
7 operational tests that we perform throughout their training.
8 That's checked off in the RQS.

9 Q. What does RQS stand for?

10 A. I'm not sure.

11 Q. Okay, so just dealing with just an area qualification, like,
12 just pc, physical characteristics?

13 A. Physical characteristics, a rules test, and then they have
14 about 24 questions or checklists that they have to pass in order
15 to be promoted.

16 Q. Okay.

17 A. Yeah.

18 Q. Can you give me just kind of an idea of what that checklist
19 entails?

20 A. Yep, one second. So, it's -- the acronym is for Regulatory
21 Qualifications System.

22 Q. Regulatory Qualifications System?

23 A. Correct.

24 Q. Okay, and that checklist, can you give me just kind of an
25 idea of what's on that checklist as far as what those requirements

1 are?

2 A. Yep, so you have a general requirement, just on or about
3 balance, you have communications, radio rules, you have actions on
4 or about the track, getting on and getting off, for fouling
5 equipment, shoving movements, operations of switches and D rails,
6 coupling cars, the inspection of freight cars, class one or class
7 three brake tests, and train and locomotive securing. In all,
8 it's 24 checklists.

9 Q. Okay, checklists. Now, this is part of their phase two
10 training out of REDI?

11 A. Yes.

12 Q. That's what you called it? Okay, who maintains that phase
13 two, is that local division maintains the records for that or is
14 that stuff that gets submitted back to REDI?

15 A. It gets -- I'm not sure where it goes. We put it in the
16 system and I guess it goes either to the state department or down
17 in Jacksonville.

18 Q. Okay, safety department. Now, is that something that's just,
19 like, organized as far as, like, a schedule, the phase two portion
20 of it, or is that left up to the division?

21 A. It just needs to be submitted before they promote. So,
22 throughout the 60 starts that allow, this has to be completed.

23 Q. Okay, so can you tell me what the phase two requirements are?
24 So, you've got the 60 starts?

25 A. 60 starts, rules test, and a physical characteristics test.

1 Q. Now, is that -- for, like, the rules test PC exams, is that
2 done on a computer that's proctored, or is that a written test?

3 A. That's proctored on the tablet.

4 Q. Okay, who proctors those tests?

5 A. A manager or the mentor trainee.

6 Q. Okay.

7 A. Or training mentor.

8 Q. Okay, now the mentor of the trainees, so he has access to put
9 in the qualifications stuff?

10 A. Yes.

11 Q. Okay, and that's through the RQS system he's got access to?

12 A. Correct.

13 Q. Do you ever monitor what they're putting in the RQS as far as
14 the individuals? Do you ever, like, go through them?

15 A. Yes.

16 Q. Okay.

17 A. Yeah, once you put it in the system, you can always go back
18 and see where they're at.

19 Q. Okay.

20 A. Whether I enter it, or the mentor enters it, or another
21 manager (indiscernible).

22 Q. Okay, with the managers, do they track and keep track of all
23 the new trainees and their qualifications or is that mostly
24 handled through the conductor trainer?

25 A. Both.

1 Q. Okay, do you guys review that with the mentor trainers?
2 Like, do you guys ever sit down and just go over the different
3 students, where they stand?

4 A. I do.

5 Q. Okay, you do? About how often do you do that?

6 A. On a weekly basis.

7 Q. A weekly basis, and do you have any -- when they're talking
8 with them -- as far as students, if you have folks that are not
9 performing, do you have instructions to give the conductor mentor
10 as far as how to correct or do you go to the individual themselves
11 or is it a mixture?

12 A. Yeah, I just go to the individual or I go out and observe the
13 individual while working with the conductor and I'll try to bring
14 them up to speed or make corrections where needed.

15 Q. Okay, and do you feel the conductor mentors are, you know,
16 very up front about the status of the conductor -- the trainees
17 experience when they're out doing it or do you think there's any
18 hesitation for them to tell you anything?

19 A. No, not with me.

20 Q. Okay, so pretty up-front conversations?

21 A. Yes.

22 Q. Okay, now do they ever have plans to correct it or are they
23 relying on you to correct non-compliances?

24 A. Well, I handle the non-compliances. They'll voice to me
25 their issues, if any, and then I'll handle that side of it.

1 Q. Okay, so they -- basically tell you what's going on, they let
2 you handle the non-compliances, and they just focus on continued
3 training, is that correct?

4 A. Correct.

5 Q. Okay. All right, now have you -- how many non-compliances do
6 trainees receive before they go to some kind of discipline or do
7 they get disciplined?

8 A. No, it's no discipline -- I mean, the ultimate discipline is
9 just rejecting their application.

10 Q. Okay.

11 A. So, any critical rules, they're on my awareness off the bat.
12 Small little things, whether it be not checking a switch point or
13 -- you know, they're completely under the instructor of the mentor
14 conductor. So, typically, the conductors are in charge of them
15 while on. So, if one person is not doing something, then that
16 means both of them aren't doing it. So, that would be two people
17 that'll be corrected in that act.

18 Q. Okay, now the conductors that are actually conducting the
19 training, do they volunteer for that or are they just assigned a
20 training and are just required to train them?

21 A. Just assigned based on the job.

22 Q. Okay, do they receive any kind of training on how to train or
23 teach?

24 A. No.

25 Q. Okay, now have you had any issues where trainees aren't doing

1 what conductors are telling them to do?

2 A. Yes.

3 Q. How did you -- what actions did you take to correct it?

4 A. Well, it was -- this one action was being able to just be
5 there and he didn't want to listen to his -- to the conductor, so
6 he's listening to me and I stayed with him for a couple of hours
7 and I helped him to understand the importance of him following all
8 the instructions from said conductor.

9 Q. Have you -- when you're out observing conductors and
10 trainees, have you had any issues that you brought back to the
11 conductor mentors as far as how to correct or fix?

12 A. No, because at that point, I just handle it from there and
13 I'll submit whatever to my assistant superintendent and then we
14 handle it from there whether we're going to reject the
15 application, or bring him into the office, or a formal meeting and
16 go from there.

17 MR. SKOLNEKOVICH: Okay. All right, at this point, I don't
18 have any more questions.

19 Shawn?

20 BY MR. LAWTON:

21 Q. Good morning, Greg, thanks for being with us. I really don't
22 have many questions. Just so I'm aware, you mentioned TOP, what
23 is TOP?

24 A. Let me get the acronym. It's Transportation Operations
25 Portal.

1 Q. Okay. All right, you said you got on the railroad in 2016,
2 obviously, going through the training program yourself and also
3 working several different crafts. Where do you think the trainees
4 sit as far as the railroad knowledge today coming out of the REDI
5 Center from when you went through the program back around 2006?
6 Where do you see their general railroad knowledge?

7 A. It's a lot different from 2006. It was way more structured.
8 The standards for onboarding a conductor, which has been recently
9 changed to needing a high school diploma and/or GED, at one point,
10 it was -- you didn't need it. 2006 was more structured, you had
11 senior employees wanting to return from the REDI Center at this
12 location, 20 to 30 year guys that were showing here. The
13 operation and the rules, it was a lot more structured, I would
14 say.

15 Q. Okay, piggybacking on that for you, specifically, in the
16 Baltimore Terminal, how do you see the conductor trainees coming
17 out of the REDI Center and day one being ready to hit the ballast
18 line and be moving? Do you feel they need to go in a few days
19 with your conductor mentor or are they ready to go the day they
20 hit Baltimore?

21 A. No, I wouldn't say they were ready to go. The learning curve
22 for each individual varies, so you have to kind of cater that when
23 you can. They get to 60 starts, some may need more, and once we
24 identify those that do, we ask for additional training time or
25 additional help to bring these employees up to speed. But most

1 challenges is that they don't have a senior employee to train
2 them. It's mostly junior employees on junior employee.

3 MR. LAWTON: Okay. All right, thank you.

4 Rich, that's all I have for now.

5 MR. SKOLNEKOVICH: Thank you, Shawn.

6 Matt?

7 BY MR. MEADOWS:

8 Q. Hey, good morning, Shawn (sic), I appreciate you coming in on
9 your off day to participate in this very important process. I
10 don't have a lot of questions either. I think you answered most
11 of things I was going to inquire with you about already. I kind
12 of want to key on something you just said as part of one of your
13 answers. So, when the trainees arrive at Baltimore from REDI, is
14 a day one meeting required as part of the phase two program?

15 A. Yes.

16 Q. So, regardless of status, they're going to come in, they're
17 going to meet with a -- who do they meet with on that first day?

18 A. It's usually Cory Moore (ph.), one of the other MTOs here and
19 the mentor trainee -- or the trainee mentor, I'm sorry.

20 Q. All right, thank you. You're obviously familiar with the
21 conductor mentor, Mr. Harvan (ph.), do you -- are you familiar or
22 do you know how Mr. Harvan was selected to be the conductor
23 mentor?

24 A. Myself -- by myself.

25 Q. Did you identify Mr. Harvan as the person who would be best

1 as the conductor mentor?

2 A. Correct.

3 Q. Is there a reason you did that? Was the conductor mentor
4 program something that had just gotten started or how did that
5 process occur?

6 A. No, so like I said, in the past, I was the conductor mentor.
7 So, we didn't hire for a couple of years, I would say, prior to
8 covid. So, then right after covid, we started hiring again and
9 kind of started out with four or five and I was the actual mentor
10 and MTO doing the scheduling and following up with all the
11 conductor trainees. I also made up a playbook to hand out with
12 pictures and things for helping the trainees develop as far as
13 industries and switching, so it kind of got overwhelming for
14 myself. So, I asked the leadership team here for some help and
15 Mr. Harvan was one of the guys that I asked to help me out.

16 Q. So, you showed me the playbooks. So, you developed the
17 playbook?

18 A. Yes, myself and one of the MFTs here, Gary Howard (ph.).

19 Q. So, MFT, do you know what that stands for?

20 A. Manager of Field Training. He was the manager of field
21 training at one time when I was the mentor trainee -- or trainee
22 mentor back, say, '11, '12, '13, or something.

23 Q. Who do the MFTs report to?

24 A. The safety department.

25 Q. But do the MFTs -- what duties do they perform? Are they

1 involved with the trainees?

2 A. No longer. They were. Now, they just work on the
3 development, recertifications now for conductor engineers, RCO
4 conductor, and engineers, yeah. I think they also do some
5 returning work things for employees that have been out for X
6 amount of time. I'm not sure what the qualification for that is,
7 whether it be a year or two, I'm not sure.

8 Q. So, Gary Howard had -- he's the MFT, correct, that's what
9 you -- the manager of field training, he had been involved with
10 trainees when you were a conductor mentor?

11 A. Correct.

12 Q. And the two of you developed the playbook?

13 A. Correct, it was mandated from the safety department to get
14 something together and we did. We submitted it and then I didn't
15 get any traction on it for a couple of years and then we -- well,
16 I re-asked then we actually got it printed out a couple of years
17 ago -- two or three years ago. I had to submit it up. But we did
18 it back in 2017. (Indiscernible) think it came from the safety
19 department that they wanted all terminals to produce one.

20 Q. Okay, do you go through that playbook and keep it updated and
21 then reprint?

22 A. Yes.

23 Q. Does Mr. Harvan help you keep that playbook updated?

24 A. No -- well, we haven't had any things that had to be updated
25 since it's been printed right now. But we do go through -- when

1 he has an issue or something changes, we do talk about it and we
2 try to update the trainees during those variable classes.

3 Q. Okay, so you and Mr. Harvan are regularly engaged and he
4 informs you of issues?

5 A. Correct.

6 Q. So, when a trainee is working during phase two, which is the
7 on-the-job training process at their location, when they are
8 working with a certified conductor, who is responsible for that
9 trainee?

10 A. The certified conductor and the manager that's on duty, also,
11 so if there's any issues, then the manager should be contacted --
12 if there's any issues with the marked-up conductor -- or certified
13 conductor and trainee.

14 Q. So, you talked about the transportation operations portal,
15 TOP, can you tell me more about how that -- you talked about you
16 looked to see who hasn't had any engagement as far as employees,
17 is there -- how do you know that through TOP?

18 A. So, it's a tab that shows employee testing, it shows who
19 hasn't been tested in 20 plus days. It gives you an employee
20 count. It actually shows who is on duty the last time they've
21 been tested, the days wise, their name, what trainer ID or yard ID
22 they're attached to, and what time they came on duty.

23 Q. So, through the transportation operations portal, you can
24 identify very quickly who needs testing?

25 A. Yes.

1 Q. You also mentioned a half-time walk, can you tell me what
2 that is?

3 A. So, it's something that they -- the safety department came
4 out with, I guess, last month about just getting with the crew and
5 checking on them and walking with them while they are working
6 midday or after lunch or if a weather condition changes. Any type
7 of time that a job would take place, they want a manager to be
8 out, try to just engage with employees, learning the habits, and
9 just try to spend time with them and develop.

10 Q. So, you talked about operational testing and your
11 requirements. Do you handle all the unsafe or non-compliant
12 behavior you observe? Do you engage with the employees every
13 time?

14 A. Yes.

15 Q. What if you observe unsafe behavior and you're not officially
16 operational testing, what would you do then?

17 A. It's never a time that I wasn't.

18 Q. Okay, fair enough.

19 A. Yeah, I'm not sure. That's kind of -- can you rephrase it I
20 guess?

21 Q. So, let's say you're doing a half-time walk and an employee
22 makes some kind of error or demonstrates some kind of unsafe or
23 non-compliant behavior, how would you handle that during a half-
24 time walk?

25 A. Oh, we would just talk about it right there. Or if I was out

1 doing a half-time walk with crew A and I observed crew B across
2 the yard, I would just walk right over and we would talk about it
3 or discuss what took place and how to correct it.

4 Q. Okay, have you ever heard of any other managers had Baltimore
5 Terminal observing but then not handling any unsafe behaviors or
6 non-compliance?

7 A. I can't attest to any other manager. I can only speak for
8 myself.

9 Q. Okay, fair enough. So, you talked about riding tank cars in
10 the Captain Morgan style and you referred to the Parkersburg (ph.)
11 incident. Do you remember if the rule changed before Parkersburg
12 or after Parkersburg?

13 A. I'm not sure if it was before or after, I just know it was
14 around that time.

15 MR. MEADOWS: Okay, thank you, Mr. Anderson. I don't have
16 any more questions.

17 BY MR. CASSITY:

18 Q. Jared Cassity with SMART TD. Good morning, Mr. Anderson, and
19 I'm going to go ahead and apologize to you and the group. Working
20 from home, there's always challenges and I have a cat that is
21 throwing a fit in the background. So, if there's meows, to the
22 transcriptionist, I sincerely apologize.

23 So, you were talking about the testing program earlier and
24 you had a reference sheet that talked about how often you should
25 do it or basically, you were saying so many switch tests, so many

1 shoving tests, so many obstruction tests. What testing is
2 required for the trainees when they're in the field? Do you have
3 that same structure?

4 A. Yes, that's the same structure, the 24-question checklist
5 that I went over a little bit ago.

6 Q. You had a -- you were talking actually about conductors when
7 you were commenting about it. It was a schedule or some sort of
8 calendar that you had to do so many tests for your marked up
9 conductors?

10 A. Correct.

11 Q. Okay, is that the same for trainees or is that different than
12 what the trainees get?

13 A. Well, the trainees -- I can add those to that list also, so
14 I'm observing the qualified or marked up conductor, I will also
15 put an additional test in for the trainee as well if he's attached
16 to that assignment. Then they have an additional requirement for
17 phase two training that allows for an additional 24 additional
18 checklists for just the --

19 Q. Okay, and for the conductor that is performing the on-the-job
20 training, what operational testing is there to determine if
21 they're doing a good job at training or not?

22 A. It isn't.

23 Q. I'm going to jump here a little bit. So, you and I hired
24 about the same time. I hired in '05, you were '06. I'm curious,
25 can you talk at all to what changes you've seen since the time you

1 were at the REDI to current as far as the actual training in the
2 REDI Center?

3 A. Yeah, the field training -- they don't get as much field
4 training. We didn't get much, but we did get two weeks of outside
5 training on or about the equipment. We actually -- they actually
6 had real rail cars, real equipment that was there making switch
7 movements. Now, it's changed. I don't believe they get as much
8 field training prior to coming to a location and some of the rules
9 and stuff that they go over, it's more so catered towards
10 (indiscernible) road and most of the things that we do here at
11 this location is flat yard switching.

12 Q. Do you have knowledge of what exposure a trainee receives in
13 regards to slack action while at the REDI Center?

14 A. No, I have no idea.

15 Q. Do you know what kind of equipment they're exposed to? What
16 I mean by that is do they get exposed to every type of car and
17 every type of ladder or is the REDI Center limited in capacity
18 when it comes to equipment?

19 A. Well, I haven't been there, so it's only based on the
20 conversation that I get from the trainees when they come back from
21 the REDI Center. So, it's kind of second hand.

22 Q. Okay, and you were -- earlier, you were talking about the
23 observation test and handling, what kind of training do you
24 perform when you observe someone doing a rules violation? What
25 kind of training goes along with a failure observation?

1 A. So, mine is directed right in the field. If I observe them
2 not protecting a shove, we go over everything around protecting a
3 shove, kind of ask them, you know, what was the purpose that they
4 wouldn't and we kind of handle it right there. Now, we're
5 required to do a follow-up test after to ensure that they are in
6 compliance of that rule that they -- we took exception on.

7 Q. Okay, in regards to the phase two training that CSX currently
8 has -- I have a feeling I already know your answer, but do you
9 have any information or knowledge of how the training timelines
10 were determined or constructed?

11 A. No.

12 Q. Have any of the trainees that have been -- under your time as
13 a manager, have any of them ever told you a conductor told them to
14 do something that was in violation of the rules?

15 A. Not that -- none of them ever told me that, no.

16 Q. Have you ever observed a conductor or trainee make a rules
17 violation?

18 A. Yes.

19 Q. Would you said that a written test that determines a trainee
20 or conductor's ability to be a good conductor in the field or does
21 it require actual field experience?

22 A. Definitely requires field experience.

23 Q. Mr. Meadows brought up a term I've never heard before, I
24 think it was a half-time walk. Is that what that was called?

25 A. Yes.

1 Q. Can you tell me what that is, please?

2 A. A half-time walk is just as described. You get out, whether
3 it be middle of the day, after lunch, or any portion of the day
4 that the crew is working, you either board their equipment, maybe
5 ride from one yard to the other with the crew, just engaging them
6 and catching them up on any of the rule changes or things that are
7 happening in the terminal. Or you'll be out while they're
8 building a train, switching out cars, and you just walk with them,
9 talk, and watch them -- observe them while they're working.

10 Q. Okay, there was also a conversation about handling as an
11 observation versus the half-time walk. Can -- am I understanding
12 correctly that the handling may be different for the half-time
13 walk than it would be under an observation test?

14 A. Well, the handling is the same if I'm doing it. If I find a
15 rule exception while I'm walking with the crew, I'll input it.
16 Typically, you don't because you're there, you're present. With
17 the operational test, you're not present or visible, whether it be
18 a drone or you're off in the distance and you're just observing
19 that employee for compliance.

20 Q. Are there instances when you would verbally educate someone
21 rather than choose to issue an observation test failure?

22 A. Yes, there are times whether it be on or about tracks and the
23 conductor, he's making a move into a track and don't realize that
24 his back was close to the opposite track. That is a conversation
25 piece. For me, anything outside of a critical would be a

1 conversation piece unless it's heavily repeated.

2 MR. CASSITY: Okay, I have no further questions at this time.
3 I probably will have more, thank you.

4 BY MR. CAVE:

5 Q. Jared Cave, FRA. Hey, Greg, thanks for being here this
6 morning. So, I want to start off real quick -- you're talking
7 about the safety alert that was put out. Was this safety alert
8 about riding intermodal cars? Was this released after the
9 incident or was this released prior to the incident?

10 A. The safety alert was released after. I was -- well, I don't
11 know -- it wasn't the week -- I was on vacation this week that
12 this incident happened. It wasn't prior to then. So, I was out
13 four days before the incident.

14 Q. Okay, do you remember what the alert was prior to this one?
15 What the discussion was -- the topic was?

16 A. I don't remember.

17 Q. Okay, so I want to jump over to the new hire conductor phase
18 two training here. So, if I'm correct at understanding this,
19 there's an RQS checklist with about 24 items and then there's an
20 OJT checklist with conditions and standards, is that correct?

21 A. Correct.

22 Q. So, a new hire conductor must complete both of these phases
23 before they're ready to mark up, is that correct?

24 A. Yes.

25 Q. Okay, so whose ultimate responsibility is it to see that this

1 trainee completes this RQS checklist and the OJT checklist?

2 A. The manager that promotes the conductor.

3 Q. Okay, who was tracking Mr. Little's checklist, do you recall?

4 A. No, I don't -- well, all of us at some point would check in
5 with the checklist, the mentor trainee, any manager that observed
6 him.

7 Q. So, who can ultimately show the trainee as complete on the
8 checklist? Who can input information on that checklist?

9 A. All managers and the mentor trainee or anybody that observed
10 the trainee, whether it be assistant sup or superintendent.

11 Q. Okay, now you mentioned having weekly check ins with the
12 mentor going over some of the trainee's checklist, is that
13 correct?

14 A. Correct.

15 Q. Do you ever recall talking to Mr. Harvan and going over
16 Mr. Little's checklist?

17 A. Yes, well all of them. So, we go through each person on a
18 biweekly, not specifically one individual; all of them. If
19 there's any issues, what has been updated throughout the
20 checklist, what hasn't, and then I will go in and check and see if
21 any notes were inputted. There's also a system where the actual
22 conductor, at the end of the shift, if they have a trainee
23 assigned, they would also put in notes or do a checklist for the
24 TT.

25 Q. Okay, do you remember the last time you sat down with

1 Mr. Harvan and did a review of all the trainees and their progress
2 on their checklist? Like an approximate date, a rough estimate?

3 A. Probably, like, two or three weeks ago.

4 Q. So, let me ask you this, Greg, so Mr. Little, he started
5 beginning of May coming to work the phase two checklists, is that
6 correct?

7 A. Correct.

8 Q. And is it safe to say that he would've marked up early this
9 month, sometime in July?

10 A. Probably in mid to end of July, yeah.

11 Q. Okay, mid to end of July. So, let me ask you this, I'm
12 looking at his checklist and it looks like, you know, prior to
13 this incident, he completed nine out of 24 of the RQS checklists
14 and there was nothing with the OJT checklist with conditions and
15 standards completed and it looked like he only had about three
16 hours of a check on May 25th, 2023. Does that sound about right?

17 A. Yeah, if that's what you're looking at, then, yeah.

18 Q. Okay, is that concerning to you that this individual was only
19 looked at for -- you know, only had three-hours' time spent with
20 him and they've been at this for almost two months and that's all
21 they had completed so far? Or is that kind of -- I mean, is
22 that --

23 A. Well, you have 13 or 15 employees that you're observing,
24 managers and the -- or the mentor trainee, trying to check in with
25 everybody.

1 Q. Uh huh.

2 A. We spend -- the biweekly classes are eight hours, so that's
3 time added also.

4 Q. Okay, so how many trainees are there right now is Mr. Harvan
5 working with and the rest of you all working with and the rest of
6 you all working with right now in Baltimore Terminal?

7 A. 13.

8 Q. 13?

9 A. Yeah.

10 Q. So, looking at this checklist -- I mean, I assume this
11 checklist should be filled out, you know, over the course of the
12 60 starts that they're working, probably spread out. I mean, is
13 there a problem right now with too many trainees and not enough,
14 you know, mentors or individuals being able to keep track of them
15 and keep up with their training?

16 A. Yeah, unless, you know -- the only way we identify truly an
17 individual, they bring them to me or I see them in the field and
18 they're having issues or they bring issues to us. We try to get
19 out as much as we can. But as far as my interactions with
20 Mr. Little and some other trainees, I had no issue with.

21 Q. So, from the time that you were a trainer, right, to now in
22 your role as an MTO and the current training, do you think that
23 this -- the phase two training that trainees receive, is that less
24 structure now than it was when you were training trainees? Or are
25 there just too many right now in the pipeline that's hard to give

1 them all all the attention that they probably need?

2 A. Well, I wouldn't say that. It's just the work force that we
3 have now is a younger work force than I had when I was a training
4 mentor.

5 Q. So, when you were a mentor, you said that the average time
6 out there was about 20, 30 years for the employees that were
7 training trainees, is that correct?

8 A. Correct, now it's under two.

9 Q. Under two years?

10 A. Uh huh.

11 Q. Do you try to emphasize getting out there and observing more
12 of these trainees with conductors that have that limited
13 experience and knowledge?

14 A. Yes.

15 MR. CAVE: I have no further questions at this time.

16 MR. SKOLNEKOVICH: Okay, thank you, Jared.

17 UNIDENTIFIED SPEAKER: Thank you --

18 UNIDENTIFIED SPEAKER: Rich, I don't know if you can hear us,
19 but you've been muted the whole time.

20 MR. SKOLNEKOVICH: I've been muted the whole time. All
21 right, sorry about that.

22 BY MR. SKOLNEKOVICH:

23 Q. Richard Skolnekovich, NTSB. Greg, what we're going to do
24 real quick is I'm going to ask a couple more questions, we're
25 going to go around real quick with some follow-on questions. I'll

1 start off real quick with you made the statement about managers
2 who promote, is it the manager on duty who promotes the conductors
3 or is there a specified manager who promotes the trainees to
4 conductors?

5 A. Managers on duty.

6 Q. The manager on duty?

7 A. Yes.

8 Q. All right, are you guys just going off the OJT checklist and
9 the RQS to verify?

10 A. Yes.

11 Q. Do you guys talk to the conductor mentor or the training
12 mentor? Does he have a say in their promotion or not?

13 A. Yes.

14 Q. Okay, so all the managers talk to him and then you guys make
15 a group decision on who gets promoted or is it just the manager on
16 duty talks to him?

17 A. Just the manager on duty.

18 Q. Okay, manager on duty talks to him. Okay, and then a couple
19 questions about Seagirt Terminal, so you're familiar with Seagirt
20 Terminal, correct? You said you worked there?

21 A. Yes.

22 Q. Okay, the question I got -- so, when they're coming off the
23 lead and they're going into intermodal soil where all the concrete
24 is and all the vehicle traffic, is there identified public
25 crossing there or private crossings?

1 A. No -- well, there wasn't up until, I guess, a week ago -- no,
2 I might say three weeks ago or so. They put in, like, a cross
3 walk, some type of temporary -- but we don't identify it as a
4 crossing.

5 Q. Okay, so Seagirt, how do you classify that? Is that a
6 crossing at all, or is it just part of, like, a yard or --

7 A. Well, it's an industry.

8 Q. It's an industry, okay.

9 A. Yeah, we treat it as an industry. It's their property, we
10 just work in there, building trains.

11 Q. Okay, is there any areas where crews have been designated
12 that they have to -- they cannot ride the bottom stirrup of an
13 intermodal car to your knowledge?

14 A. No.

15 Q. Okay, do you know if they've been required to stop and detect
16 any areas inside at the Seagirt intermodal facility?

17 A. No.

18 Q. Do you know of any managers that might've gone out and told
19 them otherwise?

20 A. No, I don't have any knowledge of that.

21 Q. Okay. All right, do you know of any times where crews have
22 alerted you about, you know, vehicle traffic and the potential for
23 them getting hit while working in Seagirt?

24 A. Yes.

25 Q. And what did they tell you?

1 A. Oh, just about the -- what you just stated, just the vehicle
2 traffic, the crane traffic that are there. We had a couple of
3 incidents where a crane actually ran into some of the vehicles
4 that were there.

5 Q. Okay, about how long ago was that?

6 A. About a year or so ago, maybe two years ago they had an
7 incident with the crane running into the side of a vehicle.

8 Q. Okay, do you know if -- did CSX put out any special
9 instructions or safety alerts dealing with --

10 A. Well, it was just don't park anywhere near the crane pads.

11 Q. Okay. All right, so was this with an intermodal car or was
12 this a private car?

13 A. Private car, a vehicle.

14 Q. A private car, okay, a vehicle. Okay, what about -- have any
15 crews told you anything about, you know, potentially having an
16 accident while they're shoving or riding these cars at Seagirt?

17 A. No.

18 Q. Okay, so you hadn't been given any safety issues from crews
19 as far as the potential of getting hit by any vehicle or a crane
20 inside the facility?

21 A. No.

22 Q. Okay, and have you observed crews operating at Seagirt?

23 A. Yes.

24 Q. Okay, so when they're coming off the lead and they're shoving
25 in, they typically just keep going down to the very end of

1 Seagirt's? They're coming, let's say, down, like, track five,
2 like, we were doing, was there a requirement to stop before they
3 hit the concrete or were they allowed to keep going?

4 A. As long as there's no cars in adjacent track, they can just
5 keep going.

6 Q. Okay, so let me ask you this, so when they are shoving, I
7 know you have vans out there, do they typically use the vans all
8 the time to protect the shove or is it just a mixture?

9 A. (Indiscernible) when available.

10 Q. When available?

11 A. Yeah.

12 Q. Who provides those vans?

13 A. CSX does.

14 Q. CSX does, okay, and they're operated by CSX contractors or
15 employees?

16 A. It's a contract with a haul company.

17 Q. Okay, so can you walk me through, like -- so, when they were
18 coming off the diamond onto track five, can you walk me through
19 when they were shoving all the way down at the end of track five,
20 can you kind of walk me through, you know, how they would've
21 approached the concrete pad and what their actions should be on a
22 typical day?

23 A. On a typical day, you're (audio glitch) if you get on at the
24 diamond and you line your route, you ride. If you're shoving in
25 some of them, ride to the clearance point of the track and get

1 down and observe. If they're not shoving in an entire track in,
2 they'll observe up until that point. Some of them line
3 themselves, cross that concrete pad into the track, get in the
4 van, go to the opposite end, get out, and then watch the shove
5 back.

6 Q. Okay, now what do you identify as the clearance point? Is
7 that on the tarmac or it's own -- is it some other --

8 A. The cars point into the track, there should be a yellow tie.

9 Q. Okay, so the actual clearance of the tracks is -- okay. All
10 right, so would they be allowed to -- as they're coming off the
11 diamond, they're shoving back in, are they allowed to ride that
12 bottom stirrup across the concrete daily?

13 A. Yes.

14 Q. Okay, do you know if anybody has ever told the crews
15 otherwise, that they had to ride higher than the bottom stirrup?

16 A. No, I'm not aware. I know I never told anybody that.

17 Q. Okay, have any crews asked you that question as to whether or
18 not they're allowed to ride that bottom stirrup at Seagirt?

19 A. No, not that I can remember.

20 MR. SKOLNEKOVICH: Okay, that's all I have.

21 Shawn?

22 BY MR. LAWTON:

23 Q. Greg, just a couple of follow ups. I might've missed it, but
24 does the Baltimore Terminal -- do you guys currently have an MTF?

25 A. No.

1 Q. No, okay. Are you and your -- the other managers in the
2 Baltimore Terminal specifically required by your supervisors to
3 observe and test in the Seagirts Terminal for a certain amount of
4 time or a certain amount of tests are required for that specific
5 location prior to the incident?

6 A. No, and -- no certain locations. You try to -- you know,
7 just try to reach everybody you can basically, who's on
8 (indiscernible).

9 Q. Okay, just as a roundabout for you, on the day, a week, maybe
10 monthly basis, how much time do you get down to see the operations
11 and test in that Seagirts Terminal?

12 A. Definitely a few times a month. Most of our crews -- we only
13 have two crews that work there throughout the day, one in the
14 morning and one in the afternoon. We have four or five guys that
15 go on duty at other locations, so we have about four yards here in
16 a terminal that we have to monitor.

17 Q. Okay, let me catch up here. Prior to the incident, do you
18 recall what observation and/or operational test you specifically
19 have done down in Seagirts?

20 A. Yeah, shove tests, alignment and switches, around equipment,
21 all those -- all things that encompass that happened around the
22 incident.

23 Q. Okay, now Mr. Little was on the Y-231 and I believe we've
24 covered -- throughout this investigation, I think it's Y-131 that
25 might be the morning job that does the same specific type of

1 operations throughout the Seagirts Terminal. Has anything changed
2 in the Seagirts Terminal as far as operations are conducted,
3 specifically, obviously, to shoving moves and riding equipment
4 since the incident?

5 A. No.

6 Q. All right, since the incident, has there been any focus on
7 observations or testing in the Seagirts Terminal implemented by,
8 you know, your management in Baltimore, obviously, focusing on the
9 issue at hand?

10 A. Just riding equipment in general at all locations.

11 Q. Okay, but nothing specifically down at Seagirts and --

12 A. No.

13 MR. LAWTON: Okay.

14 Rich, that's everything I have.

15 Thanks, Greg.

16 MR. MEADOWS: Thank you, Greg. Matt Meadows, I don't have
17 any additional questions.

18 BY MR. CASSITY:

19 Q. Jared Cassity with SMART TD, I do. If you don't care, give
20 me one second. In the facility itself of Seagirt, Mr. Anderson,
21 do you or does the carrier have a preference on walking versus
22 riding equipment?

23 A. We would rather employees ride the equipment when possible.
24 But there's no rule against walking, or taking advanced service,
25 or whatever.

1 Q. Do you have an opinion or are you aware of a position on why
2 riding may be preferred versus walking?

3 A. For me, it was save my legs if I were to ride.

4 Q. Okay, I'm curious about progression of the trainee as he or
5 see goes through out there on the job training, particularly on
6 Lima (ph.) Road, are they assigned to a conductor for some amount
7 of time or do they catch those assignments or those particular
8 conductors just on a random call basis, meaning it could be me,
9 today, it could be you tomorrow type of thing?

10 A. Random call basis.

11 Q. Is there a way -- or is there a progression, and their being
12 the trainee, for their progression to be tracked from conductor to
13 conductor? So, let me say it this way if you don't car, the
14 trainee is with me today, I'm happy to be in the situation where I
15 can show him or her a lot of shoving exercises. Can we focus a
16 lot on shoving rather than operating the shift, or maybe radio
17 rules, or maybe lack of signal, or whatever else it may be. So,
18 my focus today, just because of the nature of our assignment,
19 we're heavily focused on shoving. Is there a way for me to
20 communicate to the conductor that he or she may be assigned to on
21 the next job of what it was we worked on on that day? Or is it
22 pretty much a start-over for that conductor when they receive the
23 trainee?

24 A. A fresh start.

25 MR. CASSITY: I have no further questions, thank you.

1 BY MR. CAVE:

2 Q. Jared Cave, FRA. Hey, Greg, so you mentioned trying to job
3 brief, when you're on duty, all the crews before they go out to
4 work, is that correct?

5 A. Yes.

6 Q. To your knowledge, do you know of any MTO's job brief with
7 the Y-231 before they went on duty that night?

8 A. I have no idea.

9 Q. Okay, the CSX safety alerts that they put out on riding
10 intermodal cars, can you kind of just provide, like, what's that
11 conversation right now? What's that conversation you're having
12 with the trainees?

13 A. Just about the positioning, maintaining three points of
14 contact while riding the car is my briefing. I just had a guy, he
15 was out on guard duty for, like, two months, and his first back
16 was actually on a 231 earlier this week -- or last week, last
17 Wednesday. I went down, we walked out toward DT (ph.) type of car
18 and I saw the several positions in the car, how to ride it
19 properly.

20 Q. So, you mean -- what's the emphasis he placed on riding that
21 car for their body mechanics and how they should be positioned?
22 Can you kind of go into detail of now they should be correctly
23 riding that car?

24 A. Oh, I just -- facing equipment, both hands on the handholds
25 when possible, but always stand straight and kind of look to the

1 said for the railroad ahead. So, we talked about slack action
2 also and how to prepare for that and what key things to listen out
3 for while riding or protecting the shoves.

4 Q. Is that the same type of emphasis that has been placed on the
5 other trainees that the other MTOs are job briefing or the mentor
6 job briefing? Has that kind of been across the terminal with all
7 the new hires?

8 A. Yes.

9 MR. CAVE: Okay, I've got no further questions. Thank you,
10 Greg.

11 MR. SKOLNEKOVICH: Thank you, Jared.

12 BY MR. SKOLNEKOVICH:

13 Q. Greg, do you have any questions for us?

14 A. No.

15 Q. Do you have anything you'd like to add that might help
16 prevent this from happening in the future?

17 A. No, I don't have anything at this --

18 Q. Okay, if we have follow-on questions, do you mind if we
19 contact you?

20 A. No, not at all.

21 MR. SKOLNEKOVICH: Okay. All right, then, Greg, on behalf of
22 the NTSB, I want to thank you for your time and cooperation. We
23 appreciate you taking the time with us this morning to kind of
24 fill us in on some details we were missing and we will take what
25 you said and anything you said to the team in the investigation to

1 prevent this from happening again. So, I appreciate both your
2 time and cooperation.

3 A. Yeah, you guys are welcome.

4 MR. SKOLNEKOVICH: All right, as far as everybody else, the
5 time is now 9:26. I'll now conclude the interview.

6 (Whereupon, at 9:26 a.m., the interview was concluded.)
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CERTIFICATE

This is to certify that the attached proceeding before the
NATIONAL TRANSPORTATION SAFETY BOARD

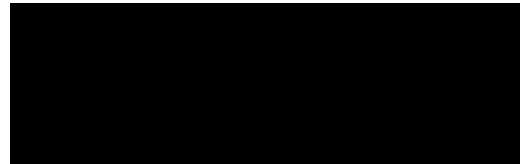
IN THE MATTER OF: CSX EMPLOYEE FATALITY AT THE SEAGIRT
MARINE TERMINAL IN BALTIMORE,
MARYLAND ON JUNE 28, 2023
Interview of Gregory Anderson

ACCIDENT NO.: RRD23FR012

PLACE: via Microsoft Teams

DATE: July 10, 2023

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.



Carolyn Hanna
Transcriber